

Menands Union Free School District
K-8 Comprehensive School Counseling Program
District Guidance Plan
2015-2016

Brief description of school district

The Menands School District serves 255 students in kindergarten through eighth grade. The school district pays tuition for an additional 120 Menands students in grades nine through twelve to attend one of five area high schools: Shaker High School in North Colonie Central School District, Watervliet High School, Heatly School in Green Island, South Colonie High School in South Colonie School District or Tech Valley High School. A small public school district that never centralized with other schools, Menands School District has been in existence for over 140 years and continues to be a focal point of our village community.

The school offers an ideal learning environment for all students. A small school atmosphere, individual attention, a diverse student body, and community support are just some of the things that make Menands unique. The district is proud to provide students with a strong academic program in core subjects that establishes the foundation for their success in high school, college, and careers. Menands students benefit from full-day kindergarten, accelerated courses in eighth grade math and science, Spanish starting in kindergarten, and computer technology, library, art, music, and physical education/health at every grade level.

The staff consists of 31 teachers, 14 non-instructional personnel, a superintendent, and a principal. In addition to the traditional academic courses, the district offers four extramural sports for middle school students, a wide range of clubs for students in grades one through eight, a drama production each year, and band and instrumental lessons starting in fifth grade.

Mission Statement

The Menands School District, in partnership with students, teachers, parents and the community, is committed to excellence. We prepare students to excel in all areas of learning, encourage them to respect cultural diversity, and expect them to become valued members of society. We strive to develop life-long learners within a safe, nurturing and supportive environment. By creating innovative, well-balanced programs that challenge the unique abilities of all students, we are able to nurture each child's potential. We are educating the leaders of tomorrow and believe that children come first.

K-8 Counseling Program Overview

Kindergarten through Fifth Grade Guidance Program

Currently, the school counselor and school psychologist, along with teachers implement the requirements of the kindergarten through fifth grade components of the school counseling program. Through the Instructional Support Team, building and grade level Inquiry Data Teams and the Response to Instruction process, staff collaborates to provide students with academic, career and social/emotional support based on the needs of all students. The school counselor and school psychologist provide individual and/or group counseling and crisis intervention to support overall student success. Parent involvement is welcomed and encouraged.

Sixth through Eighth Grade Guidance Program

In grade six through eight, students receive academic, career, social/emotional guidance and crisis intervention from the certified school counselor. As in the elementary program, the school psychologist and teachers support the sixth through eighth graders as well. Parent involvement is welcomed and encouraged.

List of department members, principal, superintendent

Cheri VandenBerg, K-12 certified school counselor

Amy Abatto, school psychologist

Carin D'Ambro, school nurse

Antonietta Schroeder, K-8 principal

Maureen Long, superintendent

The Comprehensive Model

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

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

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

The National Model for School Counseling Programs speaks to the importance of accountability and having an organizational framework that documents and demonstrates "how students are different as a result of the school counseling programs." A commitment to accountability shifts public perception from questions such as "what do school counselors really do?" to showing how school counselors are key players in the academic success for all students.

Menands School Counseling Department: Foundation

Counseling Statement

School Counselors are professional advocates who collaborate with other educators, parents/guardians, and community stakeholders to maximize student potential and academic achievement.

School Counselors believe that all students are capable of developing and demonstrating the knowledge, skills, abilities, and character needed to participate in a global society as responsible citizens.

School Counselors in New York State work under the New York State Education Department regulations. Those regulations under part 100.2 are found in Appendix A.

School Counselors work under research-based National Standards of Mindsets and Behaviors from ASCA. These standards describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. Students should be able to demonstrate these as a result of a school counseling program. Included in these are the three domains (Academic, Social/Emotional, and Career) and standards under these. The complete list of Mindsets and Behaviors along with the Domains and Standards are found in Appendix B.

School Counselors work under the New York State Education Department Career Development and Occupational Studies (CDOS) standards. These learning standards are intended to promote exploration and research into broad career areas of interest to individual students. Basic principles of career planning such as decision-making, self-evaluation, and goal setting have been integrated within the sample tasks. These standards are found in Appendix C.

School Counselors work under the ASCA Professional School Counselor Competencies. These competencies outline the knowledge, abilities, skills and attitudes that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of pre-K–12 students. They help ensure new and experienced school counselors are equipped to establish, maintain and enhance a comprehensive school counseling program addressing academic achievement, career planning and personal/social development. These competencies are found in Appendix D.

School Counselors work under ethical standards that enable them to create opportunities for equity in access and success in educational opportunities; and connect their programs to the mission of schools by subscribing to the tenets of professional responsibility. These are found in Appendix E.

Menands School Counseling Department: Management System

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

Clear expectations and purposeful interaction with all stakeholders results in a school counseling program that is integrated into the total educational program, and provides student growth and development. The management section of the Menands school counseling plan addresses who will implement the school counseling program, when the program is delivered, use of data, the management agreement, and advisory team.

Components of the Management System:

Management agreements: The counselor will insure effective implementation of the delivery system to meet student need. The counseling staff and administrators make management decisions based on the school's needs and data analysis. Management system decisions and agreements must be made regarding the organization and assignment of counselors (Johnson and Johnson, 2001)

At each of level (Elementary and Middle), school counselors will review and discuss data driven needs for the student population. This may include review of graduation rates, attendance, and standardized test scores. The counselor will decide on a plan of action to meet student need.

Program implementation: The counselor will integrate all elements of a school counseling plan. The counselor will ensure that each student has access to the counseling program. In addition, the counselor will determine the percentage of time spent delivering guidance lessons, providing individual student planning, responsive services, and managing system support.

Use of Time: The counselor will recognize the value of direct service in addition to indirect services. It is recommended that school counselors spend 80% of their time in direct and indirect services with students. The remaining time is spent for program management and program services.

Component	Elementary	Middle
Guidance Curriculum	34-45%	25-35%
Individual Student Planning	5-10%	15-25%
Responsive Services	30-40%	30-40%
System Support	10-15%	10-15%

Use of Calendars: The school counselor will use monthly calendars to guide program delivery.

Other considerations of management agreements include counseling budget, professional development, department meetings, and collaboration among support services staff.

Use of Data: A comprehensive school counseling program is data driven to ensure that every student receives the benefits of the school counseling program. School counselors must show that each activity implemented is part of the program, was developed from analysis of the students' needs, achievements, and/or related data. To do this, school counselors need to evaluate process, perception, and results data.

- **Process data:** Process data answers the question, "What did you do for whom?" and provide evidence that an event occurred. It is information describing the way the program is conducted and if it followed the prescribed practice. Examples of process data include: held six five-session counseling groups with eight students each on anger management; 250 parents/guardians attended an evening career event; all eighth grade students were seen individually to prepare an academic plan.
- **Perception data:** Perception data answer the question, "What do people think they know, believe or can do?" These data measure what students and others observe or perceive, knowledge gained, attitudes and beliefs held and competencies achieved. Examples of perception data include: 100 percent of students in grades 6-8 have completed an academic plan; 92 percent of students can identify the early warning signs of violence; 70 percent of eighth-grade students understand the relationship between academics and careers.
- **Results data:** Results data answer the "so what" question. The impact of an activity or program is document through results data. These data show that your program has had a positive impact on students' ability to utilize their knowledge, attitudes and skills to effect behavior change. Examples include: graduation rates improved by 14 percent; attendance improved among seventh-grade males by 49 percent; discipline referrals decreased by 30 percent over time.

At each of level (Elementary and Middle), the school counselor will review and discuss data driven needs for the student population. This may include review of graduation rates, attendance, and standardized test scores. For every desired competency and result there must be a plan how the desired competency will be achieved. Each action plan should include:

Competencies addressed, description of activity, timeline in which the activity will be completed, who is responsible for delivery, means of evaluating student success, expected results.

The counselor will decide on a plan of action to meet student need. Counselors and the school district leadership team will agree on how services will be assigned to specific counselors.

Health and Wellness Committee: The Health and Wellness Committee is a representative group of persons appointed to both advise and assist the school counseling program. The advisory council reviews program goals, competencies and results, and participates in making recommendations to the counseling department and administrators. Committee membership should be reflective of the Menands School community.

Menands School Counseling Program Map

Menands School Counseling Program Map									
<i>Delivery</i>	<i>Foundation</i>				<i>Management</i>			<i>Accountability</i>	
Program Activity or Service	NYSED Regulation (Apx. A)	Program Objective	ASCA Standard (Apx. B)	NYSED CDOS (Apx. C)	Timeline	Student Focus	Staff and Resources	Program Goal District Goal: F:1,G:1 unless noted Apx C	Assessment
Health	K-5	Students will learn physical, mental, social, emotional health and safety	D: A, S/E M: 1 LS: 1,9 SMS: 1,2,7,9,10 SS:2-5, 7-9	3a-2 3a-3	October-May	All K-5 students	School Counselor; Teacher; Great Body Shop Curriculum	Decrease incident reports by 30% over the year; Zero VADER reports	Individual Student Data
Health	6 th -8 th grades	Students will learn physical, mental, social, emotional health and safety	D: A, S/E M: 1 LS: 1,9 SMS: 1,2,7,9,10 SS:2-5, 7-	3a-2 3a-3	September-June	All 6-8 students	Health Teacher	Decrease incident reports by 30% over the year	Teacher assessments
Olweus	K-5 6-8	Students will understand their part in preventing and responding to student/student bullying	S/E M: 1,3 LS: 1,9 SMS: 1,2,7,9,10 SS: 2-5,7-9	3a-2,3,4	September-June; Quarterly programming	All K-8	School staff and faculty; outside agencies; Olweus curriculum	Decrease incident reports by 30% over the year (124 per year); O VADER reports	End of year survey
Academic Intervention	K-3 4-8	Students will demonstrate regular attendance; improved academic grades; and improved study and organizational skills	A M: 2, 5-6 LS: 3,4,6,7 SMS: 1-3 6-8 SS: 3	3a-1,3,7	September-June	Students who are struggling academically and those with limited resources	School counselors, teachers; Instructional Support Team; Homework Club; Participation and achievement while in school (PAWS).	90% students to pass all classes, 100% promotion to next grade	Academic and attendance records

Program Activity or Service	NYSED Regulation (Apx. A)	Program Objective	ASCA Standard (Apx. B)	NYSED CDOS (Apx. C)	Timeline	Student Focus	Staff and Resources	Program Goal District Goal: F:1,G:1 unless noted Apx C	Assessment
High School Fair	8 th graders	Students will demonstrate understanding of the high school transition process.	A M: 2,3 LS: 1, 7, 9 SMS: 10 SS: 3, 8	3a-2,3	December-June	Eighth grade students	School counselors; administration; teachers; parents; other school community members	90% participation of students and parents F1:G4	End of process survey; attendance at the fair
High School Transition	8 th graders	Students will actively participate in making an informed decision regarding their high school careers.	S/E M: 5 LS: 1,4,7,9 SMS:1, 8, 10 SS: 8, 9	2	January	Eighth grade students	School counselors; teachers; parents; other school community members	100% participation of students; 100% participation of parents F1:G4	Successful transition; academic records
Career Day	6 th and 7 th graders	Students will actively engage with local business leaders to begin an understanding of future career paths.	C M: 4, 6 LS: 7 SS: 1, 3, 9	1,2	June	6 th and 7 th graders	School counselors; teachers; business leaders; parents	100% participation of students	Post-survey
Career Development	7 th graders	Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions while learning their 21 st century skills.	C M: 1, 4, 5, 6 LS: 1-3, 5, 7 SMS: 1,3 SS: 1, 6-7	1,2,3a	September-June	7 th graders	School counselors	100% successful completion of the class; all participants miss no more than five days.	Academic and attendance record.

Program Activity or Service	NYSED Regulation (Apx. A)	Program Objective	ASCA Standard (Apx. B)	NYSED CDOS (Apx. C)	Timeline	Student Focus	Staff and Resources	Program Goal District Goal: F:1,G:1 unless noted Apx C	Assessment
Study Hall	5 th – 8 th graders	Students will demonstrate skills for time management, studying, homework completion, organization, and/or seeking academic assistance and extracurricular activities.	A M: 1, 2,6 LS: 3-4, 10 SMS: 1-3, 6,7 SS: 1,3	3a-2,3	September-June	For all students 5 th -8 th graders	Teachers	100% successful completion of present grade level	Academic records
Positive School Climate	All students K-8	Students will demonstrate adherence to provisions provided by DASA instruction.	S/E M: 1,3 SMS: 1,2, 7, 9, 10 2-6, 8,9	3a-2-4	September	For all students	DASA coordinators; teachers; DASA curriculum	No more than 15 DASA reports over the year	Incident reports
					Year-long	Students with DASA related incident reports			
Social Skills Groups	All students, K-8	Students will consistently interact with peers and school staff in a positive manner.	S/E M: 2 LS: 1, 7 SS: 2, 3, 9	3a 3,4	September-June	Available to all students with self, teacher, or parent referral ; students who are struggling with positive interactions	Various strategies and interventions based on counseling theories and methods	Increase number of students who can successfully demonstrate and utilize skills within 6-12 weeks from beginning of the group; decrease number of incident reports based on total at referral date	Counseling, teacher, and parent reports

Program Activity or Service	NYSED Regulation (Apx. A)	Program Objective	ASCA Standard (Apx. B)	NYSED CDOS (Apx. C)	Timeline	Student Focus	Staff and Resources	Program Goal District Goal: F:1,G:1 unless noted Apx C	Assessment
Study Skills Groups	All students, K-8	Students will successfully utilize study skills during instructional time and during homework completion.	A M:6 LS: 3,4,6 SMS: 3,6 SS: 1	3a:1,2, 7	September-June	Available to all students with self, teacher, or parent referral ; students who are struggling academically	Various strategies and interventions based on counseling theories and methods	Increase number of students who can successfully demonstrate and utilize skills within 6-12 weeks from beginning of the group; improve grades	Counseling and teacher reports; academic records
Coping Skills Groups	All students, K-8	Students will successfully utilize coping skills in stressful situations at school.	S/E M: 2 LS: 1, 7 SMS: 7 SS: 8	3a 3	September-June	Available to all students with self, teacher, or parent referral ; students who are struggling with coping in stressful situations	Various strategies and interventions based on counseling theories and methods	Increase number of students who can successfully demonstrate and utilize skills within 6-12 weeks from beginning of the group; decrease number of incident reports	Counseling, teacher, and parent reports
Individual Counseling	All students, K-8	Students will demonstrate that they can self-regulate and increase their own success in achievement and positive interactions during the school day.	A; S/E M: 2 LS: 5 SMS: 2, 6, 7 SS:3,8	3a:3	September-June	Available to all students who demonstrate need for higher intensity interventions; prove they need extra time to learn skills; are at-risk of failing; parental request	Various strategies and interventions based on counseling theories and methods	Increase number of students who can successfully demonstrate and utilize skills within 3-6 weeks from beginning of intervention; show academic progress; decrease number of incident reports	Counselor and parent reports; academic records; incident reports

Program Activity or Service	NYSED Regulation (Apx. A)	Program Objective	ASCA Standard (Apx. B)	NYSED CDOS (Apx. C)	Timeline	Student Focus	Staff and Resources	Program Goal District Goal: F:1,G:1 unless noted Apx C	Assessment
Crisis Counseling	All students, K-8	Students will demonstrate that they can self-regulate and maintain self-control when returned to their normal routine and environment.	S/E M: 5 SMS: 1,2,6,7,9 SS: 3,9	3a:3	September-June	Available to all students who demonstrate need for the highest intensity interventions; need a new environment and extra time to de-escalate emotions and behaviors; and are at-risk of danger to self or others	Various strategies and interventions based on counseling theories and methods; TCI trained staff; administration; walkie-talkies	Decrease number of incident reports	Incident reports

Menands School Counseling Department: Accountability System

To achieve the best results for students, the school counselor regularly evaluates the program to determine its effectiveness. Now more than ever, school counselors are challenged to demonstrate the effectiveness of their programs in measurable terms. The school counselor uses accountability strategies to monitor student achievement and to evaluate and improve the School Counseling program. The School Counseling program components may be accessed through Data Analysis, Program Results and Evaluation and Improvement. Going forward, the school counselor, in collaboration with the Health and Wellness Committee, would like to maintain a regular review of the program. The plan will include an analysis of one component of school data, one goal, strategies, results, and evaluation. To analyze school data school counselors will collaborate with administrators to identify problem areas using data critical to student success. Examples include discipline referrals, standardized test scores, retention, dropout rates, and attendance. A goal will be set based on the following question: How does the role of the school counselor impact student success? One need will be selected and the baseline of data identified. External variables will be identified. Counselors will identify strategies to accomplish the goal. Strategies may include school guidance curriculum including classroom and group counseling, individual student planning, responsive services, and system support. Results will include baseline data and results data. Each accountability plan will include an evaluation. Which strategies had a positive impact on the data? Which strategies should be replaced or changed? How did your role as a school counselor and your goal contribute to a systemic change in your school?

Analyzing school counseling program results reports ensures programs are evaluated for effectiveness and informs decisions related to program improvement. The analysis of results reports is the heart of having a data driven school counseling program (ASCA, 2012). The Menands Health and Wellness Committee along with the school counselor may review the accountability plans to identify trends and areas of success and areas in need of improvement. The program evaluation has the following components: Self-analysis of the school counselor's strengths and areas of improvement using the School Counselor Competencies Assessment; Self-analysis of the school counseling program's strengths and areas of improvement, and evaluation of the school counselor's performance using the Menand's APPR document.

Data Analysis:

The school data profile is a summary of the school's achievement, attendance, behavior, and safety record over a multi-year period and can contribute to a better understanding of trends at the school. Analysis of the school data profile helps the school counselor monitor student achievement, identify achievement, opportunity, and attainment gaps, and recognize a need for systemic change (Holcomb-McCoy, 2007; Rowell, 2006). The school counselor will review available attendance, graduation rates, achievement, behavior, and safety data from the past school year. The school counselor will consider the following questions when analyzing the data: What strengths are indicated by the data?

What concerns are indicated? Have attendance and graduation rates remained stable? How can the school counseling program contribute to addressing the educational issues posed by the data?

Appendix A

NYS EDUCATION DEPARTMENT COMMISSIONER'S REGULATIONS PART 100.2 (j)

a. **Guidance programs.**

1. **Public schools.**

Each school district shall have a guidance program for all students.

- i. In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.
- ii. In grades 7-12, the guidance program shall include the following activities or services:
 - a. 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;
 - b. 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;
 - c. other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors, or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and
 - d. the services of personnel certified or licensed as school counselors.

iii. Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

2. Nonpublic schools.

Each nonpublic secondary school shall provide a guidance and counseling program for students in grades 7-12.

Appendix B

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

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
2. Self-confidence in ability to succeed
3. Sense of belonging in the school environment
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
6. Positive attitude toward work and learning

Category 2: Behavior Standards

Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

Learning Strategies	Self-Management Skills	Social Skills
1. Demonstrate critical-thinking skills to make informed decisions	1. Demonstrate ability to assume responsibility	1. Use effective oral and written communication and listening skills
2. Demonstrate creativity	2. Demonstrate self-discipline and self-control	2. Create positive and supportive relationships with other students
3. Use time-management, organizational and study skills	3. Demonstrate ability to work independently	3. Create relationships with adults that support success
4. Apply self-motivation and self-direction to learning	4. Demonstrate ability to delay immediate gratification for long-term rewards	4. Demonstrate empathy
5. Apply media and technology skills	5. Demonstrate perseverance to achieve long- and short-term goals	5. Demonstrate ethical decision-making and social responsibility
6. Set high standards of quality	6. Demonstrate ability to overcome barriers to learning	6. Use effective collaboration and cooperation skills
7. Identify long- and short-term academic, career and social/emotional goals	7. Demonstrate effective coping skills when faced with a problem	7. Use leadership and teamwork skills to work effectively in diverse teams

8. Actively engage in challenging coursework	8. Demonstrate the ability to balance school, home and community activities	8. Demonstrate advocacy skills and ability to assert self, when necessary
9. Gather evidence and consider multiple perspectives to make informed decisions	9. Demonstrate personal safety skills	9. Demonstrate social maturity and behaviors appropriate to the situation and environment
10. Participate in enrichment and extracurricular activities	10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

School Counseling National Domains and Standards

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

Academic Development

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

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

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

Career Development

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

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

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

Personal/Social Development

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

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

Standard C: Students will understand safety and survival skills.

Appendix C

Learning Standards for Career Development and Occupational Studies at Three Levels

Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Standard 3b: Career Majors Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

ASCA School Counselor Competencies

PROGRAMS

I-A: Knowledge

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

I-A-1. The organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices

I-A-2. The organizational structure and components of an effective school counseling program that aligns with the ASCA National Model

I-A-3. Barriers to student learning and use of advocacy and data-driven school counseling practices to close the achievement/opportunity gap

I-A-4. Leadership principles and theories

I-A-5. Individual counseling, group counseling and classroom instruction ensuring equitable access to resources promoting academic achievement, career development and personal/social development for every student

I-A-6. Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student

I-A-7. Legal, ethical and professional issues in pre-K–12 schools

I-A-8. Developmental theory, learning theories, social justice theory, multiculturalism, counseling theories and career counseling theories

I-A-9. The continuum of mental health services, including prevention and intervention strategies to enhance student success

I-B: Abilities and Skills

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

I-B-1. Plans, organizes, implements and evaluates a school counseling program aligning with the ASCA National Model

I-B-1a. Creates a vision statement examining the professional and personal competencies and qualities a school counselor should possess

I-B-1b. Describes the rationale for a comprehensive school counseling program

I-B-1c. Applies the school counseling themes of leadership, advocacy, collaboration and systemic change, which are critical to a successful school counseling program

I-B-1d. Describes, defines and identifies the qualities of an effective school counseling program

I-B-1e. Describes the benefits of a comprehensive school counseling program for all stakeholders, including students, parents, teachers, administrators, school boards, department of education, school counselors, counselor educators, community stakeholders and business leaders

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

I-C: Attitudes

School counselors believe:

I-C-1. Every student can learn, and every student can succeed

I-C-2. Every student should have access to and opportunity for a high-quality education

I-C-3. Every student should graduate from high school and be prepared for employment or college and other post-secondary education

I-C-4. Every student should have access to a school counseling program

I-C-5. Effective school counseling is a collaborative process involving school counselors, students, parents, teachers, administrators, community leaders and other stakeholders

I-C-6. School counselors can and should be leaders in the school and district

I-C-7. The effectiveness of school counseling programs should be measurable using process, perception and outcome data

FOUNDATIONS

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

II-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

II-A-1. Beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level

II-A-2. Educational systems, philosophies and theories and current trends in education, including federal and state legislation

II-A-3. Learning theories

II-A-4. History and purpose of school counseling, including traditional and transformed roles of school counselors

II-A-5. Human development theories and developmental issues affecting student success

II-A-6. District, state and national student standards and competencies, including ASCA Student Standards and other student standards that may complement and inform the comprehensive school counseling program

II-A-7. Legal and ethical standards and principles of the school counseling profession and educational systems, including district and building policies

II-A-8. The three domains of academic achievement, career planning and personal/social development

II-B: Abilities and Skills

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

II-B-1. Develops the beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level

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

II-C: Attitudes

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

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

MANAGEMENT

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

III-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- III-A-1. Leadership principles, including sources of power and authority and formal and informal leadership
- III-A-2. Organization theory to facilitate advocacy, collaboration and systemic change
- III-A-3. Presentation skills for programs such as teacher in-services, parent workshops and presentation of results reports to school boards

III-A-4. Time management, including long- and short-term management using tools such as schedules and calendars

III-A-5. Data-driven decision making n III-A-6. Current and emerging technologies such as use of the Internet, Web-based resources and information management systems

III-B: Abilities and Skills

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

III-B-1. Self-evaluates his/her own competencies leading to and resulting in the formulation of an appropriate professional development plan

III-B-1a. Conducts a school counseling program assessment

III-B-1b. Negotiates a management plan for the comprehensive school counseling program with the administrator

III-B-1c. Discusses and develops the management component of the school counseling program with the other members of the school counseling staff

III-B-1d. Presents school counseling management tools to the principal, and finalizes an annual school counseling agreement

III-B-1e. Discusses the anticipated program results when implementing the action plans for the school year

III-B-1f. Participates in school counseling and education-related professional organizations

III-B-1g. Develops a yearly professional development plan demonstrating how the school counselor advances relevant knowledge, skills and dispositions

III-B-1h. Communicates effective goals and benchmarks for meeting and exceeding expectations consistent with the administrator/school counselor annual agreement and district performance appraisals

III-B-1i. Uses personal reflection, consultation and supervision to promote professional growth and development

III-B-2. Establishes and convenes an advisory council for the comprehensive school counseling program

III-B-2a. Uses leadership skills to facilitate vision and positive change for the comprehensive school counseling program

III-B-2b. Determines appropriate education stakeholders who should be represented on the advisory council

III-B-2c. Develops effective and efficient meeting agendas

III-B-2d. Reviews school data, school counseling program assessment and school counseling program goals with the advisory council

III-B-2e. Records meeting notes and distributes as appropriate

III-B-2f. Analyzes and incorporates feedback from the advisory council related to school counseling program goals as appropriate

III-B-3. Accesses or collects relevant data, including process, perception and outcome data, to monitor and improve student behavior and achievement

III-B-3a. Reviews and disaggregates student achievement, attendance and behavior data to identify and implement interventions as needed

III-B-3b. Uses data to identify policies, practices and procedures leading to successes, systemic barriers and areas of weakness

III-B-3c. Uses student data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps

III-B-3d. Understands and uses data to establish goals and activities to close the achievement, opportunity and/or information gap

III-B-3e. Knows how to use data to identify gaps between and among different groups of students

III-B-3f. Uses school data to identify and assist individual students who do not perform at grade level and do not have opportunities and resources to be successful in school

III-B-3g. Knows and understands theoretical and historical basis for assessment techniques

III-B-4. Assesses use of time in direct and indirect student services and program management and school support

III-B-4a. Organizes and manages time to effectively implement a comprehensive school counseling program

III-B-4b . Identifies appropriate distribution of school counselor's time based on the school data and program goals

III-B-4c. Creates a rationale for school counselor's use of time in the delivery component to focus on the goals of the comprehensive school counseling program

III-B-4d Identifies and evaluates fair-share responsibilities, which articulate appropriate and inappropriate counseling and non-counseling activities

III-B-5. Develops calendars to ensure the effective implementation of the school counseling program

- III-B-5a. Creates annual and weekly calendars to plan activities to reflect school counseling program goals
- III-B-5b. Demonstrates time-management skills including scheduling, publicizing and prioritizing time and tasks
- III-B-6. Designs and implements action plans aligning with school and school counseling program goals
 - III-B-6a. Uses appropriate academic and behavioral data to develop school counseling core curriculum, small-group and closing-the-gap action plans and determines appropriate students for the target group or interventions
 - III-B-6b. Identifies ASCA domains, standards and competencies being addressed by each plan
 - III-B-6c. Creates lesson plans related to the school counseling core curriculum identifying what will be delivered, to whom it will be delivered, how it will be delivered and how student attainment of competencies will be evaluated
 - III-B-6d. Determines the intended impact on academics, attendance and behavior
 - III-B-6e. Identifies appropriate activities to accomplish objectives
 - III-B-6f. Identifies appropriate resources needed
 - III-B-6g. Identifies data-collection strategies to gather process, perception and outcome data
 - III-B-6h. Shares results of action plans with staff, parents and community.
- III-B-7. Implements program management and school support activities for the comprehensive school counseling program
 - III-B-7a. Creates a program management and school support planning document addressing school counselor's responsibilities for program management and professional development
 - III-B-7b. Coordinates activities that establish, maintain and enhance the school counseling program as well as other educational programs
- III-B-8. Conducts self-appraisal related to school counseling skills and performance

III-C: Attitudes

School counselors believe:

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

DELIVERY

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

IV-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- IV-A-1. The distinction between direct and indirect student services
- IV-A-2. The concept of a school counseling core curriculum

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

IV-B: Abilities and Skills

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

Direct Student Services School Counseling Core Curriculum

IV-B-1. Implements the school counseling core curriculum

IV-B-1a. Identifies appropriate curriculum aligned to ASCA Student Standards

IV-B-1b. Develops and presents a developmental school counseling core curriculum addressing all students' needs based on student data

IV-B-1c. Demonstrates classroom management and instructional skills

IV-B-1d. Develops materials and instructional strategies to meet student needs and school goals

IV-B-1e. Encourages staff involvement to ensure the effective implementation of the school counseling core curriculum

IV-B-1f. Knows, understands and uses a variety of technology in the delivery of school counseling core curriculum activities

IV-B-1g. Understands multicultural and pluralistic trends when developing and choosing school counseling core curriculum

IV-B-1h. Understands and is able to build effective, high-quality peer helper programs

Individual Student Planning

IV-B-2. Facilitates individual student planning

IV-B-2a. Understands individual student planning as a component of a comprehensive program

IV-B-2b. Develops strategies to implement individual student planning, such as strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or post-secondary planning

IV-B-2c. Helps students establish goals and develops and uses planning skills in collaboration with parents or guardians and school personnel

IV-B-2d. Understands career opportunities, labor market trends and global economics and uses various career assessment techniques to help students understand their abilities and career interests

IV-B-2e. Helps students learn the importance of college and other post-secondary education and helps students navigate the college admissions process

IV-B-2f. Understands the relationship of academic performance to the world of work, family life and community service

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

Responsive Services

IV-B-3. Provides responsive services

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

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

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

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

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

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

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

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

Indirect Student Services Referrals

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

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

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

Consultation

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

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

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

Collaboration

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

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

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

IV-C: Attitudes

School counselors believe:

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

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

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

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

ACCOUNTABILITY

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

V-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

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

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

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

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

V-B: Abilities and Skills

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

V-B-1. Analyzes data from school data profile and results reports to evaluate student outcomes and program effectiveness and to determine program needs

V-B-1a. Analyzes use of time to determine how much time is spent in school counseling program components and considers best use of time compared to student needs as identified through student data

V-B-1b. Analyzes results from school counseling program assessment

programs V-B-1c. Uses formal and informal methods of program evaluation to design and enhance comprehensive school counseling

V-B-1d. Uses student data to support decision-making in designing effective school counseling programs and interventions

activities V-B-1e. Measures and analyzes results attained from school counseling core curriculum, small group and closing-the-gap

programs are evaluated and how results are shared V-B-1f. Works with members of the school counseling team and with the administration to decide how school counseling

V-B-1g. Analyzes and interprets process, perception and outcome data

V-B-1h. Reviews progress toward program goals

V-B-1i. Uses technology in conducting research and program evaluation

V-B-1j. Reports program results to the school counseling community

V-B-1k. Uses data to demonstrate the value the school counseling program adds to student achievement

V-B-1l. Uses results obtained for program improvement

V-B-2. Understands and advocates for appropriate school counselor performance appraisal process based on school counselor competencies and implementation of the comprehensive school counseling program

V-B-2a. Analyzes self-assessment related to school counseling skills and performance

V-B-2b. Identifies how school counseling activities fit within categories of a performance appraisal instrument

counselors V-B-2c. Encourages administrators to use a performance appraisal instrument reflecting appropriate responsibilities for school

V-B-3a. Compares current school counseling program implementation with the ASCA National Model

stakeholders V-B-3b. Shares the results of the program assessment with administrators, the advisory council and other appropriate

V-B-3c. Identifies areas for improvement for the school counseling program

V-C: Attitudes

School counselors believe:

V-C-1. School counseling programs should achieve demonstrable results

V-C-2. School counselors should be accountable for the results of the school counseling program

V-C-3. School counselors should use quantitative and qualitative data to evaluate their school counseling program and to demonstrate program results

V-C-4. The outcomes of the school counseling program should be analyzed and presented in the context of the overall school and district performance

Appendix E

Preamble

The American School Counselor Association (ASCA) is a professional organization whose members are school counselors certified/licensed in school counseling with unique qualifications and skills to address all students' academic, personal/social and career development needs. Members are also school counseling program directors/supervisors and counselor educators. These ethical standards are the ethical responsibility of school counselors. School counseling program directors/supervisors should know them and provide support for practitioners to uphold them. School counselor educators should know them, teach them to their students and provide support for school counseling candidates to uphold them.

Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

- Each person has 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: ethnic/racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services, e.g., students of color, students living at a low socio-economic status, students with disabilities and students from non-dominant language backgrounds.
- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- Each person has the right to privacy and thereby the right to expect the school-counselor/student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.
- Each person has the right to feel safe in school environments that school counselors help create, free from abuse, bullying, neglect, harassment or other forms of violence.

In this document, ASCA specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counselors, supervisors/directors of school counseling programs and school counselor educators. The purposes of this document are to:

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

- Serve as a guide for the ethical practices of all professional 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 self-appraisal and peer evaluations regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and
- Inform all stakeholders, including students, parents and guardians, teachers, administrators, community members and courts of justice, of best ethical practices, values and expected behaviors of the school counseling professional.

A.1. Responsibilities to Students

Professional school counselors:

- a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
- b. Are concerned with the educational, academic, career, personal and social needs and encourage the maximum development of every student.
- c. Respect students' values, beliefs and cultural background and do not impose the school counselor's personal values on students or their families.
- d. Are knowledgeable of laws, regulations and policies relating to students and strive to protect and inform students regarding their rights.
- e. Promote the welfare of individual students and collaborate with them to develop an action plan for success.
- f. Consider the involvement of support networks valued by the individual students.

g. Understand that professional distance with students is appropriate, and any sexual or romantic relationship with students whether illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student's age.

h. Consider the potential for harm before entering into a relationship with former students or one of their family members.

A.2. Confidentiality

Professional school counselors:

a. Inform individual students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes the limits of confidentiality in a developmentally appropriate manner. Informed consent requires competence on the part of students to understand the limits of confidentiality and therefore, can be difficult to obtain from students of a certain developmental level. Professionals are aware that even though every attempt is made to obtain informed consent it is not always possible and when needed will make counseling decisions on students' behalf.

b. Explain the limits of confidentiality in appropriate ways such as classroom guidance lessons, the student handbook, school counseling brochures, school Web site, verbal notice or other methods of student, school and community communication in addition to oral notification to individual students.

c. Recognize the complicated nature of confidentiality in schools and consider each case in context. 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 defined by students' developmental and chronological age, the setting, parental rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.

d. Recognize their primary obligation for confidentiality is to the students but balance that obligation with an understanding of parents'/guardians' legal and inherent rights to be the guiding voice in their children's lives, especially in value-laden issues. Understand the need to balance students' ethical rights to make choices, their capacity to give consent or assent and parental or familial legal rights and responsibilities to protect these students and make decisions on their behalf.

e. Promote the autonomy and independence of students to the extent possible and use the most appropriate and least intrusive method of breach. The 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.

f. 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: • Student identifies partner or the partner is highly identifiable • School counselor recommends the student notify partner and refrain from further high-risk behavior • Student refuses • School counselor informs the student of the intent to notify the partner • School counselor seeks legal consultation from the school district's legal representative in writing as to the legalities of informing the partner

g. Request of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.

h. Protect the confidentiality of students' records and release personal data in accordance with prescribed federal and state laws and school policies including the laws within the Family Education Rights and Privacy Act (FERPA). Student information stored and transmitted electronically is treated with the same care as traditional student records. Recognize the vulnerability of confidentiality in electronic communications and only transmit sensitive information electronically in a way that is untraceable to students' identity. Critical information such as a student who has a history of suicidal ideation must be conveyed to the receiving school in a personal contact such as a phone call.

A.3. Academic, Career/College/Post-Secondary Access and Personal/Social Counseling Plans

Professional school counselors:

a. Provide students with a comprehensive school counseling program that parallels the ASCA National Model with emphasis on working jointly with all students to develop personal/social, academic and career goals.

b. Ensure equitable academic, career, post-secondary access and personal/social opportunities for all students through the use of data to help close achievement gaps and opportunity gaps.

c. Provide and advocate for individual students' career awareness, exploration and post-secondary plans supporting the students' right to choose from the wide array of options when they leave secondary education.

A.4. Dual Relationships

Professional 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. Maintain appropriate professional distance with students at all times.
- c. Avoid dual relationships with students through communication mediums such as social networking sites.
- d. Avoid dual relationships with school personnel that might infringe on the integrity of the school counselor/student relationship.

A.5. Appropriate Referrals

Professional school counselors:

- a. Make referrals when necessary or appropriate to outside resources for student and/or family support. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.
- b. Help educate about and prevent personal and social concerns for all students within the school counselor's scope of education and competence and make necessary referrals when the counseling needs are beyond the individual school counselor's education and training. Every attempt is made to find appropriate specialized resources for clinical therapeutic topics that are difficult or inappropriate to address in a school setting such as eating disorders, sexual trauma, chemical dependency and other addictions needing sustained clinical duration or assistance.
- c. Request a release of information signed by the student and/or parents/guardians when attempting to develop a collaborative relationship with other service providers assigned to the student.
- d. Develop a reasonable method of termination of counseling when it becomes apparent that counseling assistance is no longer needed or a referral is necessary to better meet the student's needs.

A.6. Group Work

Professional school counselors:

- a. Screen prospective group members and maintain an awareness of participants' needs, appropriate fit and personal goals in relation to the group's intention and focus. The school counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.
- b. Recognize that best practice is to notify the parents/guardians of children participating in small groups.
- c. Establish clear expectations in the group setting, and clearly state that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, recognize the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.
- d. Provide necessary follow up with group members, and document proceedings as appropriate.
- e. Develop professional competencies, and maintain appropriate education, training and supervision in group facilitation and any topics specific to the group.
- f. Facilitate group work that is brief and solution-focused, working with a variety of academic, career, college and personal/social issues.

A.7. Danger to Self or Others

Professional school counselors:

- a. Inform parents/guardians and/or appropriate authorities when a student poses a danger to self or others. This is to be done after careful deliberation and consultation with other counseling professionals.
- b. Report risk assessments to parents when they underscore the need to act on behalf of a child at risk; never negate a risk of harm as students sometimes deceive in order to avoid further scrutiny and/or parental notification.
- c. Understand the legal and ethical liability for releasing a student who is in danger to self or others without proper and necessary support for that student.

A.8. Student Records

Professional school counselors:

- a. Maintain and secure records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.
- b. Keep sole-possession records or individual student case notes separate from students' educational records in keeping with state laws.
- c. Recognize the limits of sole-possession records and understand these records are a memory aid for the creator and in absence of privileged communication may be subpoenaed and may become educational records when they are shared or are accessible to others in either verbal or written form or when they include information other than professional opinion or personal observations.
- d. Establish a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Apply careful discretion and deliberation before destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.
- e. Understand and abide by the Family Education Rights and Privacy Act (FERPA, 1974), which safeguards student's records and allows parents to have a voice in what and how information is shared with others regarding their child's educational records.

A.9. Evaluation, Assessment and Interpretation

Professional school counselors:

- a. Adhere to all professional standards regarding 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 trained and competent.
- b. Consider confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.

c. Consider the developmental age, language skills and level of competence of the student taking the assessments before assessments are given.

d. Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students can understand.

e. Monitor the use of assessment results and interpretations, and take reasonable steps to prevent others from misusing the information.

f. 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.

g. Assess the effectiveness of their program in having an impact on students' academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

A.10. Technology

Professional school counselors:

a. Promote the benefits of and clarify the limitations of various appropriate technological applications. Professional school counselors promote technological applications (1) that are appropriate for students' individual needs, (2) that students understand how to use and (3) for which follow-up counseling assistance is provided.

b. Advocate for equal access to technology for all students, especially those historically underserved.

c. Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, facsimile machines, telephones, voicemail, answering machines and other electronic or computer technology.

d. Understand the intent of FERPA and its impact on sharing electronic student records.

e. Consider the extent to which cyberbullying is interfering with students' educational process and base guidance curriculum and intervention programming for this pervasive and potentially dangerous problem on research-based and best practices.

A.11. Student Peer Support Program

Professional school counselors:

- a. Have unique responsibilities when working with peer-helper or student-assistance programs and safeguard the welfare of students participating in peer-to-peer programs under their direction.
- b. Are ultimately responsible for appropriate training and supervision for students serving as peer-support individuals in their school counseling programs.

B. RESPONSIBILITIES TO PARENTS/GUARDIANS

B.1. Parent Rights and Responsibilities

Professional school counselors:

- a. Respect the rights and responsibilities of parents/guardians for their children and endeavor to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate students' maximum development.
- b. Adhere to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties interfering with the student's effectiveness and welfare.
- c. Are sensitive to diversity among families and recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children's welfare by virtue of their role and according to law.
- d. Inform parents of the nature of counseling services provided in the school setting.
- e. Adhere to the FERPA act regarding disclosure of student information.
- f. Work to establish, as appropriate, collaborative relationships with parents/guardians to best serve student.

B.2. Parents/Guardians and Confidentiality

Professional school counselors:

- a. Inform parents/guardians of the school counselor's role to include the confidential nature of the counseling relationship between the counselor and student.
- b. Recognize that working with minors in a school setting requires school counselors to collaborate with students' parents/guardians to the extent possible.
- c. Respect the confidentiality of parents/guardians to the extent that is reasonable to protect the best interest of the student being counseled.
- d. Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.
- e. Make reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student unless a court order expressly forbids the involvement of a parent(s). In cases of divorce or separation, school counselors exercise a good-faith effort to keep both parents informed, maintaining focus on the student and avoiding supporting one parent over another in divorce proceedings.

C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES

C.1. Professional Relationships

Professional school counselors, the school counseling program director/site supervisor and the school counselor educator:

- a. Establish and maintain professional relationships with faculty, staff and administration to facilitate an optimum counseling program.
- b. Treat colleagues with professional respect, courtesy and fairness.
- c. Recognize that teachers, staff and administrators who are high functioning in the personal and social development skills can be powerful allies in supporting student success. School counselors work to develop relationships with all faculty and staff in order to advantage students.
- d. Are aware of and utilize related professionals, organizations and other resources to whom the student may be referred.

C.2. Sharing Information with Other Professionals

Professional school counselors:

- a. Promote awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.
- b. Provide professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.
- c. Secure parental consent and develop clear agreements with other mental health professionals when a student is receiving services from another counselor or other mental health professional in order to avoid confusion and conflict for the student and parents/guardians.
- d. Understand about the “release of information” process and parental rights in sharing information and attempt to establish a cooperative and collaborative relationship with other professionals to benefit students.
- e. Recognize the powerful role of ally that faculty and administration who function high in personal/social development skills can play in supporting students in stress, and carefully filter confidential information to give these allies what they “need to know” in order to advantage the student. Consultation with other members of the school counseling profession is helpful in determining need-to-know information. The primary focus and obligation is always on the student when it comes to sharing confidential information.
- f. Keep appropriate records regarding individual students, and develop a plan for transferring those records to another professional school counselor should the need occur. This documentation transfer will protect the confidentiality and benefit the needs of the student for whom the records are written.

C.3. Collaborating and Educating Around the Role of the School Counselor

The school counselor, school counseling program supervisor/director and school counselor educator:

- a. Share the role of the school counseling program in ensuring data driven academic, career/college and personal/social success competencies for every student, resulting in specific outcomes/indicators with all stakeholders.
- b. Broker services internal and external to the schools to help ensure every student receives the benefits of a school counseling program and specific academic, career/college and personal/social competencies.

D. RESPONSIBILITIES TO SCHOOL, COMMUNITIES AND FAMILIES

D.1. Responsibilities to the School

Professional school counselors:

- a. Support and protect students' best interest against any infringement of their educational program.
- b. Inform appropriate officials, in accordance with school 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.
- c. Are knowledgeable and supportive of their school's mission, and connect their program to the school's mission.
- d. Delineate and promote the school counselor's role, and function as a student advocate in meeting the needs of those served. School counselors will notify appropriate officials of systemic conditions that may limit or curtail their effectiveness in providing programs and services.
- e. Accept employment only for positions for which they are qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.
- f. Advocate that administrators hire only qualified, appropriately trained and competent individuals for professional school counseling positions.
- g. Assist in developing: (1) curricular and environmental conditions appropriate for the school and community; (2) educational procedures and programs to meet students' developmental needs; (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel; and (4) a data-driven evaluation process guiding the comprehensive, developmental school counseling program and service delivery.

D.2. Responsibility to the Community

Professional school counselors:

- a. Collaborate with community agencies, organizations and individuals in students' best interest and without regard to personal reward or remuneration.

b. Extend their influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.

c. Promote equity for all students through community resources.

d. Are careful not to use their professional role as a school counselor to benefit any type of private therapeutic or consultative practice in which they might be involved outside of the school setting.

E. RESPONSIBILITIES TO SELF

E.1. Professional Competence

Professional school counselors:

a. Function within the boundaries of individual professional competence and accept responsibility for the consequences of their actions.

b. Monitor emotional and physical health and practice wellness to ensure optimal effectiveness. Seek physical or mental health referrals when needed to ensure competence at all times

c. Monitor personal responsibility and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job and are cognizant of and refrain from activity that may lead to inadequate professional services or diminish their effectiveness with school community members Professional and personal growth are ongoing throughout the counselor's career.

d. Strive through personal initiative to stay abreast of current research and to maintain professional competence in advocacy, teaming and collaboration, culturally competent counseling and school counseling program coordination, knowledge and use of technology, leadership, and equity assessment using data.

e. Ensure a variety of regular opportunities for participating in and facilitating professional development for self and other educators and school counselors through continuing education opportunities annually including: attendance at professional school counseling conferences; leading Professional School Counseling journal articles; facilitating workshops for education staff on issues school counselors are uniquely positioned to provide.

f. Enhance personal self-awareness, professional effectiveness and ethical practice by regularly attending presentations on ethical decision-making. Effective school counselors will seek supervision when ethical or professional questions arise in their practice.

g. Maintain current membership in professional associations to ensure ethical and best practices.

E.2. Multicultural and Social Justice Advocacy and Leadership

Professional school counselors:

a. Monitor and expand personal multicultural and social justice advocacy awareness, knowledge and skills. School counselors strive for exemplary cultural competence by ensuring personal beliefs or values are not imposed on students or other stakeholders.

b. Develop competencies in how prejudice, power and various forms of oppression, such as ableism, ageism, classism, familyism, genderism, heterosexism, immigrationism, linguicism, racism, religionism and sexism, affect self, students and all stakeholders.

c. Acquire educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

d. Affirm the multiple cultural and linguistic identities of every student and all stakeholders. Advocate for equitable school and school counseling program policies and practices for every student and all stakeholders including use of translators and bilingual/multilingual school counseling program materials that represent all languages used by families in the school community, and advocate for appropriate accommodations and accessibility for students with disabilities.

e. Use inclusive and culturally responsible language in all forms of communication.

f. Provide regular workshops and written/digital information to families to increase understanding, collaborative two-way communication and a welcoming school climate between families and the school to promote increased student achievement.

g. Work as advocates and leaders in the school to create equity based school counseling programs that help close any achievement, opportunity and attainment gaps that deny all students the chance to pursue their educational goals.

F. RESPONSIBILITIES TO THE PROFESSION

F.1. Professionalism

Professional school counselors:

- a. Accept the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.
- b. Conduct themselves in such a manner as to advance individual ethical practice and the profession.
- c. Conduct appropriate research, and report findings in a manner consistent with acceptable educational and psychological research practices. School counselors advocate for the protection of individual students' identities when using data for research or program planning.
- d. Seek institutional and parent/guardian consent before administering any research, and maintain security of research records.
- e. Adhere to ethical standards of the profession, other official policy statements, such as ASCA's position statements, role statement and the ASCA National Model and relevant statutes established by federal, state and local governments, and when these are in conflict work responsibly for change.
- f. Clearly distinguish between statements and actions made as a private individual and those made as a representative of the school counseling profession.
- g. Do not use their professional position to recruit or gain clients, consultees for their private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services.

F.2. Contribution to the Profession

Professional school counselors:

- a. Actively participate in professional associations and share results and best practices in assessing, implementing and annually evaluating the outcomes of data-driven school counseling programs with measurable academic, career/college and personal/social competencies for every student.
- b. Provide support, consultation and mentoring to novice professionals.
- c. Have a responsibility to read and abide by the ASCA Ethical Standards and adhere to the applicable laws and regulations.

F.3 Supervision of School Counselor Candidates Pursuing Practicum and Internship Experiences:

Professional school counselors:

- a. Provide support for appropriate experiences in academic, career, college access and personal/social counseling for school counseling interns.
- b. Ensure school counselor candidates have experience in developing, implementing and evaluating a data-driven school counseling program model, such as the ASCA National Model
- c. Ensure the school counseling practicum and internship have specific, measurable service delivery, foundation, management and accountability systems.
- d. Ensure school counselor candidates maintain appropriate liability insurance for the duration of the school counseling practicum and internship experiences.
- e. Ensure a site visit is completed by a school counselor education faculty member for each practicum or internship student, preferably when both the school counselor trainee and site supervisor are present.

F.4 Collaboration and Education about School Counselors and School Counseling Programs with other Professionals

School counselors and school counseling program directors/supervisors collaborate with special educators, school nurses, school social workers, school psychologists, college counselors/admissions officers, physical therapists, occupational therapists and speech pathologists to advocate for optimal services for students and all other stakeholders.

G. MAINTENANCE OF STANDARDS

Professional school counselors are expected to maintain ethical behavior at all times.

G.1. When there exists serious doubt as to the ethical behavior of a colleague(s) the following procedure may serve as a guide:

1. The school counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.
2. When feasible, the school counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.

3. The school counselor should keep documentation of all the steps taken.

4. If resolution is not forthcoming at the personal level, the school counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA's Ethics Committee.

5. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence: • State school counselor association • American School Counselor Association

6. The ASCA Ethics Committee is responsible for: • Educating and consulting with the membership regarding ethical standards • Periodically reviewing and recommending changes in code • Receiving and processing questions to clarify the application of such standards. Questions must be submitted in writing to the ASCA Ethics Committee chair. • Handling complaints of alleged violations of the ASCA Ethical Standards for School Counselors. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.

G.2. When school counselors are forced to work in situations or abide by policies that do not reflect the ethics of the profession, the school counselor works responsibly through the correct channels to try and remedy the condition.

G.3. When faced with any ethical dilemma school counselors, school counseling program directors/supervisors and school counselor educators use an ethical decision-making model such as Solutions to Ethical Problems in Schools (STEPS) (Stone, 2001):

1. Define the problem emotionally and intellectually 2. Apply the ASCA Ethical Standards and the law 3. Consider the students' chronological and developmental levels 4. Consider the setting, parental rights and minors' rights 5. Apply the moral principles 6. Determine your potential courses of action and their consequences 7. Evaluate the selected action 8. Consult 9. Implement the course of action.