



2021-2022 COMPREHENSIVE SCHOOL COUNSELING PLAN

Presenting
The Elmira City School District
School Counselors



FAMILY, SCHOOL, COMMUNITY

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Comprehensive School Counseling Advisory Council

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Sarah Rosen	Broadway Elementary School
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Molly Duffy	Elmira High School
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Elmira City School District School Counselors

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Elmira City School District Mission Statement

“The Elmira City School District is a dynamic and innovative learning organization dedicated to developing learners of character who value their educational experience and can compete globally and contribute locally by collaborating with students, families, and community partners to provide meaningful opportunities in a safe and engaging environment for all.”

Core Beliefs:

- Character Education
- Service to Others
- Collaboration
- Meaningful Learning
- Safely Engaging Learning Environment
- College and Career Readiness
- Family Engagement
- School Pride
- Student Growth
- Community Support and Involvement

School Counseling Program Mission Statement

As school counselors in this District, we support the mission of the Elmira City School District by providing a comprehensive, developmentally age-appropriate and sequential school counseling program that is aligned with the Common Core Learning Standards and the American School Counselor Association’s National Standards for School Counseling Programs. We focus on the needs, interests and issues related to the stages of student growth through academic, career and personal/social development. In partnership with students, staff, family, community members and employers, we will prepare students to become effective learners of character, achieve success in school, live successful and rewarding lives, and develop into contributing members of our global society.

Introduction

School counselors are highly educated, professionally certified individuals who help students succeed in school and plan their career. An integral part of the total education system, school counselors help students form healthy goals, mindsets and behaviors. With the aid of a school counselor, students learn to develop effective collaboration and cooperation skills, to practice perseverance, to develop time management and study skills, and to learn self-motivation and self-direction habits.

American School Counselor Association, 2021

The Elmira City School District is fortunate to have available a multitude of academic and supportive services for all students. One of the cornerstones of these services lies in the school counseling office. The school counseling department pulls together the academic, social, and emotional needs of each student, and makes sure that they are being met by the school and district in the most appropriate manner. School Counselors are advocates for the equitable treatment of all students in school and in the community.

The Comprehensive School Counselor Plan for the Elmira City School District delineates the process by which a student obtains services, and the roles of the School Counselor as case manager for the coordination of all services. In addition to functioning as case manager, the school counselor services can be separated into the following areas: Individual and Group Counseling, Career Education/Planning, College Planning, Scheduling and Parental Involvement. In light of the COVID-19 pandemic, the School Counselor Plan will be accommodated to different modes of learning (virtual, in-person and hybrid).

Our school counseling department is committed to each of our students. We believe that each student should have a relationship with their counselor, which is the foundation for achieving our goals. The counselors take the responsibility of being a role model and an advocate for all students.

The Elmira City School District Comprehensive School Counselor plan is aligned with the standards and student competencies developed by the American School Counselor Association for academic, personal/social, and career development and the New York State Social Emotional Learning Benchmarks.

Guiding Principles

- School Counselors are advocates for all students.
- A comprehensive counseling program serves all students Pre-k through 12, is written and contains a statement of philosophy and services provided.
- Teachers, school counselors, parents, and community leaders' collaborate to meet student and parent needs.
- The American School Counselor Association National Standards for School Counseling Programs form the basis for the school counseling comprehensive plan.
- Individual counseling, group counseling, school counseling curriculum, collaboration with stakeholders are implemented in grades Pre-K through 12.
- Students have access to equitable resources and supports.
- Data from systematic follow-up with students, parents, and stakeholders results in continuous program improvement.
- School Counselors will support building initiatives and provide Professional Development as relevant to the Comprehensive School Counseling Program.
- Annual review of ethical standards and school counselor professional competencies.
- School Counselors recognize and distinguish individual and group differences and strive to equally value all students and groups.
- All students will develop strategies to acquire the knowledge, attitudes, and skills to achieve their highest

academic, career, and personal/social potential.

- School Counselors, in collaboration with stakeholders, are invested in helping students make the transition from school to school, school to work, or school to higher education or career and technical education.

Program Objective

This comprehensive school program addresses students' needs in three domains: academic, career, and personal/social throughout their grades Pre-K – 12 schooling. This comprehensive school program serves every student, incorporates the American School Counselor Association Standards and Benchmarks as its foundation, is data driven, proactive and prevention-based, developmentally appropriate and supports school improvement. Our comprehensive school counseling program promotes and enhances the learning process for all students.

Philosophy and Goals

The Philosophy: The philosophy of all school counselors in the Elmira City School District is:

- To facilitate and support all students in academic, personal/social and career growth.
- To promote and enhance students' educational learning experiences through the development of skills in the domains of academic, personal/social and career.
- To continue professional growth and development through opportunities including but not limited to continuing education, district staff development opportunities, relevant experiences, study groups, department meeting.
- To foster an environment that encourages students to develop self-awareness, as well as understanding, tolerance, and acceptance of others' diverse qualities, backgrounds, beliefs, and aptitudes.

Program Commitments: The goals of the Elmira City School District comprehensive school counseling program reinforce the District Mission Statement and Core Beliefs. They include:

Social Emotional Priority:

We commit to fostering students' social emotional learning through a system of supports that identify and meet the needs of students and families and will be monitored through program data points.

COVID-19 Pandemic Support:

We commit to addressing the basic social emotional and academic needs of students as a result of the COVID pandemic by processing individual trauma and collaborating with individuals, families, school personnel, and community resources/partners to create a network of support and foster a sense of belonging.

College, Career and Civic Readiness:

We commit to every building in the district increasing Student College, Career and Civic Readiness. All students in grades Pre-K through 6th grade will complete Career Plans. All students in grades 6-12 will complete an Individual Progress Review/Individual Graduation Plan, which includes a Career Plan, with their School Counselor.

These commitments are reinforced throughout the Comprehensive School Counseling Program and aligned with building level School Counselor Program goals.

Components of the School Counseling Program

The Elmira City School District Comprehensive School Counseling Program integrates academic, career and personal/social development. The components of this comprehensive school counseling program are: individual planning, responsive services, counseling, school counseling curriculum, and program support.

Individual Student Planning

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

- Case Management: school counselors monitor individual student progress.
- Individual Appraisal: school counselors use formal data points (grades, attendance, behavior) and informal data points (self-reflection) to assist students in evaluating their needs, supports and goals.
- Individual Advisement: school counselors work directly with students on developing an appropriate educational plan.

Responsive Services/Counseling

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

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

School Counseling Curriculum

The School Counselor Curriculum presents structured developmental experiences designed to address academic, career and personal/social needs of student's grades Pre-K - 12. The social emotional curriculum is delivered through:

- Classroom activities: school counselors present lessons in the classroom setting.
- Group activities: school counselors may also conduct large group activities to address student's particular needs.
- Interdisciplinary activities: school counselors team and collaborate with teachers, DCC's and other educational stakeholders to determine ways in which the program can support academic curriculum.

System Support

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

- Professional Development: counselors stay current on best practices by participating in training, professional meetings and conferences and relevant course work.
- Program Promotion: school counselors provide orientation and information regarding the program to the greater community through websites, newsletters and community presentations.
- Consultation with Teachers and Staff: counselors work with teachers and other staff members to provide information regarding the needs of students. School counselors should participate in district committees and in-service programs.
- Parent and Community Outreach: school counselors provide ongoing support and information to the greater community regarding students' needs.
- Research: school counselors need to utilize research in the development of their programs
- Program Evaluation: counselors collect and analyze data to evaluate the program and continue updating of program activities.

Division of Duties

To carry out a comprehensive school counseling program, school counselors should follow the suggested allocated time distribution for each component, based on ASCA's counselor to student ratio 1:250 (max).

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

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Leadership, Advocacy, Collaboration and Systemic Change

School counselors are influential in helping students eventually reach their postsecondary, career, and personal/social goals. In addition to our roles in counseling and coordination, school counselors are leaders, advocates, and collaborators. As leaders, we engage in school-wide change to ensure student success. School counselors promote academic achievement by developing a comprehensive developmental school counseling program that pays attention to issues of educational equity and access. As advocates, we advocate for all students to achieve at a high level. School counselors remove barriers to academic achievement by teaching skills to students, and helping students and parents negotiate the school environment and access support systems. School counselors collaborate with teachers, administrators, staff, students, parents, and community members to impact system-wide changes. Most importantly, school counselors demonstrate that we are willing to share responsibility and accountability

for student achievement and school improvement. In all of these roles, school counselors use local, regional, and national data to support their programs.

Most school counselors agree that our skills, time, and energy should be focused on balancing direct and indirect services to students. School counseling programs and the primary methods of delivery are determined by the extent of the academic, career, and personal-social developmental needs of students. The counselor is in a key position to identify the issues that impact on student learning and achievement by becoming involved at the core of school planning, developing programs, and impacting the climate. We use a collaborative model as a springboard for success. Counselors do not work alone; all educators play a role in creating an environment, which promotes the achievement of identified student goals and outcomes. The counselor facilitates communication and establishes linkages for the benefit of students, with teaching staff, administration, families, other Student Services personnel, agencies, businesses, and other members of the community. Student success in school depends upon the cooperation and support of the entire faculty, staff, and Student Services personnel.

Knowledge and skills that students acquire in the areas of academic, career and personal-social development must surpass what are perceived to be predominantly “counseling related” services activities. Program delivery consists of the many ways that professional school counselors provide services to students including individual and group counseling, large and small group guidance, consultation, management of resources, and through the coordination of services. The school counselor utilizes a variety of strategies, activities, delivery methods, and resources to facilitate student growth and development. In order to accomplish this, the school counselor must possess a solid knowledge of what he/she needs to know and be able to do to serve as a student advocate, provide direct and indirect services, and ascribe to the belief that all students can learn and achieve.

What are the roles of faculty, school counselors, administrators and others?

In a school with a comprehensive school counseling program, administration, faculty, and staff *understand and support the program*. In addition, all teachers, administrators and staff assist in program delivery to ensure every student receives the services he or she needs. These roles are defined according to the New York State Comprehensive School Counseling Program as follows:

Counselor’s Role

Provide proactive leadership to ensure every student is served. They manage the comprehensive program and coordinate strategies and activities with others (e.g., teachers, parents, community agencies, business representatives) to meet the program goals and standards/competencies.

Teacher’s Role

Are partners with school counselors. They develop and infuse school counseling activities into the instructional program that are integral to good learning. They may serve as advisors, mentors and in a number of other roles.

Administrator’s Role

Provide leadership in developing the program and in the ongoing program improvement. Administrators provide continuous support and emphasize the importance of the program to others. They promote cooperation between counselors, faculty and others. They also provide facilities, resources and allow time to facilitate the program process.

Parents' Role

Work cooperatively with school personnel in delivering the program. They serve on committees and provide linkages to the community by communicating program goals to others.

Students' Role

Actively participate and assume responsibility for meeting standards /developing competencies. They will be able to identify the skills, knowledge and attitudes they have gained in structured guidance sessions.

*Business/Community
Representatives' Roles*

Representatives from Business and Industry and others in the community serve on committees, talk with classes, act as mentors, provide financial support and generally serve as partners in the education of youth.

Modified with permission from Delaware State Education Department



Benefits of Comprehensive School Counseling Programs

Comprehensive developmental school counseling programs positively impact students, parents/guardians, teachers, the community, boards of education, administrators and school counselors. The benefits to each of these groups include the following:

Benefits for Students

- Focuses on all students
- Enhances students' academic performance
- Centers on students' needs
- Seeks students' input
- Encourages more interaction among students
- Provides a developmental and preventative focus
- Promotes knowledge and assistance in career exploration and development
- Enhances life coping skills
- Helps students feel connected to school
- Enhances students' personal/social development
- Develops decision-making skills
- Increases knowledge of self and others
- Broadens knowledge of our changing work world
- Increases opportunities for school counselor-student interaction
- Develops a system of long-range planning for students

Benefits for Parents/Guardians

- Enhances students' academic performance, and their career and personal/social development
- Encourages the input of parents/guardians
- Encourages outreach to all parents/guardians
- Provides support for parents/guardians regarding each child's educational development
- Increases opportunities for parent/guardian school counselor interaction
- Provides parents/guardians information about available resources
- Assures parents/guardians that all children will receive support from the guidance and counseling program

Benefits for Teachers

- Contributes to a team effort to enhance students' academic performance as well as their career and personal/social development
- Provides relevant curriculum ideas through the use of guidance and counseling grade level expectations
- Encourages teachers' input into the delivery of the comprehensive guidance and counseling program
- Establishes the school counselor as a resource/consultant
- Encourages positive, collaborative working relationships
- Defines the role of school counselors as educators

Benefits for the Community

- Encourages input from business, industry, labor, and other community partners including community mental health and social service agencies
- Provides increased opportunities for collaboration among school counselors and business, industry, labor, and other community partners including community mental health and social service agencies
- Enhances the role of the school counselor as a resource person
- Increases opportunities for business, industry, labor, and other community partners including community mental health and social service agencies to actively participate in the total school program
- Enhances students' academic performance as well as their career and personal/social development
- Supplies a future workforce that has decision-making skills, pre-employment skills, and increased worker maturity
- Facilitates the development of students as active responsible citizens

Benefits for the Board of Education

- Enhances students' academic performance as well as their career and personal/social development
- Encourages greater school/community interaction
- Provides a rationale for including a comprehensive guidance and counseling program in a school system
- Provides program information to district patrons
- Provides a basis for determining funding allocations for the program
- Provides ongoing evaluation data concerning the full implementation of the program, the work of school counselors within the program, and the attainment of relevant guidance and counseling student outcomes

Benefits for Administrators

- Enhances students' academic performance as well as their career and personal/social development
- Provides a clearly defined organizational structure for the comprehensive guidance and counseling program
- Establishes a clearly defined job description for school counselors
- Provides a way to supervise and evaluate school counselors
- Encourages administrative input and involvement in the implementation and evaluation of the comprehensive guidance and counseling program
- Provides a means of accountability through comprehensive guidance and counseling program, personnel and results evaluations
- Enhances the image of the comprehensive guidance and counseling program in the school community
- Promotes the work of school counselors as providers of direct services to students and parents as well as being a consultant and collaborator with teachers and administrators

Benefits for School Counselors

- Enhances students' academic performance as well as their career and personal/social development
- Places guidance and counseling in the mainstream of the total educational system
- Provides clearly defined organizational structure in which to work
- Reduces and strives to eliminate non-guidance and counseling activities while retaining fair-share responsibilities
- Offers the opportunity to reach all students
- Provides a systemic way to plan, design, implement, evaluate and enhance the District's comprehensive guidance and counseling program
- Outlines clearly defined responsibilities for helping students master guidance and counseling content, develop personal plans of student and assisting students needing help with their individual concerns

Adapted from the *Missouri Comprehensive Guidance Program*, Missouri State Department of Education.

The School Counselor

The school counselor is a certified professional educator who assists students, teachers, parents and administrators. Three generally recognized helping processes used by the counselor are counseling, consulting and coordination. Additionally, the skills of advocacy, leadership, collaboration and teaming are utilized to ensure the success of all students.

- **Counseling** is a complex helping process in which the counselor establishes a trusting and confidential working relationship. The focus is on problem-solving, decision-making and discovering personal meaning related to learning and development.
- **Consultation** is a cooperative process in which the counselor-consultant assists others to think through problems and to develop skills that make them more effective in working with students.
- **Coordination** is a leadership process in which the counselor helps organize and manage a school's counseling program and related services.
- **Advocacy** is a process in which the counselor advocates for students' educational needs and works to ensure these needs are addressed at each level of a child's school experience.
- **Leadership** is practiced by counselors when they are engaged in system wide change as needed to ensure student success.
- **Collaboration and teaming** is used by counselors to work with all stakeholders, both inside and outside of the school system, to create programs that support the academic achievement of all students.
- **Data** is utilized by counselors to measure the results of the program as well as to promote systemic change within the school system so every student graduates college- and career-ready.

Adopted by: American School Counselors Association Governing Board, December 2003

Resource: Dahir, C. A., & Stone, C. B. (2007). *School Counseling at the Crossroads of Change* (ACAPCD-05). Alexandria, VA: American Counseling Association.

The New Vision for School Counselors: Scope of the Work

LEADERSHIP	ADVOCACY	TEAM AND COLLABORATION	COUNSELING AND COORDINATION	ASSESSMENT AND USE OF DATA
Promote, plan, and implement prevention programs; career and college readiness activities; course selection and placement activities; social and personal management activities; and decision-making activities.	Make data available to help the whole school look at student outcomes.	Work with problem solving teams to ensure responsiveness to equity and cultural diversity issues as well as learning styles.	Hold brief counseling sessions with individual students, groups, and families.	Assess and interpret student needs, recognizing differences in culture, languages, values, and backgrounds.
Provide data on student outcomes, showing achievement gaps, and provide leadership for schools to view data through an equity lens.	Use data to affect change, calling on resources from school and community.	Collaborate with other helping agents (peer helpers, teachers, principals, community agencies, businesses).	Coordinate school and community resources for students, families, and staff to improve student achievement.	Establish and assess measurable goals for student outcomes from counseling programs, activities, interventions, and experiences.
Arrange one-on-one school mentoring to provide students additional support for academic success.	Advocate for student experiences to broaden students' career awareness.	Collaborate with school and community teams to focus on rewards, incentives, and supports for student achievement.	Be liaison between students and staff, setting high aspirations for all students and developing plans/supports for achieving these aspirations.	Assess barriers that impede learning, inclusion, and academic success for students.
Play a leadership role in defining and carrying out guidance and counseling functions.	Advocate for students' placement and school support for rigorous preparation for all students.	Collaborate with others to develop staff training on team responses to students' academic, social, emotional, and developmental needs.	Coordinate staff training initiatives to address student needs on a school wide basis.	Interpret student data for use in whole school planning for change.

The Delivery System

School counseling programs should provide needs assessment to students, staff and community as a basis for the delivery system. Understanding the immediate versus long term needs can set the methods of delivering activities under the four components of the system.

Individual Student Planning

These are the ongoing activities and services developed to assist every student in monitoring and managing educational, career and personal goals. School counselors will conduct individual advisement and placement by grade level.

Activities by Domain:

1. Academic
 - a. Review State Assessments
 - b. Review Academic Placement
 - c. Develop a Four-Year Plan (secondary level)
 - d. Identify academic strengths, skills and talents, and needs
 - e. Review post high school plans
2. Career
 - a. Develop an appropriate career assessment tool
 - b. Assist with Career Plan/Portfolio
 - c. Review weaknesses/strengths related to career assessment
 - d. Guide student selection towards a career plan
 - e. Review higher education, military or job placement opportunities
3. Personal/Social
 - a. Identify Extra Curricular Activities
 - b. Assess personal/social strengths and weaknesses periodically
 - c. Assess personal management skills
 - d. Implement techniques on dealing with stress

Responsive Services

Focused on the immediate needs of individuals. The school counselor can deliver this individually or through small or large groups, consultation, and information dissemination or crisis intervention.

Strategies of Implementation:

1. **Individual Counseling:** Anyone may initiate such counseling based on the needs of the student. Individual counseling is an opportunity to clarify a concern and guide the student to individual growth. Topics can include, but are not limited to: self-esteem issues, communication, peer relationships, adjustment to school, bullying, learning skills, family concerns and grief. The school counselor may take action through referrals or dissemination of information to appropriate support staff. The school counselor must act in accordance to the state, federal and district laws and policies with respect to confidentiality, suspected cases of abuse and threat of harm or violence.

2. **Crisis/Safety Team:** School counselors should be active participants in the crisis and safety teams within districts. Teams guide prevention and intervention services to all students. Individual or group counseling is a part of the school counselor's role with teams. In New York State, SAVE Law provisions may add to clarification of teams set up.
3. **Conflict Resolution:** School counseling programs provide formats to address conflict resolution. School counselors can provide activities that explore decision making process, alternative behaviors and exploration of feelings. Individual counseling sessions are appropriate as follow up. Conflict Resolution addresses safe school environments.
4. **Student Support Teams:** The school counselor is an integral member of student support teams. The school counselor may refer students to the support teams for academic planning, behavioral strategies and for additional support in overall performance. School counselors can provide data supporting the need for team decisions. School counselors function as case managers in developing an appropriate plan for success.
5. **Group Counseling:** School counselors must develop appropriate activities to address in small or large group settings. Topics may include safety, substance abuse, family issues, conflict resolution, academic performance and communication skills. School counselors are trained in group process and must be familiar with confidentiality issues.

Elmira City School District School Counseling Curriculum

1. Set Up
 - a. The curriculum aligns the American School Counselor Association competencies and New York Social Emotional Learning Standards.
 - b. The curriculum should be organized around the three domains of academic, personal/social, and career.
 - c. School counselors organize, collaborate with teachers, and refine the curriculum that addresses these primary areas of development.
 - d. The curriculum reflects activities for all students.
 - e. Keep in mind the Scope and Sequence of a curriculum: How much material should be delivered? At what grade levels should topics be introduced? What topics are appropriate for each grade levels?
2. Process
 - a. In Classroom:
 - i) Coordinate with teachers and identify activity
 - ii) Develop a lesson plan for the activity or unit. The lesson plan should be a written document that lists goals, competencies, learning standards to be achieved, evaluation methods and the grade level for implementing the activity.
 - b. Group Activities:
 - i) Conduct groups outside the classroom setting
 - ii) Topics are identified by the needs assessments
 - iii) Activities are designed to increase skills and knowledge of all participants

System Support

The ongoing management that maintains, evaluates and enhances the school counseling program directs system support. Activities in the system support include:

1. **Advisory Team:** Advisory Team should assist in identifying needs and collaborating in developing school counseling programs. Members of the team are selected from administrators, staff, community, agencies, businesses and other identified areas that support the student's growth in the three domains: academic, career, social/personal.
2. **Program Evaluation/Assessment:** Ongoing evaluations allow for constant readjustments of the school counseling program. Program goals should be evaluated every year and data collected identifies the effectiveness of activities and areas of improvement. The needs of students should be assessed on a regular basis. The comprehensive school counseling program activities reflect the responses of students.
3. **Public Relations:** School Counselors act as their own public relations in providing community, staff and parents with updated information regarding the school counseling program and its goals. A school counseling program supports the role of the parent, business, agency, staff and community in achieving student success. Public Relations activities include:
 - a. The role of the School Counselor
 - b. Explaining post-high school planning
 - c. Career Programs and Shadow Days
 - d. Wellness Programs
 - e. Speakers on Topics of Academic, Career, Social/ Personal interests
 - f. Developing Website for Department
 - g. PowerPoint Presentations on Assessments and Graduation Requirements

PROGRAM DELIVERY PRIORITY 1

Social Emotional Learning Support

We commit to fostering students' social emotional learning through a system of supports that identify and meet the needs of students and families and will be monitored through program data points.

Individual Support

Targeted Grade Level	Activity	Expected Outcome
Pre-K – 6 th Grade	<ul style="list-style-type: none">• Review and analyze data related to academic, social-emotional and attendance• Referral for community-based supports and programs• Attend parent teacher conferences and communicate regularly with families• Meet with students as needed to address a variety of SEL concerns• Participate as a member of RTI,	<ul style="list-style-type: none">• All students will develop positive coping skills, self-awareness, self-management strategies, social awareness, responsible decision making and responsible decision making skills. Students will be able to demonstrate the strategies when appropriate.• School Counselors will be one of the supportive adults that students can

	Kidtalk, and CSE (when applicable), Team meetings <ul style="list-style-type: none"> • Support transition programming • Identify and support targeted student needs • Establish plans and systems to help students be successful in the learning environment • Collaborate with stakeholders to identify and implement appropriate student support • Complete Individual Progress Review (6th grade) 	rely on for daily support.
7-8 th Grades	<ul style="list-style-type: none"> • Review of progress reports, report cards and attendance reports • Facilitate Parent/Team Conferences • Participate as a member in RtI, Kid Talk and 504/CSE meetings • Complete referrals, as needed, to skill building supports such as APEX • 	<ul style="list-style-type: none"> • Students will be able to set personal and academic goals based on their reports and evaluate their progress. Referrals will help students get the necessary framework to improve
9 th -12 th Grade	<ul style="list-style-type: none"> • Review and Analyze Individualized Graduation Plans • Participate in Response to Intervention (RtI) meetings • Attend 504/CSE Meetings • Support school engagement of students • Provide referrals to Remedial and Tutorial Instruction (i.e. Credit Recovery, summer school, night school, tutoring) • Provide referrals to appropriate service providers • Meet with counselor for academic support 	<ul style="list-style-type: none"> • Regents requirements completed • Develop strategies to improve performance • Document reduced absences by identified students, report on student dropouts • Student failure rates in all subject areas reduced • Students will be able to identify services in school and community • Students will be able to meet with counselor for schedule changes, employment, higher education/financial aid/scholarships, summer school, graduation requirements, remediation, and social services • Students will understand sequence and graduation requirements, create an appropriate schedule with school counselor, and be aware of academic and support services.
9 th Grade	<ul style="list-style-type: none"> • Aid in transition from middle to high school in Grade 9. 	

Group Counseling

Targeted Grade Level	Activity	Expected Outcome
Pre-K- 6 th grade	<ul style="list-style-type: none"> • Staff and parent needs assessments will be completed to identify targeted areas • Classroom observations will be utilized for referral needs and specific skill instruction • Provide small group counseling on a variety of topics, including but not limited to: social skills, friendship, grief, anger management, emotional management, etc. • Model, teach and provide opportunities to practice desired skills • Formal and informal groups are provided • Continual monitoring of student needs/behavior • Referral for community-based programs and supports 	<ul style="list-style-type: none"> • Skills taught during small group counseling sessions will be transferred to all educational settings within the school. • Students will develop self-awareness to identify their personal growth. • Data points reflect desired change in behavior.
7 th and 8 th grade	<ul style="list-style-type: none"> • Formal and informal groups are provided as needed • Referral to remedial or tutorial instruction • Conference with students and families • Referrals to outside agencies • Deliver attendance letters to chosen students and families to improve attendance and communication • Incoming Presentation to rising 7th graders • Parent Academy Sessions for Parents and Students to help familiarize them with schedules, lockers and the building • Individual tours for new students and families 	<ul style="list-style-type: none"> • Students will be able to demonstrate the necessary academic, attendance and behavioral skills needed to be successful. Families that engage in services, meetings or visits will increase their self-awareness and family involvement.
9 th -12 th Grade	<ul style="list-style-type: none"> • Development of groups in collaboration with school staff to determine needs is done on a yearly basis 	<ul style="list-style-type: none"> • Helping students develop social and coping skills

School Counseling Curriculum

Targeted Grade Level	Activity	Expected Outcome
Pre-K-6 th grade	<ul style="list-style-type: none"> Monthly classroom lessons aligned with the CASEL and NYS Social-Emotional Learning Standards will be provided by the School Counselor Additional classroom lessons available upon individual teacher request Participation in Restorative Circles 	<ul style="list-style-type: none"> Students will be able to demonstrate desired skills and behaviors referenced during lessons. Lessons are taught in collaboration with classroom teachers and when applicable connected to classroom activities and curriculum.
7 th and 8 th grade	<ul style="list-style-type: none"> complete Individual Graduation Plans with students annually. School Counselors will push into Family and Consumer Science classes to help complete the Career Plan. 	<ul style="list-style-type: none"> Students will be able to identify coping skills, self-care strategies and career areas of interest that align with their strengths. This exploration will occur using the Naviance- College and Career Readiness Solution. Finally, students will be on the track to being college and career ready.
9 th -12 th Grade	<ul style="list-style-type: none"> Classroom Lessons conducted on Social Emotional Learning 	<ul style="list-style-type: none"> Increase in social awareness, self-awareness, self-management, relationship skills, and responsible decision making through pre and post observations

Collaboration with Stakeholders (Parents, Teachers, Community Partners)

Targeted Grade Level	Activity	Expected Outcome
Pre-K-12 th grade	<ul style="list-style-type: none"> Frequent and ongoing communication with families as needed Multiple avenues of communication will be utilized (website, handouts, Schoology, etc) Home visits for identified families Collaboration with School Social Worker, School Psychologist, and other school staff to determine social emotional needs of students Referral to community partners as appropriate Collaboration with parents during conferences and meetings to address the needs of students. Educating stakeholders about the resources available Collaboration with Community Agencies 	<ul style="list-style-type: none"> Awareness to access of resources available Increased understanding of coping skills Fewer disciplinary referrals Increased attendance, passing rates, graduation rate More appropriate support to students and families

PROGRAM DELIVERY PRIORITY 2

COVID-19 Pandemic Support

We commit to addressing the basic social emotional and academic needs of students as a result of the COVID pandemic by processing individual trauma and collaborating with individuals, families, school personnel, and community resources/partners to create a network of support and foster a sense of belonging.

Individual Support

Targeted Grade Level	Activity	Expected Outcome
Pre-K-6 th grade	<ul style="list-style-type: none"> • Outreach identified families prior to the start of the school year to offer pro-active supports. • Targeted interventions based on social-emotional needs of students • Increase positive school connections to encourage engagement • Check In/Check Out systems • Individual students plans based on needs • Referral to community-based supports and services • Communicate regularly with families • Offer virtual sessions for students learning from home 	<ul style="list-style-type: none"> • Students are identified and provided support in their area of need • Reduced student anxiety and school avoidance • Increase positive connections to school staff and school community
7 th and 8 th grade	<ul style="list-style-type: none"> • Wellness Check-Ins • Identify high risk students who may be in need of additional supports • Provide individual counseling, check-ins and referrals for those students who are identified 	<ul style="list-style-type: none"> • To help students smoothly transition back to school buildings and effectively work through various social emotional and academic barriers
9 th -12 th Grade	<ul style="list-style-type: none"> • Identifying students in need through wellness check-in • Discussing stress and/or trauma during time away from school due to the pandemic (i.e. virtual vs. Hybrid vs. In person) • Discussing academic changes during pandemic 	<ul style="list-style-type: none"> • Increase support

Group Counseling

Targeted Grade Level	Activity	Expected Outcome
Pre-K-6 th grade	<ul style="list-style-type: none"> • Connect students with peers experiencing similar needs 	<ul style="list-style-type: none"> • Increase positive connections to school staff and school community

	<ul style="list-style-type: none"> • Provide virtual opportunities for group gatherings – informally and formally • Referral to grief and loss program, Circle of Friends, and additional trauma-focused supports 	<ul style="list-style-type: none"> • Actively engaged in learning process
7 th and 8 th grade	<ul style="list-style-type: none"> • Based on surveys and assessments, groups will be offered, as needed, to address specific topics 	<ul style="list-style-type: none"> • Students will gain knowledge about the topic and be able to effectively integrate the skills taught into their everyday lives.
9 th -12 th Grade	<ul style="list-style-type: none"> • Academic/SEL support groups based on COVID-19 related difficulties • College/Career readiness virtual groups • Grief Group • Anxiety Group 	<ul style="list-style-type: none"> • Increased academic success and building peer relationships • Students will understand new updates related to applying to colleges, taking standardized tests, and other college updates related to COVID-19 <ul style="list-style-type: none"> • Learn lifelong coping strategies for stressful events • Increase peer support

School Counseling Curriculum

Targeted Grade Level	Activity	Expected Outcome
Pre-K-2 nd grade	<ul style="list-style-type: none"> • In addition to the monthly topics, classroom lessons will be taught based on specific needs of a class 	<ul style="list-style-type: none"> • Students will feel safe, secure, and supported at school
7 th and 8 th grade	<ul style="list-style-type: none"> • Provide classroom resources as needed • Build strong relationships with all students in order to establish a support system within the building • Provided academic support, virtual learning and stress management skills 	<ul style="list-style-type: none"> • Reduce disparities associated with COVID to eliminate learning loss
9 th - 12 th Grade	<ul style="list-style-type: none"> • Providing classroom resources related to stress management, academic support, virtual learning, and building relationships 	<ul style="list-style-type: none"> • Increased understanding of resources • Increased connectedness to support school culture

Collaboration with Stakeholders (Parents, Teachers, Community Partners)

Targeted Grade Level	Activity	Expected Outcome
Pre-K-12 th grade	<ul style="list-style-type: none"> • Liaison for support to resources between school and community providers • Referral to community supports for academic and emotional needs 	<ul style="list-style-type: none"> • Increased school engagement • Create a safe and secure environment that is conducive for learning • Identified students will receive support through a referral to the appropriate program

PROGRAM DELIVERY PRIORITY 3

College, Career and Civic Readiness

We commit to every building in the district increasing Student College, Career and Civic Readiness. All students in grades Pre-K through 6th grade will complete Career Plans. All students in grades 6-12 will complete an Individual Progress Review/Individual Graduation Plan, which includes a Career Plan, with their School Counselor.

Individual Support

Targeted Grade Level	Activity	Expected Outcome
Pre-K-6 th grade	<ul style="list-style-type: none"> Individual Progress Reviews (6th grade) Career Plans will be completed with all students 	<ul style="list-style-type: none"> Students explore a variety of post secondary options including college, career, and workforce options
7 th and 8 th grade	<ul style="list-style-type: none"> Review academic graduation requirements Meet with students in Family and Consumer Science classes to help aid in the instruction of Naviance through career exploration Students will complete various interest inventories and learning style surveys Students will identify their personality types/interest areas and discover related careers Students will learn about GST BOCES CTE Program, and the requirements required to participate Students will be familiar with the world of work and preparation needed for various careers (and the correlation to school expectations) 	<ul style="list-style-type: none"> Students will be able to accurately discuss the number of credits needed to graduate from high school and the coursework that they need to complete. Students will complete their Career Plan in Family and Consumer Science class. Students will be able to correlate the real-life connections from school to work.
9 th Grade 10 th Grade 11 th Grade 12 th Grade	<ul style="list-style-type: none"> Meet with school counselor once a year to complete career exploration activities through Naviance. Provide information on GST BOCES and New Visions through group presentations and individual meetings. Aptitude tests (I.e. ASVAB) Career Shadowing/Career Related Internships 	<ul style="list-style-type: none"> Students will be able to understand information on related to careers and work values Students will learn opportunities related to GST BOCES and New Visions Students will learn about strengths through aptitude tests

	<ul style="list-style-type: none"> Find colleges with school finder Track college applications Scholarship Information Discuss post high school plans 	<ul style="list-style-type: none"> Learn about daily tasks of careers of interests through job shadowing opportunities Increased awareness of post-secondary educational opportunities appropriate to their interests, abilities, and plans Be prepared to participate effectively in the college admissions process Students will learn about financial aid and other financial resources Students will be able to choose the appropriate
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Group Counseling

Targeted Grade Level	Activity	Expected Outcome
Pre-K-6 th grade	<ul style="list-style-type: none"> Teach and reinforce skills needed to be contributing members of the school community and eventually their communities as they get older 	<ul style="list-style-type: none"> Students demonstrate positive pro-social skills that allow them to be successful in the community, classroom, and workforce.
7 th and 8 th grade	<ul style="list-style-type: none"> Coordinate with the Career Development Council to provide additional career expertise, including Career Speakers, Career Fairs, Career Panels, as available 	<ul style="list-style-type: none"> Students will learn about new careers and areas of interest
9 th -12 th Grade	<ul style="list-style-type: none"> Career and College Readiness Activities College planning workshops College Fairs/Open House FAFSA Night College/Military Representative visits 	<ul style="list-style-type: none"> Understanding process of applying to colleges Students and Families will learn about FAFSA

School Counseling Curriculum

Targeted Grade Level	Activity	Expected Outcome
Pre-K-6 th grade	<ul style="list-style-type: none"> Paws in Jobland (Pre-K-5th grade) Naviance (6th grade) Career Day / Career Speakers Career Plans Career Skill of the Month 	<ul style="list-style-type: none"> Students will be exposed and have the opportunity to explore many careers in our community Students will connect personal interests and academic skills to potential post-secondary options
7 th and 8 th grade	<ul style="list-style-type: none"> Students will complete their Individual Graduation Plan and 	Expected Outcome

	Career Plan	<ul style="list-style-type: none"> As a result of the Career Plan/IGP completion, students will continue to explore various careers and colleges available.
9 th - 12 th Grade	<ul style="list-style-type: none"> Classrooms lessons related to resume building <ul style="list-style-type: none"> College searches Interest inventories Scholarship awareness 	Strengthen self-advocacy through resume building related to academic achievement, activities, and interests

Collaboration with Stakeholders (Parents, Teachers, Community Partners)

Targeted Grade Level	Activity	Expected Outcome
Pre-K-12 th grade	<ul style="list-style-type: none"> Build connections to community members willing to support college and career development initiatives Collaboration with families for all students regarding scheduling for academic and graduation planning Facilitating support networks for identified students Collaboration with parents regarding academic IGP's (9th-12th) 	<ul style="list-style-type: none"> Students will build relationships and connections that will help develop skills needed for college and career readiness. Students will develop self-awareness and self-advocacy skills as it relates to future planning



Grades Pre-K through 6th
School Timeline of Activities for School Counselors

July

- School Counseling Advisory Committee meetings with Director of Student Services to update district counseling plan

September-June

- Provide monthly themed classroom lessons to each class
- Provide group and individual counseling supports as needed
- Provide crisis and other responsive services as needed
- Provide conflict resolution and mediation sessions as appropriate
- Maintain on-going communication with parents/guardians via phone calls, emails, and appointments
- Attend team meetings as needed
- Attend building CSE, 504, Kidtalk and RtI meetings as requested
- Provide teachers and school staff with support as needed
- Attend parent/teacher conferences as requested
- Attend Superintendent hearings as requested
- Collaborate with community agencies as is appropriate
- Serve as building liaison with outside agencies and programs
- Attend meetings with Family Services Therapist/Social Worker as needed to review caseload
- Attend district level school counseling meetings as scheduled
- Promote school engagement
- Monitor student attendance throughout the year and offer supports at home and school as needed
- Schedule home visits as necessary
- Support and provide parent academies
- Collaborate with feeder schools to provide transitioning programming for students moving from 2nd-3rd grade and 6th-7th grade
- Complete career plans with all students
- Complete Individual Progress Reviews (6th grade only)
- Coordinate college and career readiness activities beyond monthly classroom lesson
- Coordinate DASA month activities, Unity Day, and the Great Kindness Challenge and other SEL themed events school-wide

Ernie Davis Academy (EDA) Timeline of Activities **for School Counselors (7th and 8th grade)**

July and August

- Assist with summer school registration to include home visits and parent/student contacts
Meet with Administrators to coordinate work for the upcoming year
- Transition planning
- Welcome newly registered students
- Address parent/student scheduling concerns
- Prepare and assist with orientation programs
- Parent Academy Sessions
- New Student Tours
- Schedule changes as requested
- Collaborate with Administrators and Control Clerk

September-June

- Attend weekly team meetings
- Resolve scheduling conflicts and pass along to admin
- Begin individual and groups as needed
- Provide crisis, career, family, conflict resolution and mediation sessions as needed
- Naviance
- Parent communication via phone calls, emails or appointments regarding progress of their student
- Monitor attendance of students and make referrals, if necessary
- Home Visits
- Collaboration with community agencies
- Assist parent/student with home tutoring if needed
- 504 meetings
- Attend building CSE meetings
- Weekly PLC meetings
- Faculty support as needed
- Attend Superintendent Hearings as scheduled
- Refer to appropriate school personnel for specific needs
- Attend district level and building level school counseling meetings
- Facilitate parent and team meetings
- Meet with students at feeder schools to complete scheduling for incoming 7th graders
- Additional Transition activities as needed
- Liaison for Career Development Council
- Attend building awards ceremonies
- Meet with and provide transition materials to BWA Counselors and Admin to discuss rising 9th graders

Broadway Academy Timeline of Activities for School Counselors (9th grade)

July and August

- Assist with summer school registration to include home visits and parent/student contacts
- Finalize report cards for the school year
- Transition from “old” to “new” school year.
- Review and process summer school results with Administration
- Welcome new students registering for the Fall
- Address parent/student scheduling concerns
- Prepare information for orientation programs
- Assist with orientation programs
- Provide Parent Academy for transition to 9th grade

September – June

- Establish team meeting times and policies/procedures
- Registering and scheduling of new students
- Resolve scheduling conflicts for students
- Resolve scheduling conflicts for students
- Provide crisis, career, family, conflict resolution and mediation sessions as appropriate
- Parent communication via phone calls, emails or appointments regarding progress of their student
- Attend weekly team meetings
- Monitor attendance
- Attend weekly support staff meetings
- Collaboration with community agencies
- Coordinate home tutoring
- Attend building CSE, 504, and other meetings
- Career exploration with career development speakers
- Attend district and building level school counseling meetings
- Faculty support as needed
- Referrals to community supports
- Naviance
- Meet with EDA Administration and counselors to discuss rising 9th grade students
- Attend Superintendent Hearings
- Failure letters completed and mailed home
- Weekly PLC meetings with grade level counselors
- Monthly professional development

Elmira High School Timeline of Activities for School Counselors

On-Going Activities

- College applications
- College scholarships
- Parent meetings
- Teacher meetings
- CSE/ 504/RTI meetings
- New student intakes
- Credit recovery signups
- Online signups
- NCAA Clearing House Updates
- Community agencies communications
- Duties
- SCEP team
- Finance Academy Advisory Board

Semester 1:.

- Review Summer School grades and adjust schedule accordingly
- Hand schedule co-taught students
- Resolve conflict on schedule
- Balance classes
- Schedule changes
- Open house
- PSAT (signups and administration)
- Senior reviews
- College visits
- Financial aid night
- ASVAB (signups and proctoring)
- ACE list finalized and rosters
- Jan Exam retake lists completed
- Senior reviews and IGP's
- 10th grade meetings and IGP's
- NHS applications
- Community Foundation workshop with student 2nd semester schedules adjusted
- Regents Exams
- Credit Recovery Registration

Semester 2:

- 2nd semester schedules finalized
- Course selection sheets finalized
- 11th grade IGP reviews and scheduling
- 10th grade IGP reviews and scheduling
- Jeopardy letters/non-grad letters/meetings/phone calls
- Senior exit interviews
- Scholarship list for senior day
- Graduation preparation
- ACE schedule finalized for following school year
- Credit recovery registration
- Summer school registration
- Rotary Youth Salute Presentation
- BOCES Tech Presentation
- New Visions Presentation
- Process BOCES Tech applications
- Process New Visions Apps

July

Summer School Registration



Accountability

All educators, including school counselors, must share accountability for student achievement. Accountability requires systematically collecting, analyzing, and using critical data elements to understand the current achievement story for students, and to begin to strategize, impact, and document how the school counseling program contributes toward supporting student success.

Accountability governs 21st century school buildings and systems. Principals and teachers work in an accountability driven environment. The 21st Century approach for working in schools and standards-based reform has dramatically changed the way every educator works in schools to improve student performance. Historically school counselors have not been held to the same accountability standards as other educators and were rarely included in school and district conversations as to their contributions to school improvement.

School counselors traditionally have offered time-on-task data or a numerical summary of the different types of activities delivered as a means to assess and evaluate the impact of a school counseling program. Presenting the numbers of students seen individually, in groups, or in classrooms is no longer enough. Legislators, school boards, administrators and faculty who are enveloped in accountability issues may not see the work of school counselors as an effective utilization of financial resources to improve student achievement. School improvement is focused on closing the achievement gap and moving critical data elements in a positive direction. By examining their practice and looking carefully at their way of working, school counselors can articulate and communicate how their contributions positively impact student achievement and share accountability for school improvement with other members of the faculty.

The current education reform agenda clearly supports the imperative for school counselors to accept the responsibility of supporting academic achievement, sharing the pressures of school accountability, and demonstrating advocacy for every student to experience success. As members of the learning community, school counselors understand and accept the fact that schools do prevent and respond to complex social and personal issues on a daily basis. However, it is increasingly more imperative than ever before for school counselors to play a proactive role in identifying and responding to the issues, policies and practices that stratify student opportunity. School counselors who address improving student results will contribute to raising the achievement level for every student. Helping to close the achievement gap that exists among poor and minority populations demonstrates our willingness to partner with education professionals to improve results. The collection of data, the gathering of information and the implementation of research studies are critical in evaluating the success and survival for school counseling programs.

The school counseling program is data driven, proactive and preventive in focus, and assists students in acquiring and applying life-long learning skills. School counselors advocate for the academic success for every student while delivering the content of the school counseling program in a comprehensive and accountable manner.

School counselors, as advocates for social justice, can contribute mightily towards eliminating the achievement gap and ensuring equity in educational opportunity. The effort requires examining behaviors and focusing efforts towards the common goal of providing every student with support to achieve to high levels. School counselors, long absent in the school improvement agenda, have an opportunity to exercise their voice and become an integral force to help create equitable schools.

Accountability for school counselors is the key to success and survival in the 21st Century.

What Does Accountability Mean To School Counselors?

School improvement is hard work. But if schools are not constantly improving and growing in their capacity to meet the needs of today's students, then they are losing ground and failing in their mission of service to young people (Fitzpatrick, 1997).

Most educators concur that accountability is a shared concern and a shared responsibility in which administrators, teachers and school staff all contribute to the comprehensive structure of school that focuses on curriculum, climate, teaching, and learning. Accountability is everyone's responsibility and that includes school counselors as well as students, parents, and the community at large.

Accountability demonstrates how school counselors can effectively identify and rectify issues that impact every student's ability to achieve at expected levels. Closing the gap in student performance is at the heart and center to impact systemic change. The use of demographic and performance data makes it possible to determine how policies and practices are affecting issues of equity. Accountability shows that we can be key contributors to moving critical data elements in a positive direction. Student achievement data can be systematically collected and analyzed to inform and guide the development and construction of a school counseling program based upon school wide issues. Critical data elements such as attendance, demographics, graduation and postsecondary planning rates, standardized testing results, which are found on your school's report card, can be analyzed over a period of time. The use of school wide data by school counselors demonstrates support for the mission of the school's student success and a desire to effect school improvement through a systemic change. School counselors (behaviors begin with a commitment) are committed to a programmatic approach that is:

- Systemic in impact,
- Grounded in social justice, advocacy and equity,
- Aligned with the building and district (state, system and building) mission, and
- Collaboratively developed and delivered.

When school counselors focus their efforts on the mission of school improvement, they widen educational opportunities for every student and can positively demonstrate the impact on student achievement by:

- Raising student aspirations;
- Helping students acquire resiliency and coping skills for school and life success;
- Managing and accessing resources for student support;
- Collaborating with faculty to share the responsibility for student progress;
- Engaging students in educational and career planning that present students with a wide variety of quality post-secondary opportunities; and,
- Working intentionally towards closing the gap in student performance.

Using data informs and challenges our thinking to determine the need for systemic change, confirms progress and reveal shortcomings in student performance. Closely examining critical data elements in the areas of attendance, socio-economic impact on class enrollment, graduation and postsecondary planning rates, and standardized testing results as examples not only identifies the needs of your students but also the school/system wide issues that impact success. School counselors also can present a picture of the current situation of student needs and issues and examine the practices that can lead to higher levels of success.

School Counseling Impact

School counselors in the Elmira City School District will use readily available student information to target critical data elements and use specific strategies to connect school counseling to the accountability agenda for the school's improvement plan. Sharing accountability can be confusing at times and the results sometimes disappointing. Systematically collecting, analyzing, and using data to inform and guide the development and construction shows a commitment to:

- Focus on student achievement and contribute to the school and system's improvement goals;
- Identify issues that stratify student opportunities;
- Integrate conclusions and decisions on data, research, and professional standards;
- Demonstrate a commitment to school improvement through sharing accountability for results by moving critical data elements.

Accountability shows that all educators, especially school counselors, intentionally and purposely act to close the gap. If administrators, faculty, and all stakeholders truly believe that all students can learn and achieve, then aligning the purpose of school counseling with the school improvement plan presents school counselors as champions and collaborators who encourage high aspirations and create opportunities for students to realize their dreams. Accepting the challenge of accountability propels school counselors to accept the responsibility of removing barriers to learning and achievement and raise the level of expectations for those students for whom little is expected.

School counselors working within this accountability framework can challenge the pervasive belief that socio-economic status and color determine a young person's ability to learn. Acting as agents of school and community change, school counselors can create a climate where access and support for quality and rigor is the norm. In doing so, underserved and underrepresented students now have a chance at acquiring the education skills necessary to fully participate in the 21st Century economy.

School counselors, who partner with principals and key stakeholders to embrace accountability, promote systemic change with the expressed purpose of furthering the academic success of every student. Sharing accountability for school improvement with all stakeholders is a driving force for transforming the work of counselors in our nation's schools.

Reprinted with permission from Stone, C. & Dahir, C. (in press). *An introduction to school counseling: Vision to action*. Ohio: Merrill Prentice-Hall

Data Sets Used by School Counselor to Drive Case Program

School counselors will report critical data elements to the Director of Student Services at least annually. These critical data elements include but are not limited to:

- Course enrollment patterns
- Numbers of students designated by New York State accountability and reporting groups (gender, cohort, ethnicity, ELL, socio-economic) participating in late arrival
- Numbers of students designated by New York State accountability and reporting groups (gender, cohort, ethnicity, ELL, socio-economic) participating in early dismissal.
- Attendance issues
- Non-completers
- Success rate of in-district transfer students
- Success rate of students who transfer in from out-of district
- Accountability and reporting groups represented in percent of students pursuing post-secondary education, training, and employment opportunities
- Accountability and reporting groups represented in percent of students who do not access post-secondary education, training, and employment opportunities
- Rate of success for home tutored students
- Rate of success for students living independently from parents/guardians
- Rate of success for students on PINS (Person In Need of Supervision)
- Rate of success for students with IEPs
- Rate of success for students with 504 plans
- Rate of success by accountability and reporting groups of students who are five year high school students
- Rate of success of parenting teens
- Accountability and reporting groups of students who achieve regents' requirements in 4 years; 5 years; 6 years.
- Identification of social promotion issues
- Identification of policies, practices, and barriers that impact the critical element data

These critical element of data are the basis for school improvement as well as on-going refinement of the School Counseling Program.

Shared accountability is about teaming and collaborating with other stakeholders and avoiding an isolated resolution. School counselors can use their facilitation and group dynamics skills make this a reality. When specific critical element data is chosen for further study, through collaboration with the Director of Student Services, school counselors will develop a team of key stakeholders to address the issue.

Once the key players are in place, principals and school counselors will unite with the stakeholders to develop an action plan that will:

1. Define their desired results;
2. Decide what other information (data) is needed and gather and collect it;
3. Determine the necessary strategies to positively impact the data;
4. Identify the skills and resources needed.
5. Identify who is responsible for implementation of each component of the action plan;
6. Develop a timeline and a process to assess interim progress; and,
7. Decide on a means for documenting the overall effectiveness of the action plan in achieving the targeted goal.

Sample Strategy

The following strategy and accountability worksheet (see pages 66-68) is provided as a model for addressing critical element data for school improvement.

School Improvement Issue: Post-secondary education rates are low; only 50% of our students access college and other educational opportunities after graduation. Disadvantaged and underrepresented students do not transition to a wide variety of options after high school.



School Counselor Monthly Report

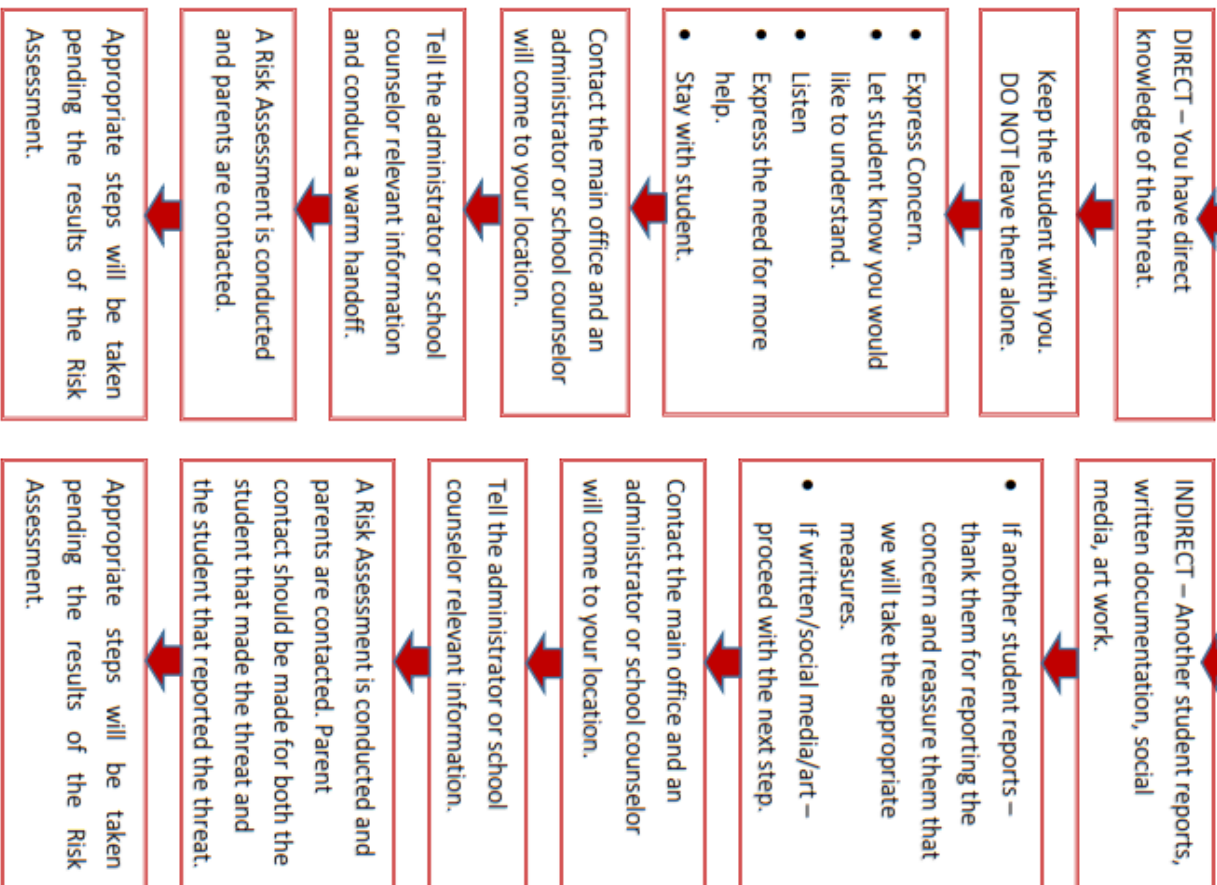
COUNSELOR NAME :	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
District-Wide Data											
Individual Counseling Sessions											
Academic											
Social Emotional											
Individual Progress Reviews/Individual Graduation Plans											
Group Counseling Sessions											
Attendance Contacts and Supports											
Parent Contact											
New Agency Contact											
Parent Involvement											
Parent Contacts											
Parent Academies											
Community Based Agencies											
New Referrals											
Contacts											
School Counselor Classroom Instruction											
Taught											
Co-taught in classroom											
College and Career Planning											
Post-Secondary Awareness Activities											
Career Plans											
Career Day Student Attendance											
Emergency Contacts											
Crisis											
Mandated Reporter Hotline											
Scheduling											
Meetings Attended											
CSE / 504											
Response to Intervention (RTI)											
Team / Teacher											
Duties (Principal Assigned Duty Minutes)											



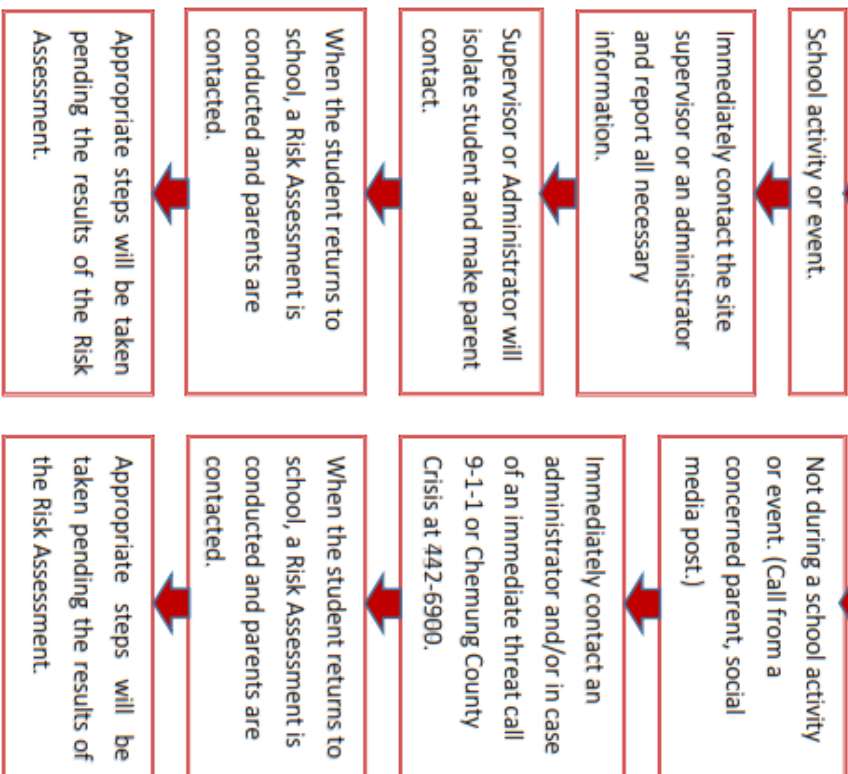
Elmira City School District Procedures for Responding to a Student Threat to Self



DURING SCHOOL HOURS



OUTSIDE OF SCHOOL HOURS



WHEN TO ACT "FACTS"



**IF IT DOESN'T FEEL RIGHT OR LOOK RIGHT, IT PROBABLY ISN'T.
THAT IS THE TIME TO ACT.**

SCHOOL COUNSELING ADVISORY COMMITTEE

The Advisory Committee is a group of people appointed to assist the development of the school counseling program. The committee reviews program goals and results and makes recommendations for improvement. Members selected will share an interest and enthusiasm for the school counseling program. Representation and group size should be taken into consideration. The Advisory Committee will be facilitated by the Director of Student Services.

Membership may include (but not be limited to):

- Teacher (if possible, one from each level)
- Parent (if possible, one from each level)
- School Counselors (if possible, one from each level)
- Administrator
- Community Member(non-parent)
- Community Based Organizations
- Business/Industry/Labor
- School Board Member
- Student(s)
- Service Club(s) Representative
- College (2 & 4 year) Representative
- Mental Health Professional
- Local Government Representative
- University-level Counselor Educator

The role of the advisory committee is to:

- Review and comment on the counseling program
- Provide a forum for open dialogue between schools and community
- Provide information on community and parental expectations for the counseling program
- Act as a resource and support for the school counseling program
- The advisory committee should meet at least twice a year

Adapted with permission from the Delaware Education Department

OUTCOME:

- Agenda and meeting minutes
- Annual Program Outcomes Report to the Board of Education



School Counseling Advisory Council First Semester Agenda

School:		Meeting Date/Time:	
School Counseling Program Vision Statement:			
School Counseling Program Mission Statement:			
Annual Student Outcome Goals <i>(list all)</i> :			
Agenda Items <i>(at minimum)</i>		School Counselor Facilitating Discussion	
I. Welcome & Introduction			
II. School Data Summary Discussion/Feedback			
III. Action Plans Discussion/Feedback <ul style="list-style-type: none"> • Annual Student Outcome Goal Plan(s) • Classroom and Group ASCA Student Standards Action Plan • Closing-the-Gap Action Plan(s) 			
IV.			
V.			
VI.			
VII. Closure			

The Next Meeting of the Advisory Council is planned for:	
--	--

Updated, June 2021



School Counseling Advisory Council First Semester Minutes

School:		Meeting Date:	
Meeting Start Time:			
Members Present/Stakeholder Position:			
II. School Data Summary			
Minutes:	Action Needed & Person Responsible		
III. Action Plans			
Annual Student Outcome Goal Plan(s) Minutes:	Action Needed & Person Responsible		
Classroom and Group Mindsets & Behaviors Action Plan Minutes:	Action Needed & Person Responsible		
Closing-the-Gap Action Plan(s) Minutes:	Action Needed & Person Responsible		
IV.			
Minutes:	Action Needed & Person Responsible		
V.			
Minutes:	Action Needed & Person Responsible		
VI.			
Minutes:	Action Needed & Person Responsible		
Next Meeting Date/Time:			

Updated, June 2021

"SAVE" Legislation

Safe Schools against Violence in Education

Creating and maintaining a safe environment is everyone's responsibility. The New York State Education Department has made a commitment to provide positive learning for students in order to achieve academic success. School climate is key to engaging students in their learning and promoting academic, career and personal/social achievement. School counselors can be involved in the listed provisions of the SAVE (Safe School against Violence in Education) Legislation:

1. Developing a School Safety Plan:
 - a. All school members, including school counselors should participate in plan development.
 - b. Plans should utilize prevention in a comprehensive format.
 - c. Developing activities to encourage safe educational environment.
 - d. Identify school and student needs through the use of data.
 - e. Define roles and responsibilities of personnel.
2. Coordinate Building Level Emergency Response Plans
 - a. Participate in emergency response team.
 - b. Work on establishing policies and procedures for communication with parents.
 - c. School safety training for students and staff.
 - d. Improve communication with students between students and staff.
3. Codes of Conduct
 - a. Promoting appropriate Dress and Language
 - b. Establish procedures for Parental Notification.
 - c. Develop procedures for referral and communication with outside agencies.
 - d. Provide prevention/intervention activities for code violations and disruption of students.
4. Removal of Students
 - a. Coordinate intervention activities for disruptive students.
 - b. Review educational plan for removed student.
 - c. Advocate for student at meetings.
5. Uniform Violent Incident Reporting
 - a. Review all data regarding violent incidents, number of suspensions, and ages and grades of students disciplined.
 - b. Establish a prevention/intervention program for students.
6. Health Curriculum
 - a. School Counselors should participate in teams reviewing health curricula.
 - b. Provide classroom activities on prevention.
7. Child Abuse Reporting: School counselors are defined as mandated reporters.

Under the provisions of the SAVE Legislation, schools are mandated to provide instruction in Civility, Citizenship and Character Education. This K-12 instruction reviews the principles of honesty, tolerance, personal responsibility, and respect for others, observance of laws and rules, courtesy, dignity and other positive traits.

School counselors, under the standards of personal/social skills, have the ability to provide activities related to Character Education. In a comprehensive program, school counselors give support to classroom teachers mandated to provide the instruction in the above mentioned areas.

A comprehensive school counseling program with developmental activities can provide the following:

- Safer environment
- Improved interpersonal relationships
- Improved behavior
- Problem solving strategies
- Increased positive self-awareness
- Prevention of disruption or violent incidents
- Reduced dropout rates
- Understanding of the importance of learning

Adapted with permission from the NYS Education Department

School counselors are integral in developing a comprehensive school plan that establishes a safe learning environment. The provisions of the SAVE Legislation allow for school counselors to create activities that educate students on codes of conduct thereby reducing suspension and detention, teaching civility, conflict resolution, tolerance and diversity and other areas of child development that promote safety. School counselors embrace the opportunity to incorporate components of the SAVE legislation at all levels of activities. If students are given a safer learning environment they are more apt to achieve success.

One incident of bullying is one too many. Bullying in general and cyberbullying in particular are becoming increasingly important concerns to educators, students, and parents and have created new challenges for school administrators in their efforts to create and maintain safe and secure learning environments. Students need to feel safe in order to maximize their academic and social potential.

Threats of cyberbullying and its continuous exposure to students make this a particularly important topic for all school building administrators, teachers, and support staff to address. The fact that cyberbullying has no geographic boundaries adds another level of complexity to the issue. Thus, students require clear and unambiguous guidance so they do not become overwhelmed or feel as though they have to manage the bullying alone.

The Dignity Act prohibits harassment against students by students and/or employees on school property, as defined by Education Law 11(1), or at a school function, as defined by Education Law 11(2). For purposes of the Dignity Act, harassment means the creation of a hostile environment by conduct or by verbal threats, intimidation, or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional, or physical well-being; or conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation, or abuse includes, but is not limited to verbal threats, intimidation, or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (defined to include gender identity or expression) or sex.

The Dignity Act further prohibits discrimination against students by students and/or employees on school property or at a school function based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (defined to include gender identity or expression) or sex.

However, the Dignity Act does not prohibit the denial of admission into, or exclusion from, a course of instruction based on a person's gender (including gender identity or expression) that would be permissible under Education Law 2854(2)(a) and 3201-a and Title IX of the Education Amendments of 1972 (20 USC 1681, et. Seq.), or prohibit, as discrimination based on disability, actions that would be permissible under 504 of the Rehabilitation Act of 1973.

The Dignity Act also creates a framework for promoting a more positive school climate through, among other things, training/professional development and classroom curricula.

The Dignity Act protect **all** New York public school students from discrimination and harassment by students and/or employees on school property or at a school function, not just students who are the subject of discrimination or harassment based on their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (defined to include gender identity or expression) or sex.

To comply with the Dignity Act, at least one staff member in each school must be designated as the DAC (Dignity Act Coordinator) and be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (defined to include gender identity or expression) or sex (Education Law 13[3]; 8 NYCRR 100.2[jj][4]). The DAC must also be provided with training (1) which addresses the social patterns of harassment, bullying and discrimination, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (defined to include gender identity or expression) or sex; (2) in the identification and mitigation of harassment, bullying and discrimination and (3) in strategies for effectively addressing problems of exclusion, bias and aggression in educational settings (8 NYCRR 100.2[jj][4][iii-v]).

Each DAC must be employed by the school district, BOCES, or charter school, as applicable, and be licensed and/or certified by the Commissioner as a classroom teacher, school counselor, school psychologist, school nurse, school social worker, school administrator or supervisor, superintendent of schools (8 NYCRR 100.2[jj][4][vi]). It is recommended that the employee designated as the DAC be an individual who is respected by the school community and whose recommendations and counsel will be valued and heeded by all stakeholders. It is equally important that the individual is someone with whom both students and colleagues feel comfortable speaking regarding the serious and often difficult issues of harassment, bullying, and or discrimination. When designating the DAC, keep in mind that the law applies to student-to-student, as well as faculty/staff-to-student behaviors. The employee designated as the DAC does not need to be the principal; however it should be someone with experience addressing and resolving such issues within the school.

The Code of Conduct should also include statements that make it abundantly clear that cyberbullying is a form of harassment and bullying and that both it and sexting are unacceptable and inappropriate and on school grounds or at school-sponsored events or functions, using either school or personal technology. Sexting incidents should be reported on the VADIR in either intimidation, harassment, menacing or bullying (IHMB category 10) or other disruptive incidents (category 20), provided these reporting thresholds are met: the incident is violent/disruptive; it occurred on school property/school sponsored events; and it merits or would merit disciplinary actions. Disciplinary or referral actions may potentially include the following:

- Referral to counseling;
- Restorative approaches;
- Teacher removal (formal 3214 hearing);
- Suspension from class or activities; in-school equivalent of one full day; activities or transportation for five (5) consecutive school days;
- Out of school suspension: equivalent of one full day;
- Transfer to alternative setting; or
- Referral to law enforcement

This guidance is meant to provide ideas to address the issue of cyberbullying. You are invited to contact the NYS Education Department's **Office of Student Support Services** at (518) 486-6090 or the www.p12.nysed.gov/dignityvact if you require additional assistance.

Introduction

New Regulations Effective July 1, 2019

Amendments to subdivision (j) of section 100.2 of the Regulations of the Commissioner of Education were adopted by the Board of Regents effective July 1, 2017. The amended regulations govern comprehensive developmental school counseling programs beginning with the 2019-2020 school year. The full text of the regulation is available here:

<http://www.regents.nysed.gov/common/regents/files/517brca14.pdf>

This guidance document is designed to provide additional direction for school districts as they implement the amended regulations.

The New York State Education Department ("The Department") amended the school counseling regulations in an effort to help increase opportunities for all students to be successful. It is important for students to have access to a certified or licensed school counselor in the early years to help inspire young students to strive for success and consider college and career opportunities. Access does not necessarily mean that every elementary school must hire a full-time counselor; but requirements such as core curriculum instruction do require that the time of a certified school counselor be included in the elementary program. Every school district will need to make personnel decisions based on student needs and current staffing configurations. It is important to emphasize the positive effects that school social workers, school psychologists, school counselors, school nurses, health educators, teachers, and parents have on student success when they collaborate and work as a team, offering their respective professional expertise to support the "whole child."

The Department's Every Student Succeeds Act (ESSA) State Plan aligns with these amended school counseling regulations by including provisions that encourage schools and districts to adopt a "Whole School, Whole Community, Whole Child" multi-tiered model to promote positive school climates that, in turn, improve student outcomes. School climate is the way school culture affects a child's sense of safety and acceptance, and consequently, is a critical determinant of their ability to focus on the task of learning.¹ Research shows that the whole child approach with an emphasis on social emotional learning (SEL) will lead to improved outcomes for children. In fact, the quality of the school climate may be the single most predictive factor in any school's capacity to promote student achievement.²

¹ Dessel, A. (2010) Prejudice in schools: promotion of an inclusive culture and climate. *Education and Urban Society*, 42(4), 407-429

² Shindler, J., Jones, A.D., Taylor, C., Cardenia, H. (20-16). The school climate-student achievement connection: If we want achievement gains, we need to begin by improving climate. *Journal of School Administration and Development* 1(1), 9-16.

Guidance Programs and Comprehensive Developmental School Counseling/Guidance Programs Commissioner's Regulation §100.2(j)

Current Regulations Effective Until June 30, 2019

Prior to September 2019, the previous requirements, which have been in place since the mid-1970's, continue to remain in effect for grades K-12.³ The previous regulations require school districts to have a guidance program for all students. However, because these regulations have not been updated in several decades, in preparation for the effective date of the amendments, districts should review their current program to highlight any areas needing immediate attention.

Commissioner's Regulations do not contain requirements for charter schools. Charter schools are required to provide supports and services to students enrolled in the charter school pursuant to the school's charter and applicable State and federal laws. The Department advises charter schools to review their program in light of advances in the profession of school counseling to include best practices and evidence-based approaches.

For non-public schools, the previous regulations, which specifies that each nonpublic secondary school shall provide a guidance and counseling program for students in grades 7-12, remains in effect. The Department advises nonpublic schools to review their program in light of advances in the profession of school counseling to include best practices and evidence-based approaches.

Guidance Chart for Implementation of Regulatory Amendments in 2019-20 School Year

The chart on the following pages breaks down the terms of the regulations into smaller sections and provides both related information and guidance to assist school districts as they plan for implementation of the regulatory amendments by July 1, 2019. The chart also references several sample documents that are included as appendices.

³ 8 NYCRR §100.2(j).

ELMIRA CITY SCHOOL DISTRICT

Career Plan

Elementary Level—Pre-Kindergarten

Directions: With the help of your teacher, print your first and last name, the name of your school, and the name of your teacher.

Name: _____

School: _____

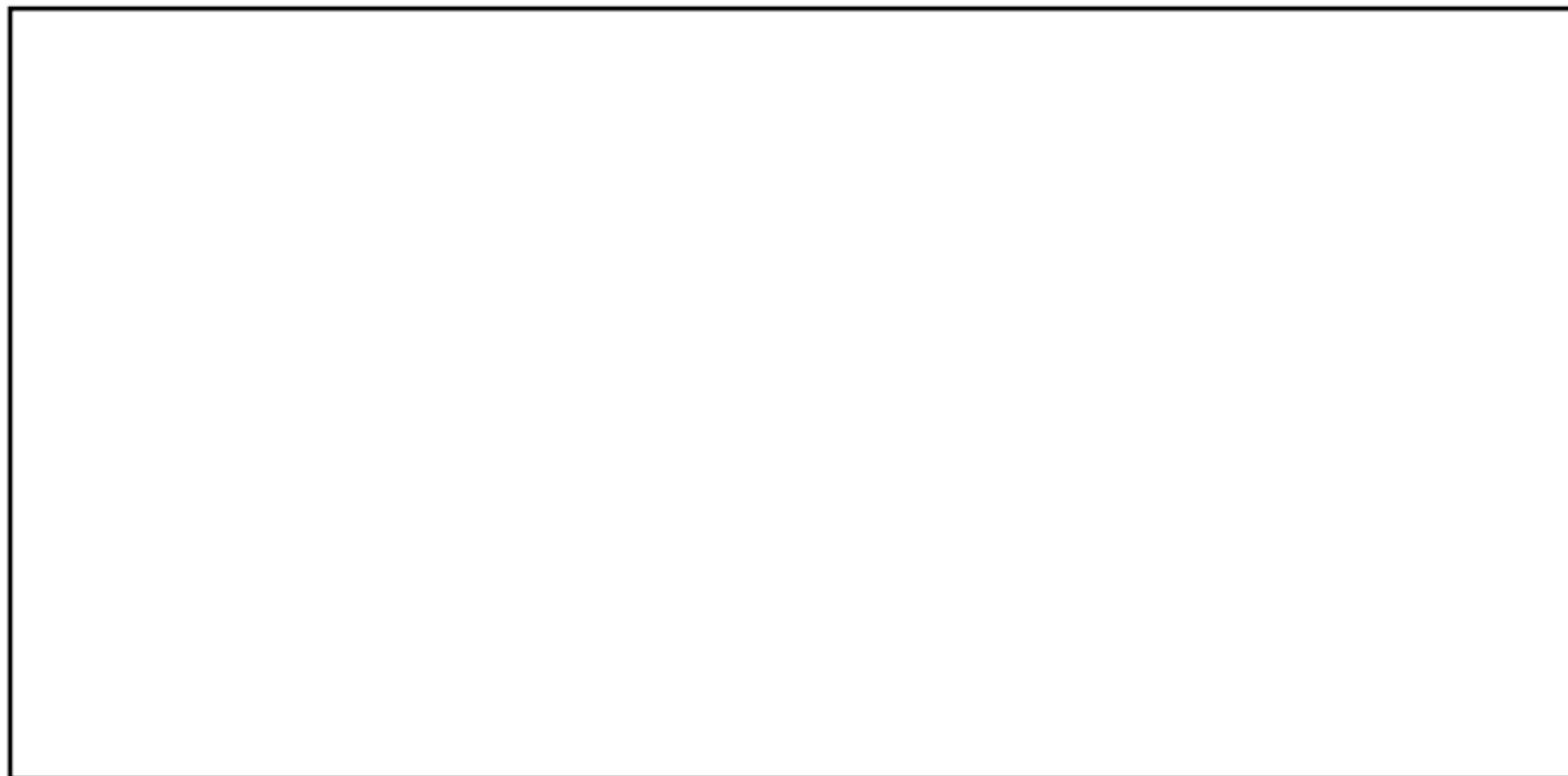
Teacher: _____

REVIEW OF STUDENT PLAN

		Possible Participants (Initials)		
Grade	Date of Review	Student:	Teacher:	Parent/Guardian
Pre-Kindergarten				

Directions: Draw a picture to show what you would like to be when you grow up. Then, complete the sentence below to tell about your picture. If you have time, you may color the picture.

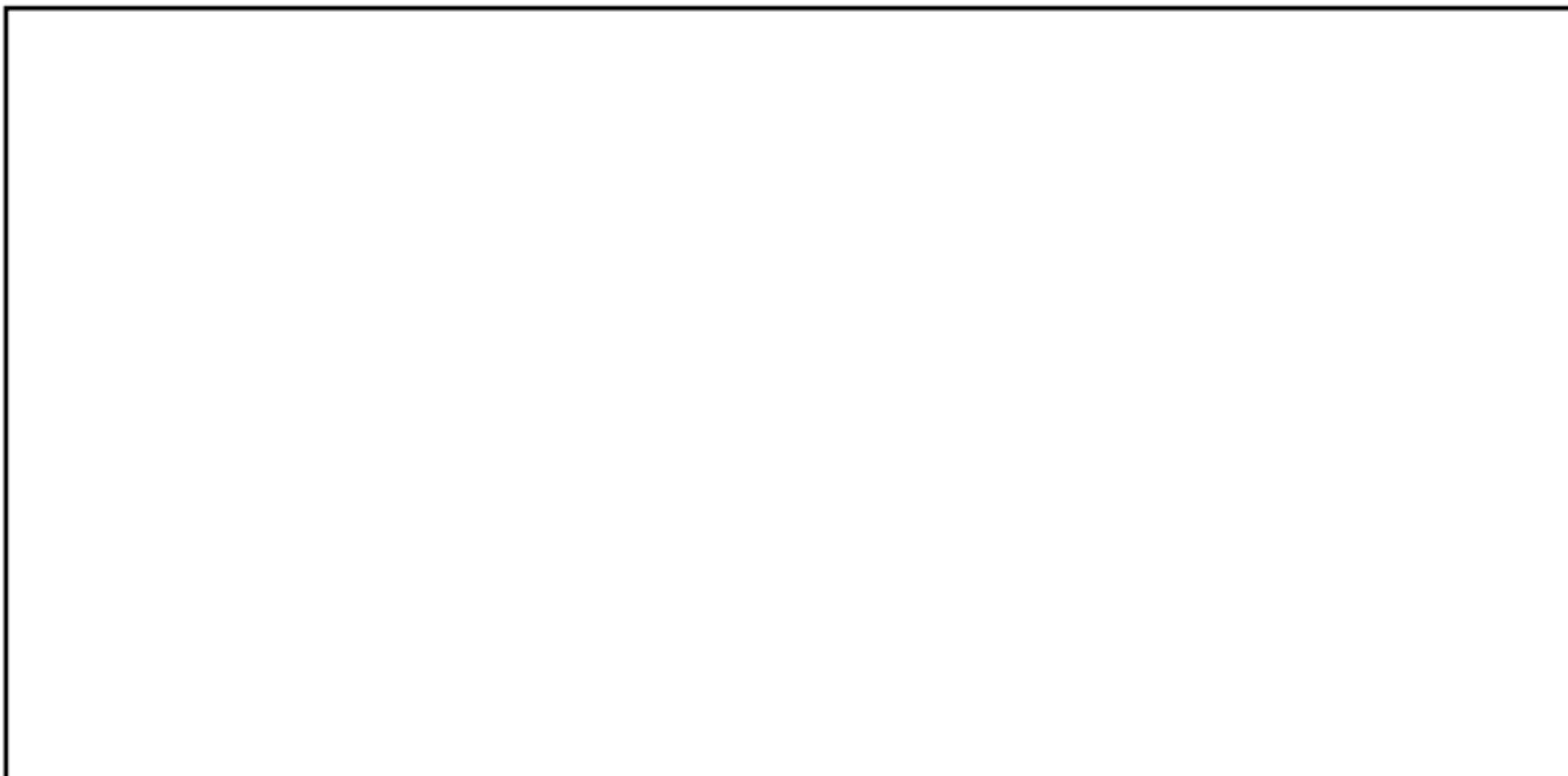
“What I Want To Be When I Grow Up”



I would like to be

Directions: Draw a picture to show something you like to do. Then, complete the sentence below to tell about your picture. If you have time, you may color the picture.

“What I Like To Do Outside of School”



I like to

ELMIRA CITY SCHOOL DISTRICT

Career Plan

Elementary Level—Kindergarten

Directions: With the help of your teacher, print your first and last name, the name of your school, and the name of your teacher.

Name: _____

School: _____

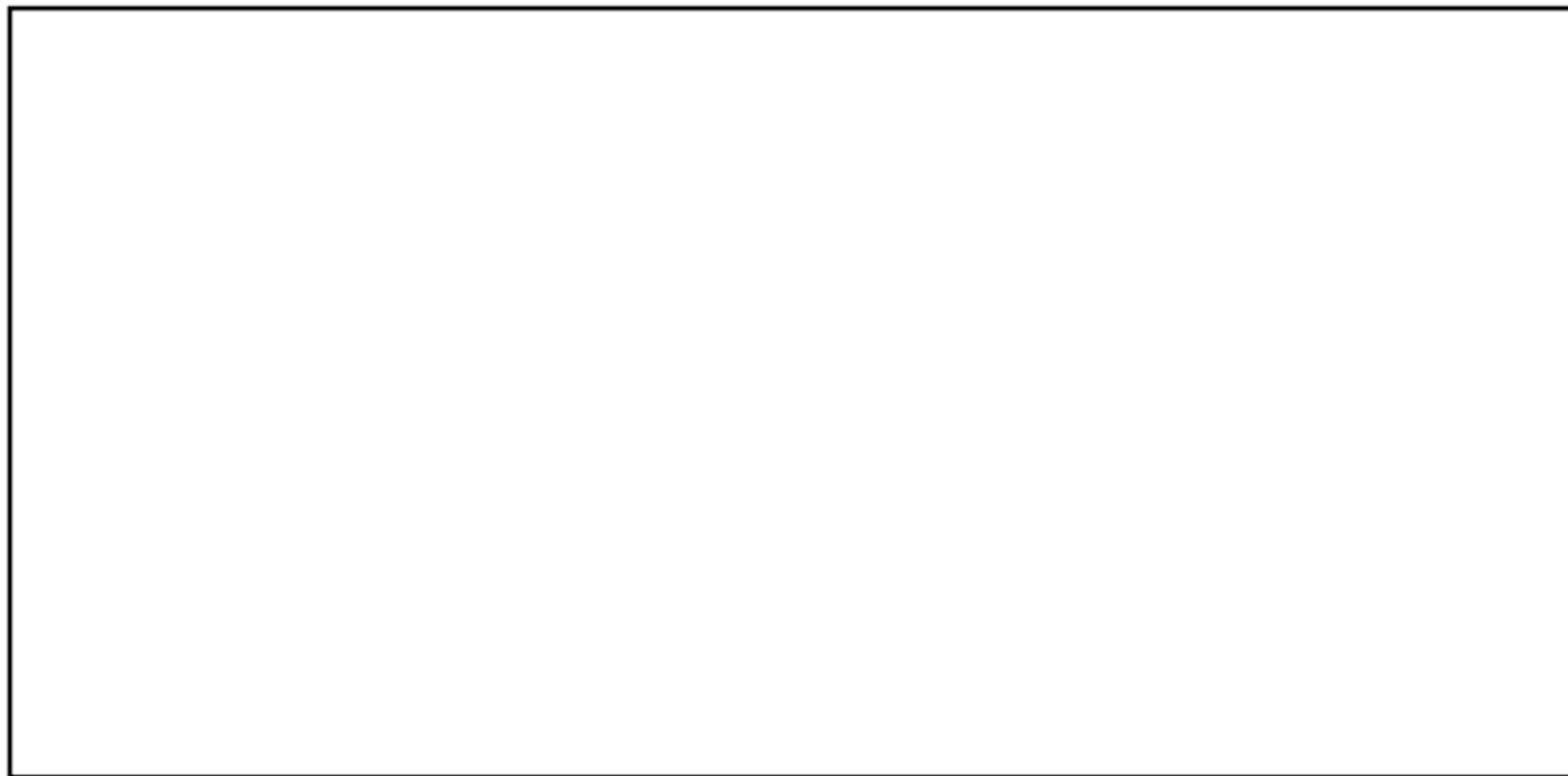
Teacher: _____

REVIEW OF STUDENT PLAN

		Possible Participants (Initials)		
Grade	Date of Review	Student:	Teacher:	Parent/Guardian
Kindergarten				

Directions: Draw a picture to show what you would like to be when you grow up. Then, complete the sentence below to tell about your picture. If you have time, you may color the picture.

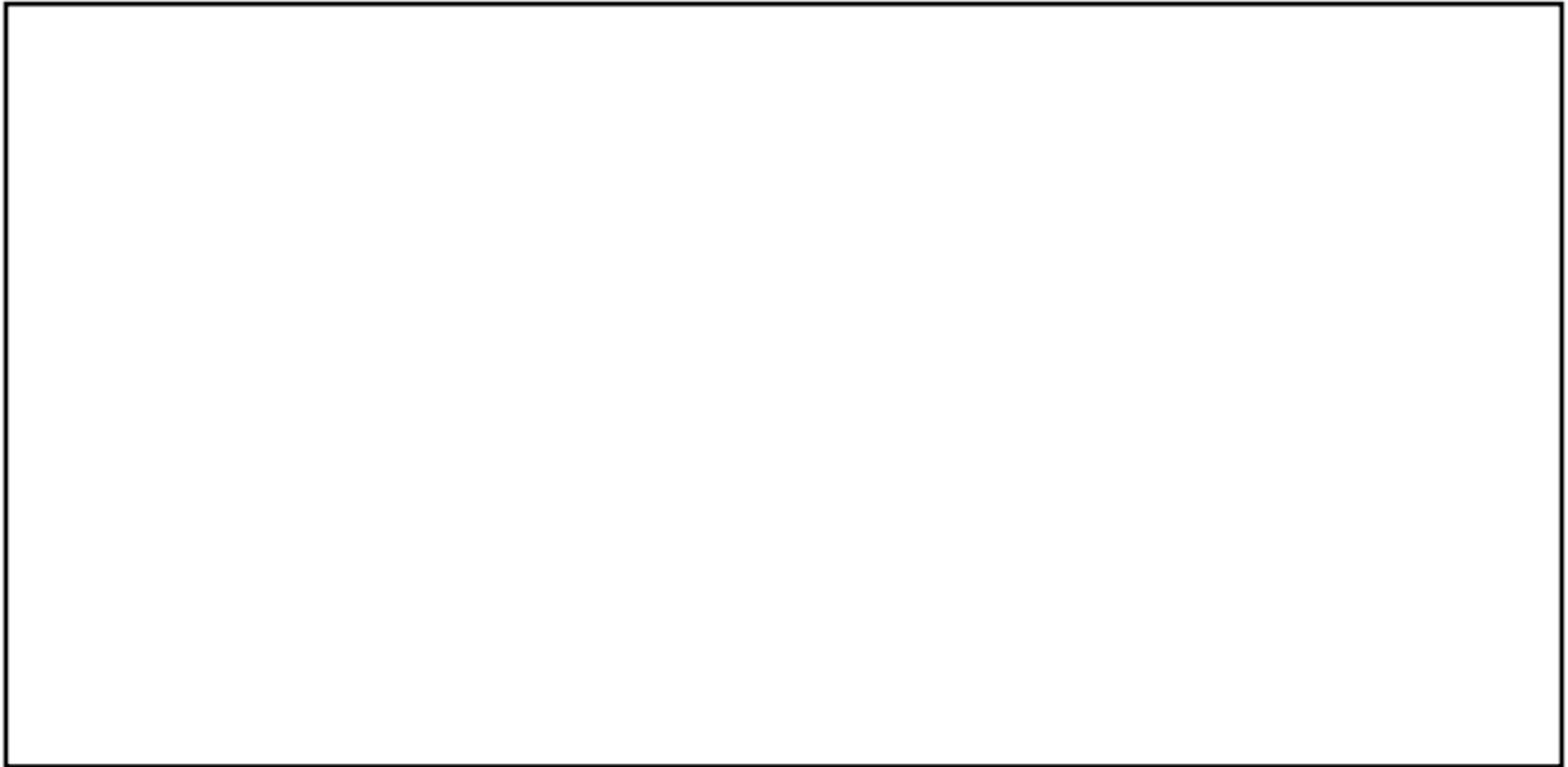
“What I Want To Be When I Grow Up”



I would like to be

Directions: Draw a picture to show something you like to do. Then, complete the sentence below to tell about your picture. If you have time, you may color the picture.

“What I Like To Do Outside of School”



I like to

ELMIRA CITY SCHOOL DISTRICT

Career Plan

Elementary Level—First Grade

Directions: With the help of your teacher, print your first and last name, the name of your school, and the name of your teacher.

Name: _____

School: _____

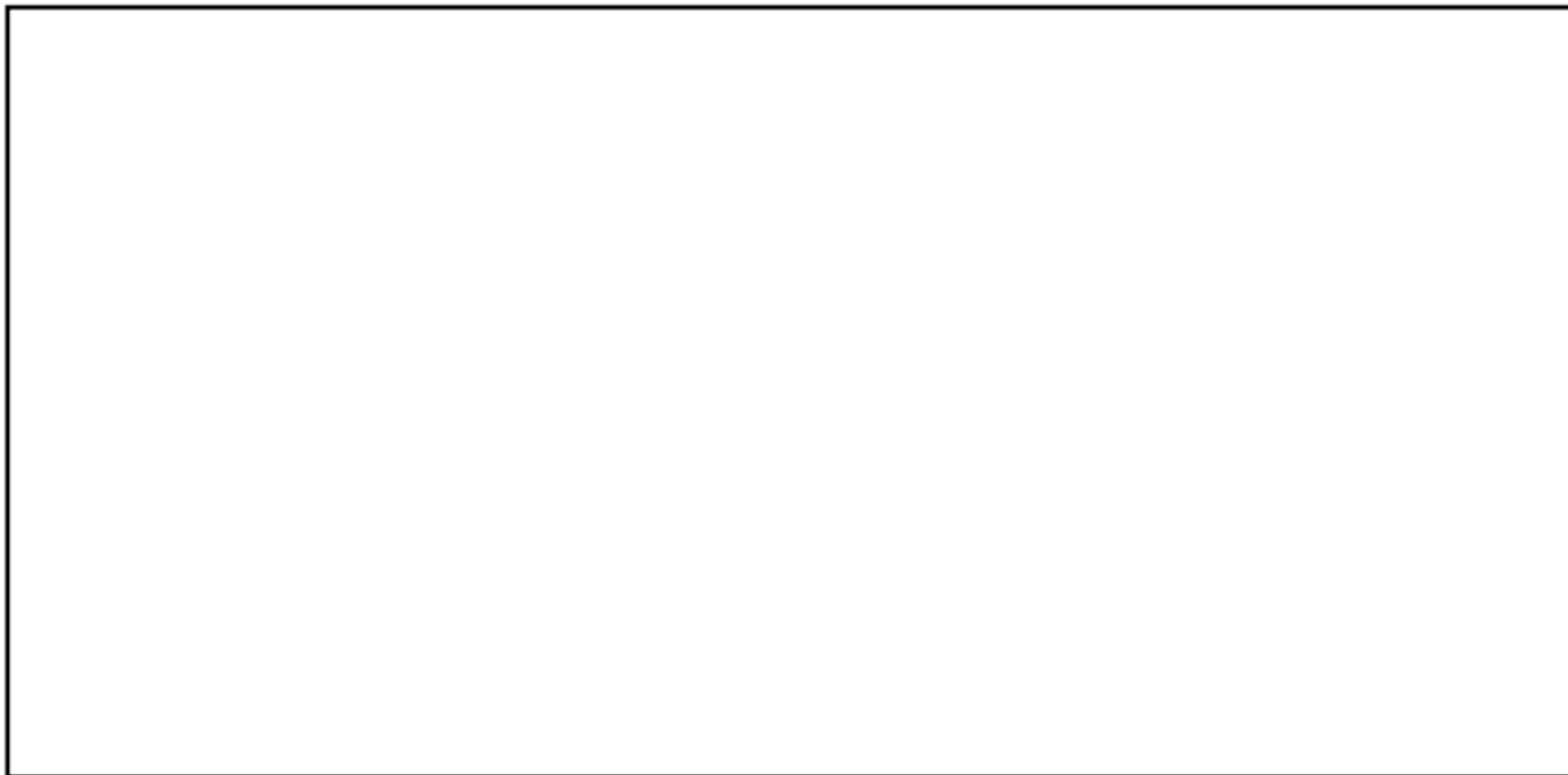
Teacher: _____

REVIEW OF STUDENT PLAN

		Possible Participants (Initials)		
Grade	Date of Review	Student:	Teacher:	Parent/Guardian
First				

Directions: Draw a picture to show what you would like to be when you grow up. Then, complete the sentence below to tell about your picture. If you have time, you may color the picture.

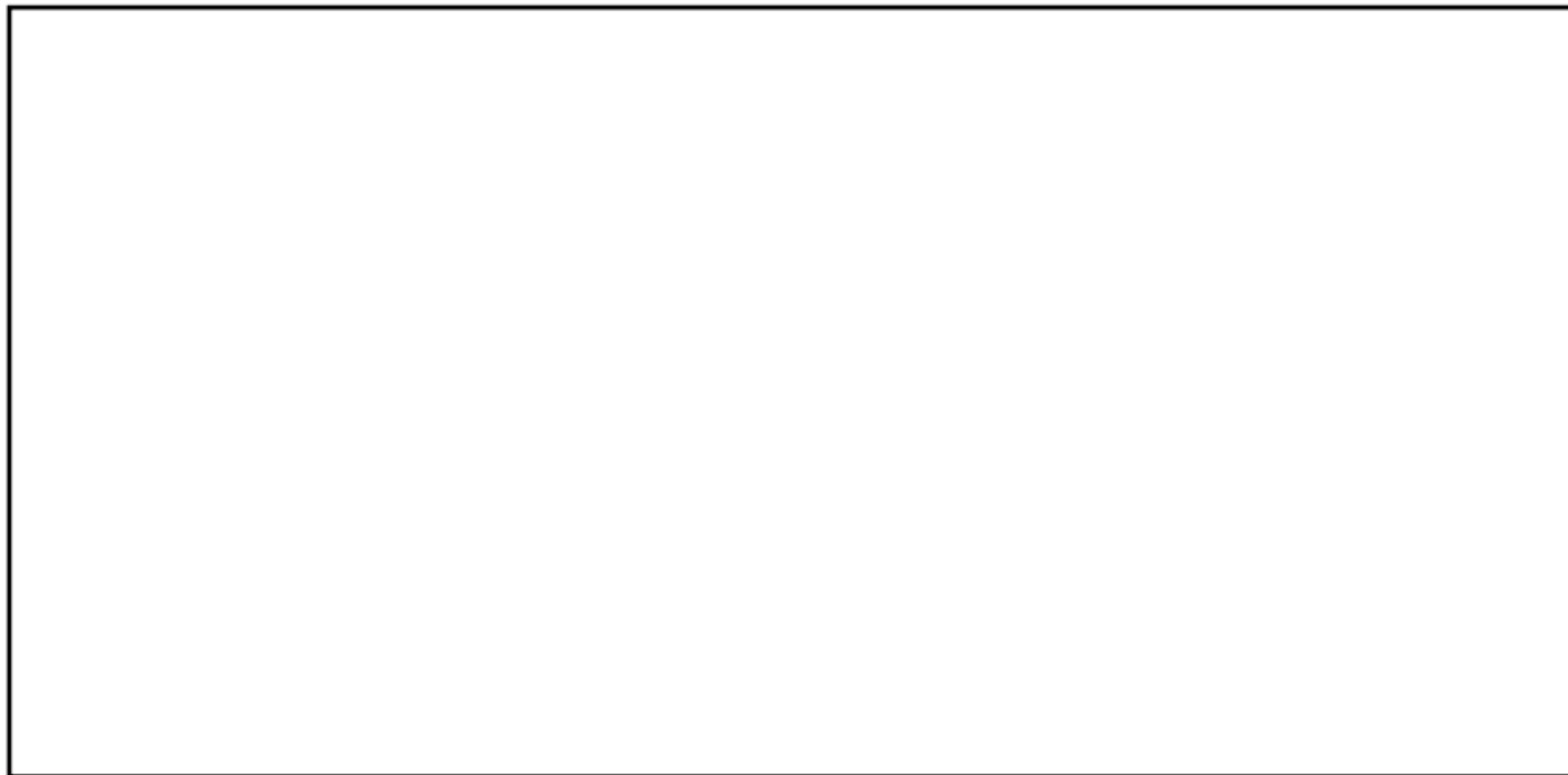
“What I Want To Be When I Grow Up”



I would like to be

Directions: Draw a picture to show something you like to do. Then, complete the sentence below to tell about your picture. If you have time, you may color the picture.

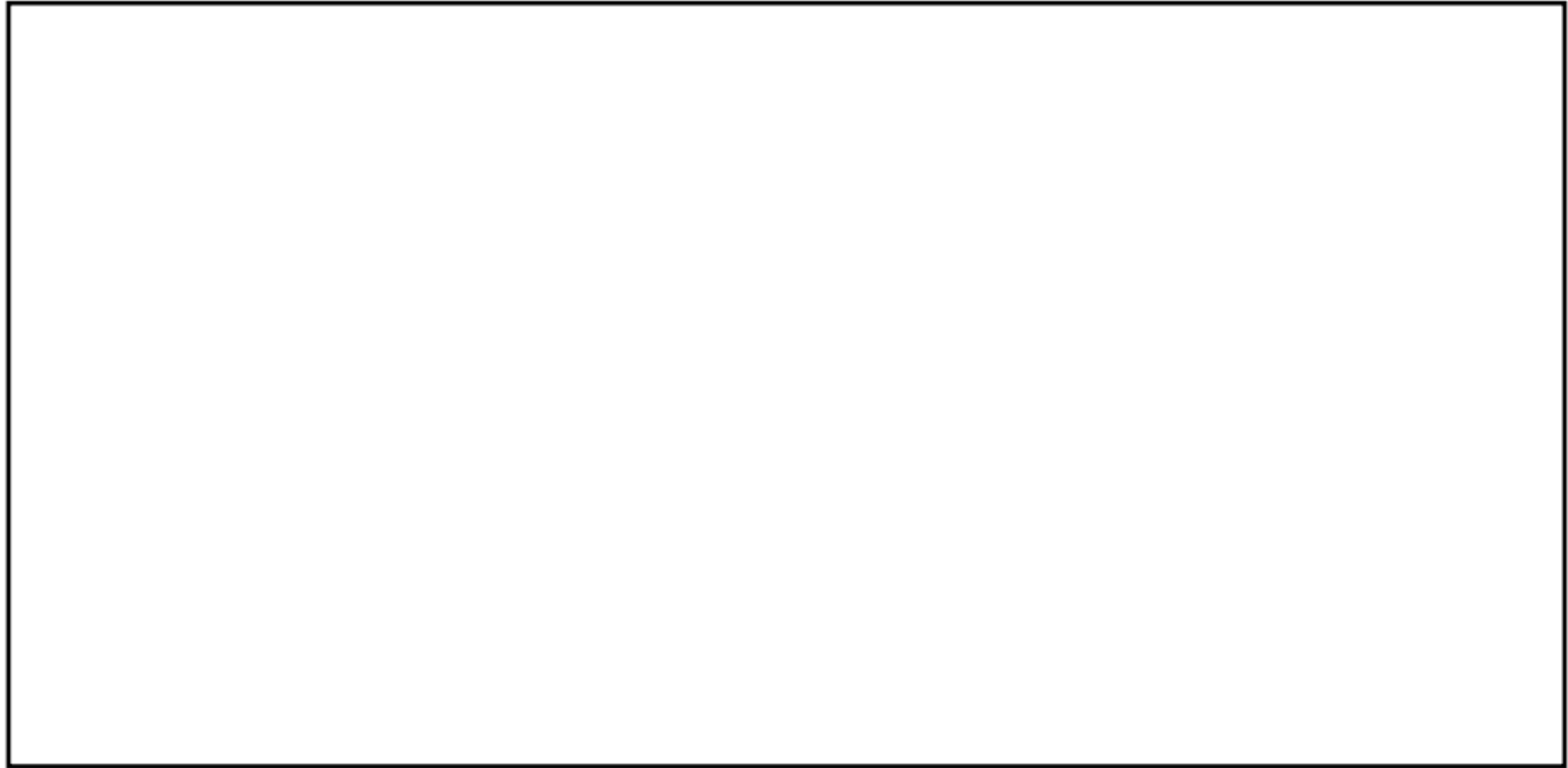
“Something I Like To Do Outside of School”



I like to

Directions: Draw a picture to show a community helper job you learned about this year. Then, complete the sentence below to tell about your picture. If you have time, you may color the picture.

“A Community Helper Job I Learned About”



I learned about

ELMIRA CITY SCHOOL DISTRICT

Career Plan

Elementary Level—Second Grade

Directions: With the help of your teacher, print your first and last name, the name of your school, and the name of your teacher.

Name: _____

School: _____

Teacher: _____

REVIEW OF STUDENT PLAN

		Possible Participants (Initials)		
Grade	Date of Review	Student:	Teacher:	Parent/Guardian
Second				

Directions: Draw a picture to show what you would like to be when you grow up. Then, complete the sentence below to tell about your picture. If you have time, you may color the picture.

“What I Want To Be When I Grow Up”

A large, empty rectangular box with a black border, intended for a child to draw a picture of their future career or profession.

Directions: Draw a picture to show something you like to do. Then, complete the sentence below to tell about your picture. If you have time, you may color the picture.

“Something I Like to Do Outside of School”

A large empty rectangular box with a black border, intended for drawing a picture. It occupies the central portion of the page.

Directions: Draw a picture to show a community helper that you learned about this year. Then, complete the sentence below to tell about your picture. If you have time, you may color the picture.

“A Community Helper Job I Learned About This Year”

A large, empty rectangular box with a black border occupies the center of the page, intended for a student to draw a picture of a community helper.

Two horizontal lines are positioned below the drawing box, providing space for the student to write a sentence about their drawing.

Directions: Draw a picture to show what you would like to do better. Then, complete the sentence below to tell about your picture. If you have time, you may color the picture.

“Something I Need To Do Better”

A large, empty rectangular box with a black border occupies the central portion of the page, intended for a student to draw a picture related to the prompt.

ELMIRA CITY SCHOOL DISTRICT

Career Plan

Elementary Level—Third Grade

Directions: With the help of your teacher, print your first and last name, the name of your school, and the name of your teacher.

Name: _____

School: _____

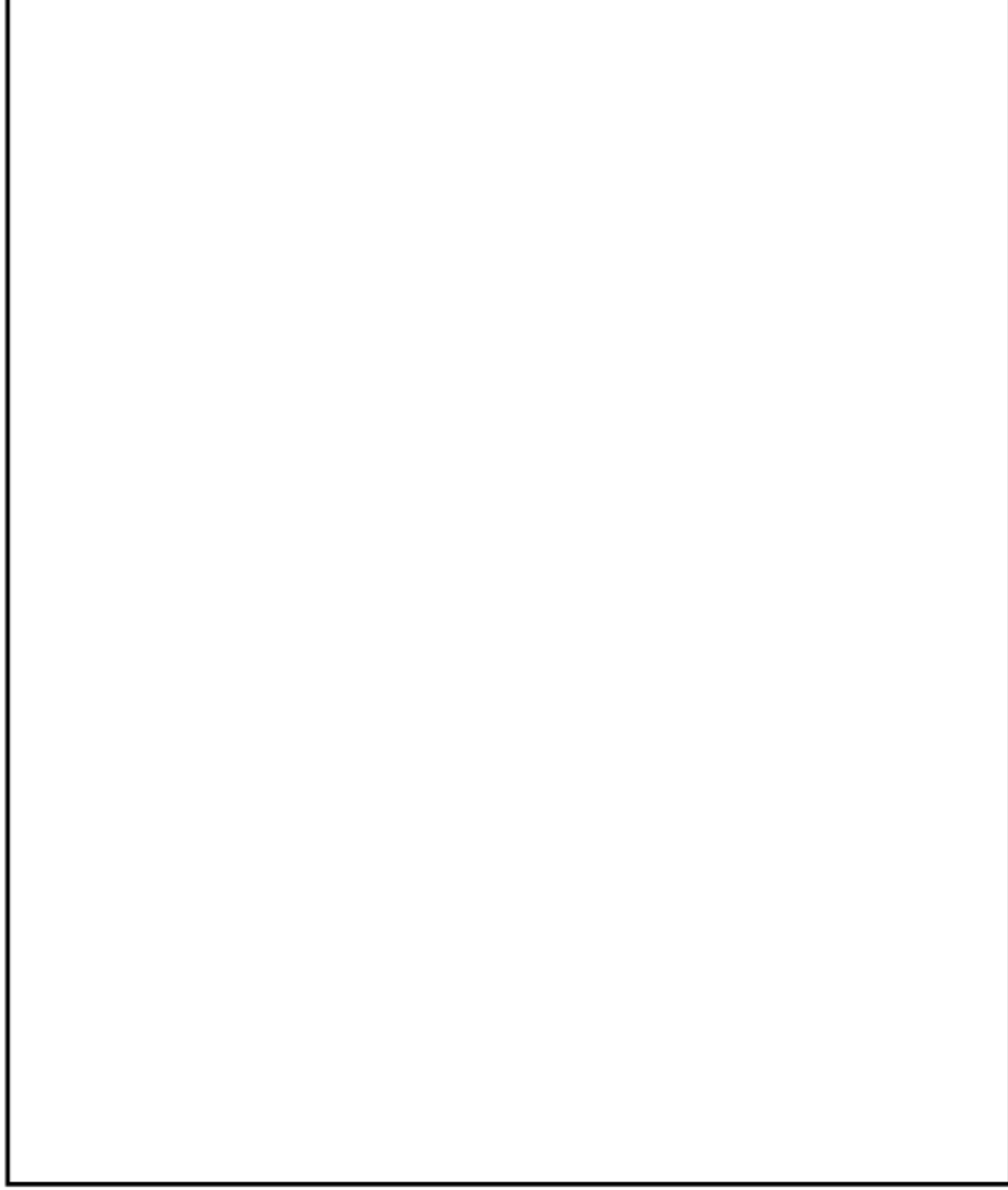
Teacher: _____

REVIEW OF STUDENT PLAN

		Possible Participants (Initials)		
Grade	Date of Review	Student:	Teacher:	Parent/Guardian
Third				

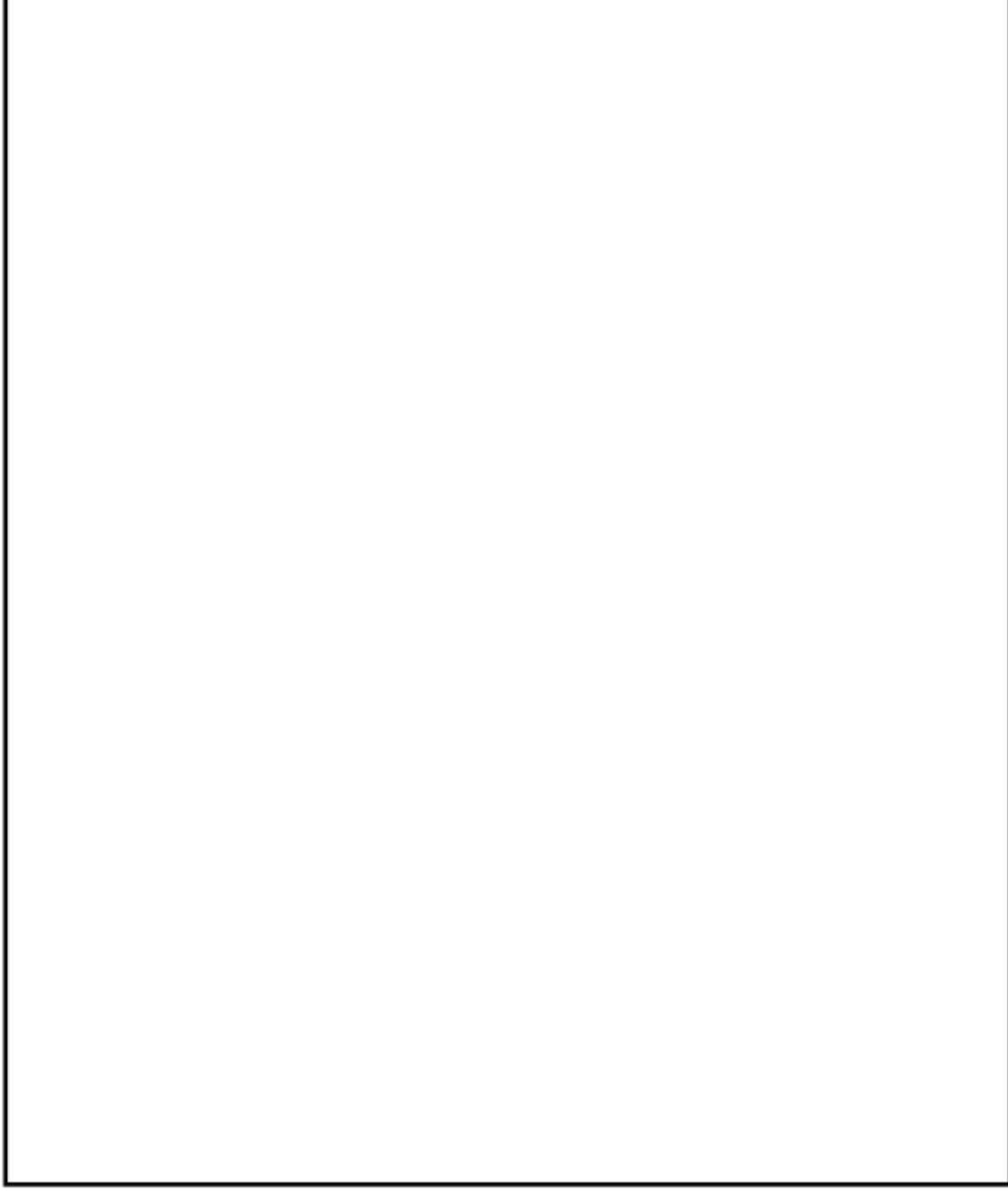
Directions: Draw a picture to show something you would like to be when you grow up. Then, complete the sentence below to tell about your picture. If you have time, you may color the picture.

“What I Want To Be When I Grow Up”



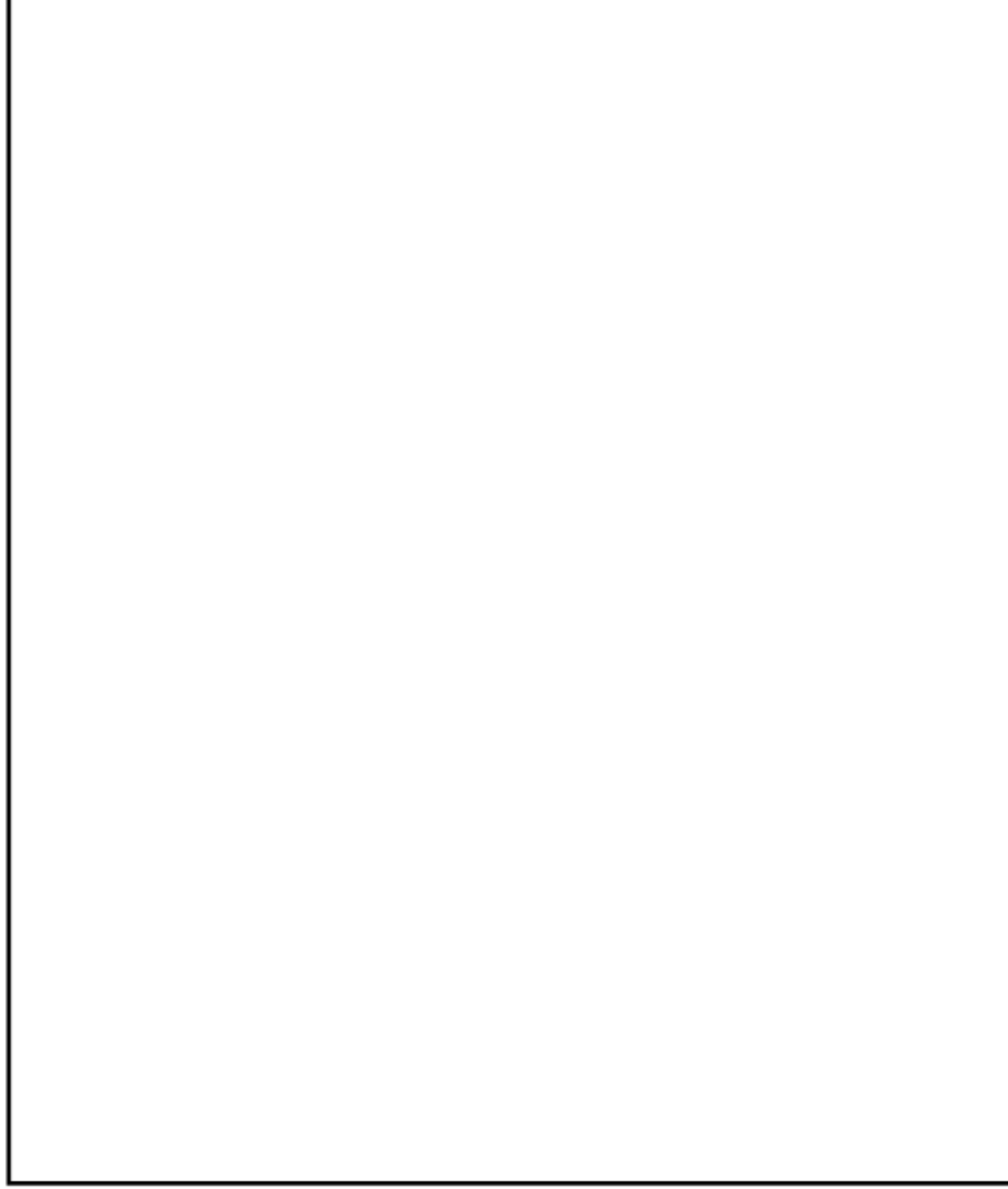
Directions: Draw a picture to show something you like to do. Then, complete the sentence below to tell about your picture. If you have time, you may color the picture.

“Something I Like to Do”



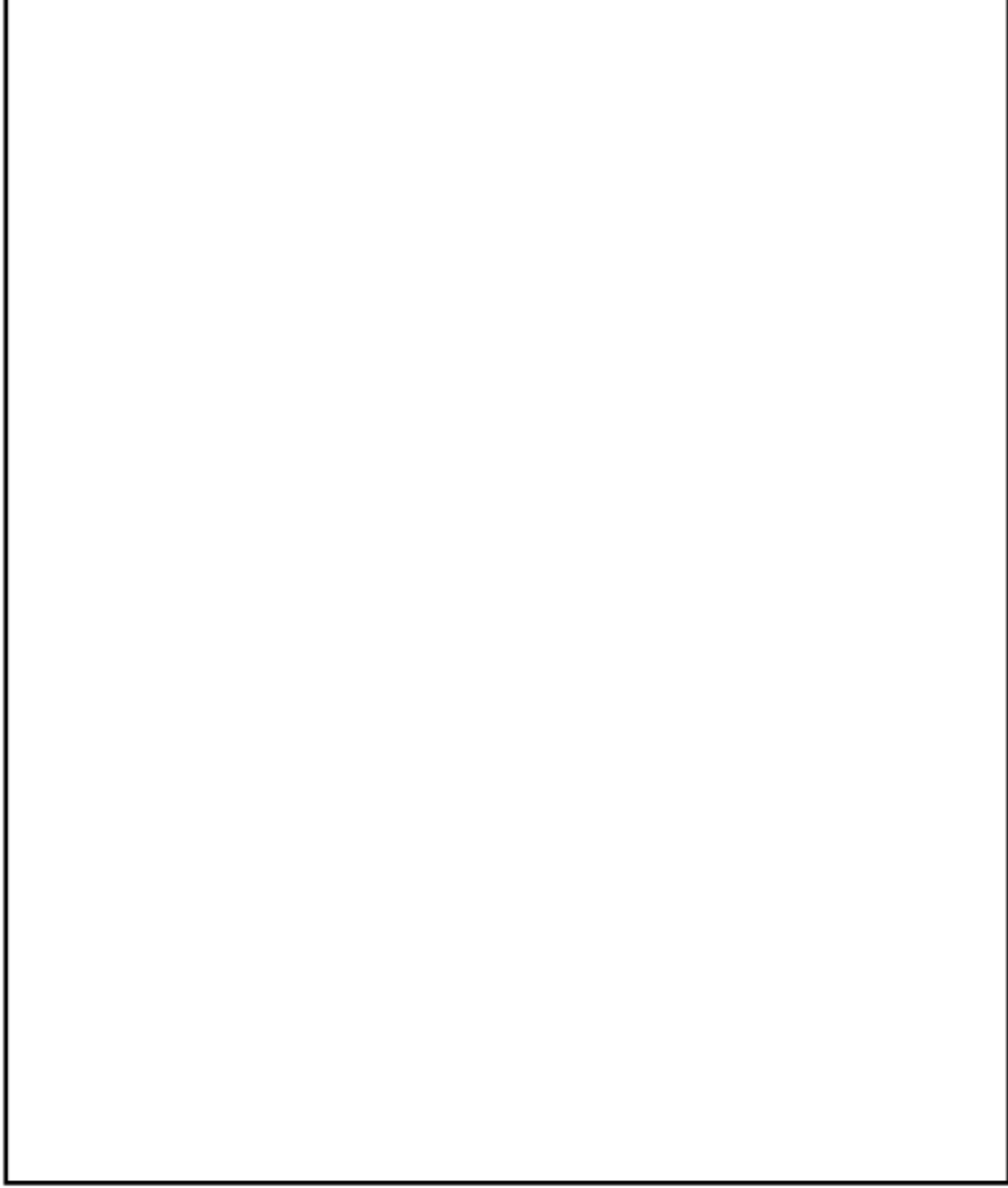
Directions: Draw a picture to show a community helper job you learned about this year. Then, complete the sentence below to tell about your picture. If you have time, you may color the picture.

“A Community Helper Job I Learned About This Year”



Directions: Draw a picture to show something you would like to do better. Then, complete the sentence below to tell about your picture. If you have time, you may color the picture.

“Something I Need To Do Better”



NEW YORK STATE EDUCATION DEPARTMENT
Career Plan

Elementary Level—Grades 4 and Up

1. Personal Data

Name: _____

Student Identification Number: _____

School: _____

2. Review of Student Career Plan

		Possible Participants (<i>Initials</i>)			
Grade Level:	Date of Review:	Student:	Parent/ Guardian:	Teacher:	Other

3. Knowledge

A. “Who am I?”

1. My interests: *Personal interests (things I like to do) and school interests (subjects I enjoy)*

Grade Level:	Personal Interests:	School Interests:

2. Things I am good at:

Grade Level:	Things I am good at:

3. Things I don't like to do:

Grade Level:	Things I don't like to do:

4. Things I need to get better at doing:

Grade Level:	Things I need to get better at doing:	Because:

B. "Where am I going?"

1. **School, Work or Community Activities:** *School, work or community activities and projects I have completed that might help me in a future career:*

Grade Level:	Activities/Projects:

2. Careers of interest:

Grade Level:	I know about the following kinds of work:	Skills needed for this work:	Education needed for this work:

C. “How do I get there?”

1. Goals and Next Steps:

Grade Level:	I have developed the following goals for myself:	As a result, I am going to:	Check off goals reached:

3. Skills/Application “What am I learning?”, “What do I need to know?”

Directions: *The following skills are important for success in life and in work. Describe a classroom activity that helped you gain each skill and identify the subject in which it was taught. Tell how you may use the skill in your life and future work.*

Skills:	Activity/Subject:	How I May Use It
Basic Skills: Read, write, listen, and speak to others and use math to solve problems.		
Thinking Skills: Make decisions and solve problems.		
Personal Qualities: Show qualities that lead to responsible behavior such as honesty and self-control.		
Interpersonal: Cooperate, work as a member of a team, get along with others.		
Technology: Identify and use appropriate technology to complete a task.		
Managing Information: Find and use information.		
Managing Resources: Use time, money and materials to complete a task.		
Systems: Identify a system and some of its parts.		

Culminating Activity

Directions: *Describe the activity you completed and what you learned.*

Activity:	What I Learned:

REVIEW OF STUDENT RECORD

How do you think you are doing overall as a student in school?

Attendance:

Behavior/Discipline:

Grades:

State Assessments/NWEA:

Do you know what it takes to graduate from High School? How many credits do you need?

SOCIAL/EMOTIONAL DEVELOPMENT REVIEW

What activities do you enjoy doing the most outside of school?

What are your favorite subjects in school?

How do you feel about your relationships are with others? Peers/teachers/etc.?

Who are your supports at home and in school?

What is one way that you keep calm, balanced, and have proper responses to stressful situations?

How do you take care of yourself (self-care)? How do you seek help when you need it?

Is your current behavior helping you achieve your goals?

ACADEMIC SKILLS REVIEW

What is going well for you this school year?

Are you getting your work done and, if not, what is getting in the way?

What is one thing you could improve in school or personally?

COLLEGE/CAREER READINESS REVIEW

What do you want to do after you graduate?

What do you think you need academically to achieve that goal?

What extracurricular, enrichment and community activities are you involved in?

FOLLOW UP

What can I do to help you? And what can you do to be more successful in school and at home?

High School Graduation Progress

Student Name:

Cohort Year:

Graduation Year:

Unweighted GPA:

Social Sciences and History		
Global History I	91	1.00
Global History II	86	1.00
US Hist & Gov	92	1.00
Macro Econ ACE	90	0.50
Amer Fed Gov Ace	92	0.50
You have earned 4.00 out of 4.00 credits.		
NYS breakdown: 1 US History, 2 Global History & Geography, .50 Economics, .50 Part. in Gov't		

Life and Physical Sciences		
Living Env 8	90	1.00
Earth Science	86	1.00
Chemistry	90	1.00
Anatomy & Physio	91	1.00
You have earned 4.00 out of 3.00 credits.		
NYS breakdown: 1 Life Science, 1 Physical Science, and 1 Life or Physical Science		

Fine and Performing Arts		
Studio in Art	98	1.00
You have earned 1.00 out of 1.00 credits.		

Physical Education		
PE 9 S1	99	0.25
PE 9 S2	99	0.25
PE S1	100	0.25
PE S2		
PE S2	100	0.25
PE S2		
Physical Ed	100	1.00
You have earned 2.00 out of 2.00 credits		

Elective Courses	Red'd Total of 3.50
<i>Core courses below, in excess of requirements, may be counted toward elective credits.</i>	
Art	
Studio in Art	98 1.00
Business	
Career & Fin Mgmt	96 0.50
Sports & Ent Marketin	
Family Consumer Science	92 1.00
Food/Nutrition	
Language Arts	
Spanish 2	99 1.00
Spanish 3	81 1.00

English Language and Literature		
English 9	90	1.00
English 10H	97	1.00
English 11H	86	1.00
You have earned 3.00 out of 4.00 credits.		

Mathematics		
Algebra I 9	91	1.00
Geometry	88	1.00
Algebra II	88	1.00
Statistics Ace		
You have earned 3.00 out of 3.00 credits.		

Foreign Language and Literature		
Spanish 1B	91	1.00
You have earned 1.00 out of 1.00 credits.		

Health		
Health	100	0.50
You have earned 0.50 out of 0.50 credits		

BOCES		
NV Edu/Human Ser		

Regents Exams		
English Language and Literature		
Regents Common Core ELA	EX	
Life and Physical Sciences		
Regents Living Environment	80	
Regents Phy Set/Chemistry	EX	
Regents Phy Set/Earth Sci	76	
Mathematics		
Regents Common Core Algebra I	81	
Regents Common Core Algebra II	EX	
Regents Common Core Geometry	71	
Social Sciences and History		
Regents Global History	79	
Regents US History&Gov't	84	

A NYS Regents Diploma requires a 65 or higher on one exam in each of the four core areas (ELA, Math, Science, Social Studies) plus one additional exam in a core area for a total of 5 exams. Advanced Regents requires 8 exams. See for details and special situations:
<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/diplomarequirementsfinal1019.pdf>

Unexcused All-Day Absences		
2021-2022	0	
2020-2021	1	
2019-2020	0	
2018-2019	5	
4-Year Total Days: 6		

Actual Credits:	22.00
Required Credits:	22.00
Note: Highlighted courses reflect current enrollment.	

Note: Highlighted exams are below the 65 threshold.

Individual Graduation Plan

Grade

2020-2021

Counselor:

REVIEW OF STUDENT RECORD

How do you think you are doing overall as a student in school?

Attendance

Behavior/Discipline

Grades

State Assessments/NWEA

Do you know what it takes to graduate from High School?

SOCIAL/EMOTIONAL DEVELOPMENT REVIEW

How do you feel your relationships are with others? Peers/teachers/etc.?

Is your current behavior helping you achieve your goals?

Who are your supports? Inside of school? Outside of school?

What's one way that you keep yourself calm, balanced and have proper responses to stressful situations?

How do you take care of yourself (self-care)? How do you seek help when you need it?

ACADEMIC SKILLS REVIEW

What is one thing that is going well for you this school year?

Are you getting your work done and, if not, what is getting in the way?

What are your future goals? Based on your current academic performance, are you on track to achieve these goals?

COLLEGE/CAREER READINESS REVIEW

What do you want to do after you graduate?

What do you think you need academically to achieve that goal?

What extracurricular or enrichment activities are you involved in?

FOLLOW UP

What can we do to help you? How can you be more successful in achieving your goals?

Please review this form with your child, sign below, and return it to school. If there's anything you would like myself or any future school counselors to know, please include those items in the comment section at right (College/Career Aspirations, Academic Performance, Social/Emotional Concerns, and any other input that you feel is valuable.)

Student Signature _____

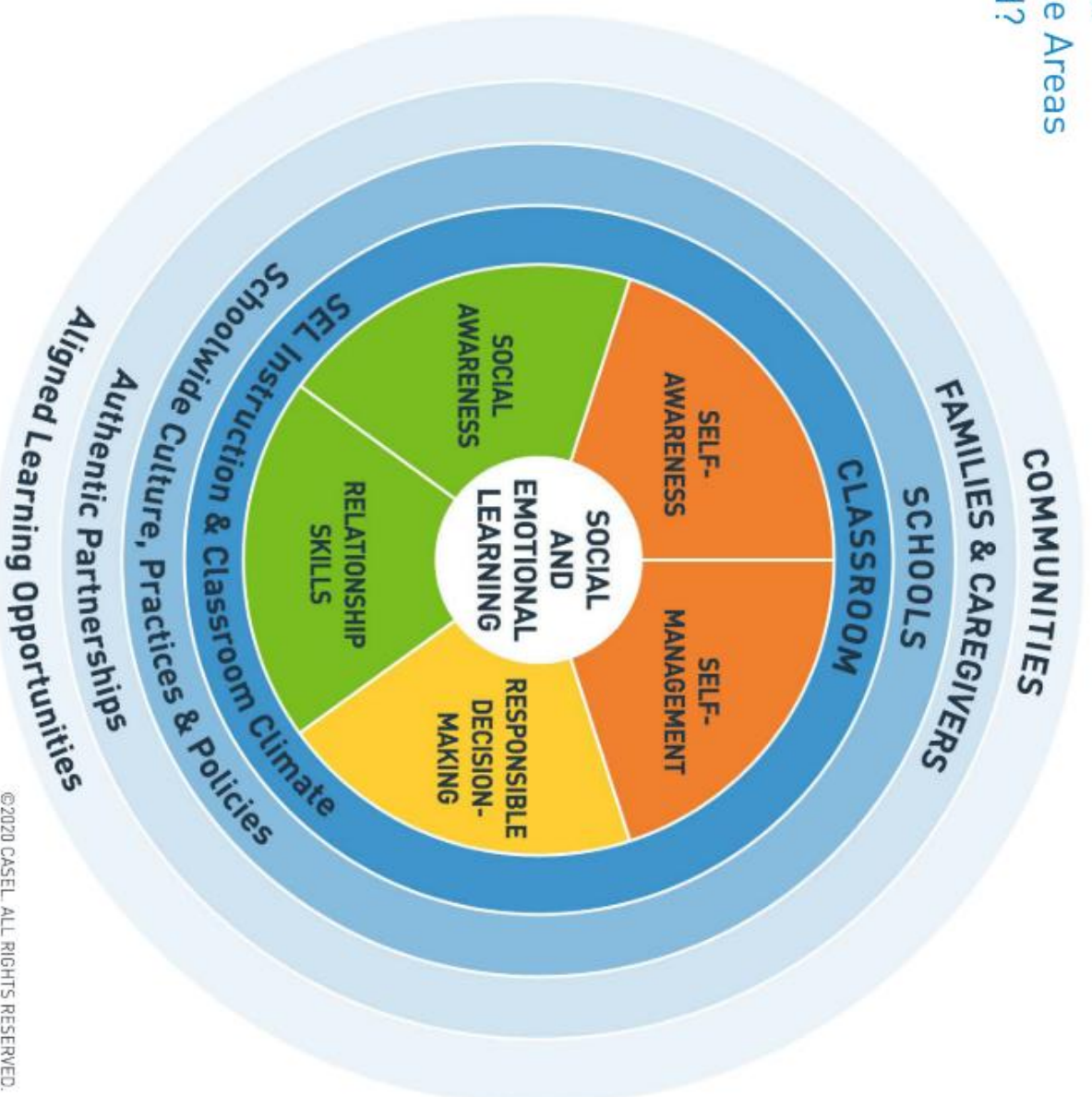
Parent Signature

CASEL'S SEL FRAMEWORK:

What Are the Core Competence Areas and Where Are They Promoted?

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.



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Learn more: www.casel.org/what-is-SEL



THE CASEL 5:

The CASEL 5 addresses five broad, interrelated areas of competence and examples for each: *self-awareness*, *self-management*, *social awareness*, *relationship skills*, and *responsible decision-making*. The CASEL 5 can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts to articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness, and fulfilling careers.

www.casel.org/what-is-SEL

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

- Such as:
- Demonstrating curiosity and open-mindedness
 - Identifying solutions for personal and social problems
 - Learning to make a reasoned judgment after analyzing information, data, facts
 - Anticipating and evaluating the consequences of one's actions
 - Recognizing how critical thinking skills are useful both inside & outside of school
 - Reflecting on one's role to promote personal, family, and community well-being
 - Evaluating personal, interpersonal, community, and institutional impacts

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

THE KEY SETTINGS:

Our framework takes a systemic approach that emphasizes the importance of establishing equitable learning environments and coordinating practices across key settings to enhance all students' social, emotional, and academic learning. We believe it is most beneficial to integrate SEL throughout the school's academic curricula and culture, across the broader contexts of schoolwide practices and policies, and through ongoing collaboration with families and community organizations. These coordinated efforts should foster youth voice, agency, and engagement; establish supportive classroom and school climates and approaches to discipline; enhance adult SEL competence; and establish authentic family and community partnerships.

CLASSROOMS. Research has shown that social and emotional competence can be enhanced using a variety of classroom-based approaches such as: (a) explicit instruction through which social and emotional skills and attitudes are taught and practiced in developmentally, contextually, and culturally responsive ways; (b) teaching practices such as cooperative learning and project-based learning; and (c) integration of SEL and academic curriculum such as language arts, math, science, social studies, health, and performing arts. High-quality SEL instruction has four elements represented by the acronym SAFE: Sequenced - following a coordinated set of training approaches to foster the development of competencies; Active - emphasizing active forms of learning to help students practice and master new skills; Focused - implementing curriculum that intentionally emphasizes the development of SEL competencies; and Explicit - defining and targeting specific skills, attitudes, and knowledge.

SEL instruction is carried out most effectively in nurturing, safe environments characterized by positive, caring relationships among students and teachers. To facilitate age-appropriate and culturally responsive instruction, adults must understand and appreciate the unique strengths and needs of each student and support students' identities. When adults incorporate students' personal experiences and cultural backgrounds and seek their input, they create an inclusive classroom environment where students are partners in the educational process, elevating their own agency. Strong relationships between adults and students can facilitate co-learning, foster student and adult growth, and generate collaborative solutions to shared concerns.

SCHOOLS. Effectively integrating SEL schoolwide involves ongoing planning, implementation, evaluation, and continuous improvement by all members of the school community. SEL efforts both contribute to and depend upon a school climate where all students and adults feel respected, supported, and engaged.

Because the school setting includes many contexts—classrooms, hallways, cafeteria, playground, bus—fostering a healthy school climate and culture requires active engagement from all adults and students. A strong school culture is rooted in students' sense of belonging, with evidence that suggests that it plays a crucial role in students' engagement. SEL also offers an opportunity to enhance existing systems of student support by integrating SEL goals and practices with universal, targeted, and intensive academic and behavioral supports. By coordinating and building upon SEL practices and programs, schools can create an environment that infuses SEL into every part of students' educational experience and promotes positive social, emotional, and academic outcomes for all students.

Continue to families/caregivers and communities...

www.casel.org/what-is-SEL



THE KEY SETTINGS (CONT.)

FAMILIES/CAREGIVERS. When schools and families form authentic partnerships, they can build strong connections that reinforce students' social and emotional development. Families and caregivers are children's first teachers, and bring deep expertise about their development, experiences, culture, and learning needs. These insights and perspectives are critical to informing, supporting, and sustaining SEL efforts. Research suggests that evidence-based SEL programs are more effective when they extend into the home, and families are far more likely to form partnerships with schools when their schools' norms, values, and cultural representations reflect their own experiences. Schools need inclusive decision-making processes that ensure that families—particularly those from historically marginalized groups—are part of planning, implementing, and continuously improving SEL.

Schools can also create other avenues for family partnership that may include creating ongoing two-way communication with families, helping caregivers understand child development, helping teachers understand family backgrounds and cultures, providing opportunities for families to volunteer in schools, extending learning activities and discussions into homes, and coordinating family services with community partners. These efforts should engage families in understanding, experiencing, informing, and supporting the social and emotional development of their students.

COMMUNITIES. Community partners often provide safe and developmentally rich settings for learning and development, have deep understanding of community needs and assets, are seen as trusted partners by families and students, and have connections to additional supports and services that school and families need. Community programs also offer opportunities for young people to practice their social and emotional skills in settings that are both personally relevant and can open opportunities for their future. To integrate SEL efforts across the school day and out-of-school time, school staff and community partners should align on common language and coordinate strategies and communication around SEL-related efforts and initiatives.

Students, families, schools, and communities are all part of broader systems that shape learning, development, and experiences. Inequities based on race, ethnicity, class, language, gender identity, sexual orientation, and other factors are deeply ingrained in the vast majority of these systems and impact young people and adult social, emotional, and academic learning. While SEL alone will not solve longstanding and deep-seated inequities in the education system, it can create the conditions needed for individuals and schools to examine and interrupt inequitable policies and practices, create more inclusive learning environments, and reveal and nurture the interests and assets of all individuals.



NEW YORK STATE

SOCIAL EMOTIONAL LEARNING BENCHMARKS

Research suggests that student learning benchmarks (or standards) may increase the likelihood that students will receive better instruction in Social Emotional Learning (SEL), experience improved school connectedness, and become better learners (Osher & Kendziora, 2008 and Jones & Bouffard, 2012).

To enable students to take full advantage of educational opportunities throughout their school experience in grades K-12 and, equally important, to prepare them for college and/or career, the School Climate and Student Engagement Workgroup of the New York State Safe Schools Task Force have identified the following goals to guide SEL benchmarks for New York State schools:

1. **Develop self-awareness and self-management skills essential to success in school and in life.**
2. **Use social awareness and interpersonal skills to establish and maintain positive relationships.**
3. **Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.**

In the following pages, these goals are further explained, with associated benchmarks provided for voluntary use at the early elementary (K-3), late elementary (4-5), middle school (6-8), early high school (9-10), and late high school (11-12) levels.

Goal 1: Develop self-awareness and self-management skills essential to success in school and in life.

Knowing one's emotions, how to manage them, and ways to express them constructively are essential life skills. These skills enable one to handle stress, control impulses, and motivate oneself to persevere when faced with personal, academic, or work-related obstacles. A related set of skills involves accurately assessing one's abilities and interests, building upon strengths, making effective use of family, school, and community supports and resources. Finally, it is critical for an individual to be able to establish and monitor one's own progress toward achieving goals, whether personal, academic, and career or work-related. These social emotional skills, thought processes and behavioral strategies can be contributing factors to one's sense of self-confidence and sense of optimism as they provide a strong foundation for achieving success in school and in life.

Grade Level	Early Elementary (K-3)	Late Elementary (4-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
A. Identify and manage one's emotions and behavior.	1A.1a. Recognize and describe emotions and how they are linked to behavior. 1A.1b. Demonstrate control of impulsive behavior.	1A.2a. Describe a range of emotions and the situations that cause them. 1A.2b. Describe and demonstrate ways to express emotions in a constructive manner. 1A.2c. Demonstrate control of behaviors that interfere with time on task.	1A.3a. Analyze factors that create stress or motivate successful performance. 1A.3b. Apply strategies to manage stress and to motivate oneself to constructively address challenges. 1A.3c. Demonstrate the capacity to maintain concentration on a task.	1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior. 1A.4b. Generate ways to develop more positive attitudes. 1A.4c. Demonstrate the capacity to shift one's focus between tasks and maintain concentration on one's goal.	1A.5a. Evaluate how expressing one's emotions in different situations affects others. 1A.5b. Evaluate how expressing more positive attitudes influences others. 1A.5c. Demonstrate the ability to adjust one's behavior in response to changes in one's environment or to changes in one's goal(s).

Grade Level	Early Elementary (K-3)	Late Elementary (4-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
B. Recognize personal qualities and external supports.	1B.1a. Describe one's likes, dislikes, needs, wants, strengths, challenges, and opinions. 1B.1b. Identify family, peer, school, and community strengths and supports.	1B.2a. Describe personal strengths/skills and interests that one wants to develop. 1B.2b. Explain how family members, peers, school personnel, and community members can support responsible behavior and school success.	1B.3a. Analyze– how personal strengths and areas in need of improvement influence choices and outcomes. 1B.3b. Analyze how making use of school and community supports and opportunities can help one surmount challenges and contribute to achievement in school and in life.	1B.4a. Set priorities that build on strengths and identify areas for improvement. 1B.4b. Analyze how positive adult role models and support systems contribute to personal growth and achievement in school and in life.	1B.5a. Implement a plan to build on a personal strength, meet a personal need, or address a personal challenge. 1B.5b. Implement a plan to build on a personal strength to meet a need, or address a challenge facing one's community. 1B.5c. Evaluate how developing interests and "giving back"/filling useful roles support school and life success.
C. Demonstrate skills related to achieving personal and academic goals.	1C.1a. Describe why learning is important in helping students achieve personal goals. 1C.1b. Identify goals for personal behavior progress, achievement, or success.	1C.2a. Describe the steps in setting and working toward goal achievement. 1C.2b. Monitor progress on achieving a short-term personal goal.	1C.3a. Set a short-term goal and develop a plan for achieving it. 1C.3b. Analyze why one achieved or did not achieve a goal.	1C.4a. Identify strategies to make use of resources to overcome obstacles to achieve goals. 1C.4b. Apply strategies to overcome obstacles to goal achievement.	1C.5a. Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement. 1C.5b. Monitor progress toward achieving a goal and evaluate one's performance against criteria.

Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.

The ability to recognize the thoughts, feelings, and perspectives of other individuals, including ideas and viewpoints that are different from one's own, and to empathize with others from diverse backgrounds, is central to forming and maintaining positive relationships at all life stages. Equally important to establishing positive peer, family, and work relationships are strategies and skills that enable one to adapt one's behavior in various settings, cooperate and collaborate with another person or in a group, communicate respectfully, and constructively resolve conflicts with others.

Grade Level	Early Elementary (K-3)	Late Elementary (4-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
A. Recognize the feelings and perspectives of others.	2A.1a. Recognize that others may experience situations differently from oneself. 2A.1b. Use listening skills to identify the feelings and perspectives of others.	2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel. 2A.2b. Describe the expressed feelings and perspectives of others.	2A.3a. Hypothesize others' feelings and perspectives in a variety of situations and explain the reasons for one's conjecture. 2A.3b. Analyze how one's behavior may affect others.	2A.4a. Analyze similarities and differences between one's own and others' perspectives. 2A.4b. Use communication skills to gain understanding of others' feelings and perspectives.	2A.5a. Demonstrate how to express understanding of those who hold different opinions. 2A.5b. Demonstrate ways to express empathy for others.
B. Recognize individual and group similarities and differences.	2B.1a. Describe the ways that people are similar and different. 2B.1b. Describe positive qualities in others.	2B.2a. Identify differences among, and contributions of, various social and cultural groups. 2B.2b. Demonstrate how to interact positively with those who are different from oneself.	2B.3a. Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it. 2B.3b. Analyze the effects of taking action to oppose bullying and/or bias based behavior based on individual and group differences.	2B.4a. Analyze the origins and negative effects of stereotyping and prejudice. 2B.4b. Demonstrate respect for individuals from different social and cultural groups.	2B.5a. Evaluate strategies for being respectful of others and opposing stereotyping and prejudice. 2B.5b. Evaluate how advocacy for the well-being and rights of others contributes to the common good.

Grade Level	Early Elementary (K-3)	Late Elementary (4-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
C: Use communication and social skills to interact effectively with others.	2C.1a. Identify ways to work and play well with others. 2C.1b. Demonstrate adaptability and appropriate social behavior at school.	2C.2a. Describe approaches for making and keeping friends. 2C.2b. Analyze ways to work effectively in groups.	2C.3a. Analyze ways to establish positive relationships with others. 2C.3b. Demonstrate cooperation and teamwork to promote group effectiveness.	2C.4a. Evaluate the effects of requesting support from and providing support to others. 2C.4b. Evaluate one's contribution in groups as a member and leader.	2C.5a. Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families. 2C.5b. Plan, implement, and evaluate one's participation in a group project.
D. Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	2D.1a. Identify problems and conflicts commonly experienced by peers. 2D.1b. Identify approaches to resolving conflicts constructively.	2D.2a. Describe causes and consequences of conflicts. 2D.2b. Apply constructive approaches in resolving conflicts.	2D.3a. Evaluate strategies for preventing and resolving interpersonal problems. 2D.3b. Define unhealthy peer pressure and evaluate strategies for resisting it.	2D.4a. Analyze how active listening, "I" statements and other communication strategies help to resolve conflicts. 2D.4b. Analyze how conflict- resolution skills contribute to work within a group.	2D.5a. Evaluate the effects of using collaborative negotiation skills to reach win-win solutions. 2D.5b. Evaluate current conflict-resolution skills and plan how to improve them.

Goal 3: Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

The ability to make ethical decisions and behave responsibly, taking into account the well-being of others as well as one's own, are essential to benefitting the good of the whole - whether family, peers, colleagues, neighbors, or members of the community at large. It is the foundation of responsible citizenship in a democratic society. Every individual at all life stages needs the capacity to make ethical decisions and solve problems by accurately defining the decisions to be made, being able to generate alternative solutions, anticipate the consequences of each, and having the ability to evaluate and learn from the outcomes of one's decision making.

Grade Level	Early Elementary (K-3)	Late Elementary (4-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
A: Consider ethical, safety, and societal factors in making decisions.	3A.1a. Explain why acts that hurt others are wrong. 3A.1b. Identify social norms and safety considerations that guide behavior.	3A.2a. Demonstrate the ability to respect the rights of self and others. 3A.2b. Demonstrate knowledge of how social norms affect decision making and behavior.	3A.3a. Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions. 3A.3b. Analyze the reasons for school and societal rules.	3A.4a. Demonstrate personal responsibility in making ethical decisions. 3A.4b. Evaluate how social norms and the expectations of different social groups, including dealing with the expectations of those in authority in various settings, influence personal decisions and actions.	3A.5a. Apply ethical reasoning to evaluate societal practices. 3A.5b. Examine how the norms of different societies and cultures influence their members' decisions and behaviors.

Grade Level	Early Elementary (K-3)	Late Elementary (4-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
B: Apply decision-making skills to deal responsibly with daily academic and social situations.	3B.1a. Identify a range of decisions that students make at school and at home. 3B.1b. Make positive choices when interacting with classmates.	3B.2a. Identify and apply the steps of systematic decision making. 3B.2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.	3B.3a. Analyze how decision-making skills have an impact on study habits, academic performance, and interpersonal relationships. 3B.3b. Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.	3B.4a. Evaluate one's personal abilities to gather information, generate possible solutions, and anticipate the consequences of decisions. 3B.4b. Apply decision-making skills to establish responsible interpersonal and intergroup relationships, and work relationships.	3B.5a. Analyze how present decision-making affects college and career choices. 3B.5b. Evaluate how responsible decision making affects interpersonal and group relationships.
C. Contribute to the well-being of one's school and community.	3C.1a. Identify and perform roles that contribute to one's classroom. 3C.1b. Identify and perform roles that contribute to one's family.	3C.2a. Identify and perform roles that contribute to the school community. 3C.2b. Identify and perform roles that contribute to one's local community.	3C.3a. Evaluate one's participation in efforts to address an identified school need. 3C.3b. Evaluate one's participation in efforts to address an identified need in one's local community.	3C.4a. Plan, implement, and evaluate one's participation in activities and organizations that improve school culture and climate. 3C.4b. Plan, implement, and evaluate one's participation in a group effort to contribute to one's local community.	3C.5a. Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need. 3C.5b. Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.



ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies outline the mindsets and behaviors school counselors need to meet the rigorous demands of the school counseling profession and the needs of pre-K–12 students. These standards and competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a school counseling program addressing academic achievement, career planning and social/emotional development. These standards and competencies can be used in a variety of ways including:

School counselors

- Self-assess their own mindsets and behaviors
- Formulate an appropriate professional development plan

School administrators

- Guide the recruitment and selection of competent school counselors
- Develop or inform meaningful school counselor performance appraisal

School counselor education programs

- Establish benchmarks for ensuring school counseling students graduate with the knowledge, skills and attitudes needed to develop a school counseling program.

Organization of the ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies are organized by mindset standards and behavior standards and competencies. The standards are broader topics that describe the knowledge, attitude and skills school counselors need to implement a school counseling program. The competencies are more specific and measurable indicators of the behavior standards.

Mindsets: The mindset standards include beliefs school counselors hold about student achievement and success. Although it may be possible to measure these beliefs, the mindsets are more readily recognized through the behaviors a school counselor demonstrates as a result of the implementation of a school counseling program. Therefore, the mindset standards do not have correlating competencies.

Behaviors: The behavior standards include essential behaviors school counselors demonstrate through the implementation of a school counseling program including:

1. Professional foundation – the essential skills that are the basis of a school counselor's professional orientation
2. Direct and indirect student services – interactions that are provided directly to students or indirectly for students in collaboration with families, teachers, administrators, other school staff and education stakeholders
3. Planning and assessment – activities necessary for the design, implementation and assessment of the school counseling program

Each behavior standard has specific competencies that are measurable indicators of the broader standard. These competencies can be used to further define the behaviors necessary for the implementation of a school counseling program.

The mindsets and behaviors standards are found in the following chart, and the behavior competencies are listed afterwards.

ASCA School Counselor Professional Standards & Competencies

MINDSETS

School counselors believe:

- M 1.** Every student can learn, and every student can succeed.
- M 2.** Every student should have access to and opportunity for a high-quality education.
- M 3.** Every student should graduate from high school prepared for postsecondary opportunities.
- M 4.** Every student should have access to a school counseling program.
- M 5.** Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders.
- M 6.** School counselors are leaders in the school, district, state and nation.
- M 7.** School counseling programs promote and enhance student academic, career and social/emotional outcomes.

BEHAVIORS

School counselors demonstrate the following standards in the design, implementation and assessment of a school counseling program.

Professional Foundation	Direct and Indirect Student Services	Planning and Assessment
B-PF 1. Apply developmental, learning, counseling and education theories	B-SS 1. Design and implement instruction aligned to ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings	B-PA 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district
B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education	B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group and individual settings	B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity and resources
B-PF 3. Apply legal and ethical principles of the school counseling profession	B-SS 3. Provide short-term counseling in small-group and individual settings	B-PA 3. Develop annual student outcome goals based on student data
B-PF 4. Apply school counseling professional standards and competencies	B-SS 4. Make referrals to appropriate school and community resources	B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data
B-PF 5. Use ASCA Mindsets & Behaviors for Student Success to inform the implementation of a school counseling program	B-SS 5. Consult to support student achievement and success	B-PA 5. Assess and report program results to the school community
B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities	B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success	B-PA 6. Use time appropriately according to national recommendations and student/school data
B-PF 7. Demonstrate leadership through the development and implementation of a school counseling program		B-PA 7. Establish agreement with the principal and other administrators about the school counseling program
B-PF 8. Demonstrate advocacy for a school counseling program		B-PA 8. Establish and convene an advisory council for the school counseling program
B-PF 9. Create systemic change through the implementation of a school counseling program		B-PA 9. Use appropriate school counselor performance appraisal process

PROFESSIONAL FOUNDATION

B-PF 1. Apply developmental, learning, counseling and education theories

- Use human development theories to have an impact on developmental issues affecting student success
- Use learning theory to support student achievement and success, including students with diverse learning needs
- Use established and emerging evidence-based counseling theories and techniques that are effective in a school setting to promote academic, career and social/emotional development, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems
- Use counseling theories and techniques in individual, small-group, classroom and large-group settings to promote academic, career and social/emotional development
- Use career development theories to promote and support postsecondary planning
- Use principles of multitiered systems of support within the context of a school counseling program to provide instruction and interventions matched to student need

B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education

- Explain the organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices
- Explain educational systems, philosophies and theories and current trends in education, including federal and state legislation
- Explain and/or inform the process for development of policy and procedures at the building, district, state and national levels
- Explain the history of school counseling to create a context for the current state of the profession and school counseling programs
- Explain the nature of academic, career and social/emotional counseling in schools and the similarities and differences between school counseling and other fields of counseling, such as mental health, marriage and family, substance abuse counseling, social work and psychology, within a continuum of care
- Delineate the roles of student service providers, such as school social worker, school psychologist or school nurse, and identify best practices for collaborating to have an impact on student success
- Articulate a rationale for a school counseling program
- Use education research to inform decisions and programming
- Use current trends in technology to promote student success

B-PF 3. Apply legal and ethical principles of the school counseling profession

- Practice within the ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors
- Adhere to the legal responsibilities of the role of the school counselor including the unique legal and ethical principles of working with minor students in a school setting
- Adhere to the ethical and statutory limits of confidentiality
- Fulfill legal and ethical obligations to families, teachers, administrators and other school staff
- Consult with school counselors and other education, counseling and legal professionals when ethical and legal questions arise
- Resolve ethical dilemmas by employing an ethical decision-making model in accordance with the ASCA Ethical Standards for School Counselors
- Model ethical behavior
- Engage in continual professional development to inform and guide ethical and legal work

B-PF 4. Apply school counseling professional standards and competencies

- Stay current with school counseling research and best practices
- Conduct and analyze self-appraisal and assessment related to school counseling professional standards and competencies
- Use personal reflection, consultation and supervision to promote professional growth and development
- Develop a yearly professional development plan to ensure engagement in professional growth opportunities related to relevant professional standards and competencies and personal limitations

B-PF 5. Use ASCA Mindsets & Behaviors for Student Success standards to inform the implementation of a school counseling program

- Select ASCA Mindsets & Behaviors for Student Success standards to address student needs demonstrated in data
- Prioritize ASCA Mindsets & Behaviors for Student Success standards aligned with school improvement goals
- Select or create competencies aligned with the ASCA Mindsets & Behaviors for Student Success and the Common Core State Standards or other state-specific standards

B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities

- Demonstrate basic knowledge and respect of differences in customs, communications, traditions, values and other traits among students based on race, religion, ethnicity, nationality, sexual orientation, gender identity, physical or intellectual ability and other factors

PROFESSIONAL FOUNDATION, cont.

- b. Explain how students' cultural, social and economic background may affect their academic achievement, behavior, relationships and overall performance in school
- c. Maintain and communicate high expectations for every student, regardless of cultural, social or economic background
- d. Explain the dynamics of cross-cultural communications and demonstrate the ability to communicate with persons of other cultures effectively
- e. Collaborate with administrators, teachers and other staff in the school and district to ensure culturally responsive curricula and student-centered instruction
- f. Understand personal limitations and biases, and articulate how they may affect the school counselor's work

B-PF 7. Demonstrate leadership through the development and implementation of a school counseling program

- a. Identify sources of power and authority and formal and informal leadership
- b. Identify and demonstrate professional and personal qualities and skills of effective leaders
- c. Apply a model of leadership to a school counseling program
- d. Create the organizational structure and components of an effective school counseling program aligned with the ASCA National Model
- e. Apply the results of a school counseling program assessment to inform the design and implementation of the school counseling program
- f. Use leadership skills to facilitate positive change for the school counseling program
- g. Define the role of the school counselor and the school counseling program in the school crisis plan
- h. Serve as a leader in the school and community to promote and support student success
- i. Participate in the school improvement process to bring the school counseling perspective to the development of school goals

B-PF 8. Demonstrate advocacy for a school counseling program

- a. Model school counselor advocacy competencies to promote school counseling program development and student success
- b. Advocate responsibly for school board policy and local, state and federal statutory requirements in students' best interests
- c. Explain the benefits of a school counseling program for all stakeholders, including students, families, teachers, administrators and other school staff, school boards, department of education, school counselors, school counselor educators, community stakeholders and business leaders
- d. Articulate and provide rationale for appropriate activities for school counselors
- e. Articulate and provide rationale for discontinuation of inappropriate activities for school counselors
- f. Use data (e.g., closing-the-gap reports) to promote reduction in student-to-school-counselor ratios and reduction of inappropriate non-school-counseling-related tasks
- g. Participate in school counseling and education-related professional organizations

B-PF 9. Create systemic change through the implementation of a school counseling program

- a. Act as a systems change agent to create an environment promoting and supporting student success
- b. Use data to identify how school, district and state educational policies, procedures and practices support and/or impede student success
- c. Use 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
- d. Develop and implement a plan to address personal and/or institutional resistance to change that better supports student success

DIRECT AND INDIRECT STUDENT SERVICES

B-SS 1. Design and implement instruction aligned to the ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings

- Use student, school and district data to identify achievement, attendance and discipline issues to be addressed through instruction
- Assess cultural and social trends when developing and choosing curricula
- Identify appropriate evidence-based curricula aligned to the ASCA Mindsets & Behaviors for Student Success or select/develop other materials informed by research and best practice if evidence-based materials do not exist
- Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning and personalized instruction
- Create lesson plans identifying activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered and how data will be assessed to determine impact on student outcomes
- Use a variety of technologies in the delivery of lessons and activities
- Engage with school administrators, teachers and other staff to ensure the effective implementation of instruction
- Analyze data from lessons and activities to determine impact on student outcomes

B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group and individual settings

- Develop strategies to provide appraisal and advisement to students and families about attaining the ASCA Mindsets & Behaviors for Student Success
- Use assessments to help students understand their abilities, values and career interests
- Include career opportunities, labor market trends and global economics to help students develop immediate and long-range plans
- Help students cross reference individual assessment results (e.g. MBTI, Holland Code, ASVAB, O*Net) with occupational/career goals
- Help students understand how academic performance relates to the world of work, family life and community service
- Help students understand the importance of postsecondary education and/or training as a pathway to a career
- Help students and families navigate postsecondary awareness, exploration, admissions and financial aid processes
- Connect students to workplace experiences to deepen understandings and explore career interests

B-SS 3. Provide short-term counseling in small-group and individual settings

- Use data to identify students in need of counseling intervention

- Provide support for students, including individual and small-group counseling, during times of transition, heightened stress, critical change or other situations impeding student success
- Explain the difference between appropriate short-term counseling and inappropriate long-term therapy
- Explain the impact of adverse childhood experiences and trauma, and demonstrate techniques to support students who have experienced trauma
- Respond with appropriate intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response

B-SS 4. Make referrals to appropriate school and community resources

- Maintain a list of current referral resources, consistent with school and district policies, for students, staff and families to effectively address academic, career and social/emotional issues
- Communicate the limits of school counseling and the continuum of mental health services
- Articulate why diagnoses and long-term therapy are outside the scope of school counseling

B-SS 5. Consult to support student achievement and success

- Gather information on student needs from families, teachers, administrators, other school staff and community organizations to inform the selection of strategies for student success
- Share strategies that support student achievement with families, teachers, administrators, teachers, school staff and community organizations
- Consult with school counselors and other education and counseling professionals when questions of school counseling practice arise
- Facilitate in-service training or workshops for families, administrators, other school staff, teachers or other stakeholders to share school counseling expertise

B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success

- Partner with others to advocate for student achievement and educational equity and opportunities
- Explain the potential for dual roles with families and other caretakers
- Identify and involve appropriate school and community professionals as well as the family in a crisis situation
- Supervise school counseling interns consistent with the principles of the ASCA School Counseling Professional Standards & Competencies

PLANNING AND ASSESSMENT

B-PA 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district

- Analyze personal, school, district and state beliefs, assumptions and philosophies about student success
- Compose a personal beliefs statement about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission
- Analyze the school's vision and mission
- Create a school counseling vision statement describing a future world where student outcomes are successfully achieved
- Create a school counseling mission statement aligned with school, district and state missions
- Communicate the vision and mission of the school counseling program to administrators, teachers, other school staff and stakeholders

B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity and resources

- Collect and analyze data to identify areas of success or gaps between and among different groups of students in achievement, attendance, discipline and opportunities
- Review, disaggregate and interpret student achievement, attendance and discipline data to identify and implement interventions as needed
- Create goals based on student, school and/or district data to close the achievement, opportunity and/or information gaps

B-PA 3. Develop annual student outcome goals based on student data

- Use achievement, attendance and/or discipline data to create annual student outcome goals aligned with school improvement plans
- Write goals in a measurable format such as the SMART goal format, and include baseline and target data within the goal statement
- Use student data and results from survey tools to monitor and refine annual student outcome goals
- Communicate annual student outcome goals to administrators, teachers, other school staff and stakeholders

B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data

- Design and implement school counseling action plans aligned with school and annual student outcome goals and student data
- Determine appropriate students for the target group of action plans based on student, school and district data

- Identify appropriate ASCA Mindsets & Behaviors for Student Success standards addressing needs identified in action plans
- Select evidence-based curricula and activities to accomplish objectives, or select/develop other materials informed by research and best practice if evidence-based materials do not exist
- Identify appropriate resources needed to implement action plans
- Identify intended impact on academics, attendance and discipline as result of action plan implementation
- Explain basic research sampling, methodology and analysis concepts as they relate to research outcomes and action research

B-PA 5. Assess and report program results to the school community

- Explain concepts related to program results and assessment within a school counseling program
- Review progress toward annual student outcome goals
- Analyze data to assess school counseling program effectiveness and to inform program development
- Collaborate with members of the school counseling team and with administration to decide how school counseling programs are assessed and how results are shared
- Use data to demonstrate the value the school counseling program adds to student achievement
- Use presentation skills to share effectiveness data and results of action plans and activities with administrators, advisory councils, teachers, faculty and staff, families, school boards and stakeholders

B-PA 6. Use time appropriately according to national recommendations and student/school data

- Articulate the distinction between direct and indirect student services
- Assess use of time in direct and indirect student services and program management and school support to determine how much time is spent in each school counseling program component
- Articulate the best use of a school counselor's time to meet student needs as identified through student data and program goals
- Organize and manage time to effectively implement a school counseling program using skills including scheduling, publicizing and prioritizing time
- Create annual and weekly calendars to plan activities reflecting annual student outcome goals
- Identify, evaluate and participate in fair-share responsibilities

PLANNING AND ASSESSMENT, cont.

B-PA 7. Establish agreement with the principal and other administrators about the school counseling program

- a. Complete managing templates for the school counseling program with other members of the school counseling staff
- b. Discuss school counseling with the principal and/or supervising administrator to formalize delivering, managing and assessing the school counseling program
- c. Explain and model the appropriate role of the school counselor and the organization of the school counseling program
- d. Explain annual student outcome goals, their basis in student data and their alignment with the school improvement plan
- e. Advocate for the appropriate use of school counselor time based on national recommendations and student needs
- f. Finalize the annual administrative conference template after presentation to and discussion with the principal and/or supervising administrator

B-PA 8. Establish and convene an advisory council for the school counseling program

- a. Determine appropriate education stakeholders for representation on the advisory council

- b. Develop effective and efficient advisory council meeting agendas to inform stakeholders about the school counseling program
- c. Explain and discuss school data, school counseling program assessment and annual student outcome goals with the advisory council
- d. Record advisory council meeting notes, and distribute as appropriate
- e. Analyze and incorporate feedback from the advisory council related to annual student outcome goals as appropriate

B-PA 9. Use appropriate school counselor performance appraisal process

- a. Explain and advocate for appropriate school counselor performance appraisal process based on school counselor standards and implementation of the school counseling program
- b. Explain how school counseling activities fit within categories of a performance appraisal instrument
- c. Utilize components of the ASCA National Model to document data-informed, student-focused activities that demonstrate evidence of meeting standards of performance appraisal instruments

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ASCA Ethical Standards for School Counselors

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

Preamble

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

School counselors are advocates, leaders, collaborators and consultants who create systemic change by providing equitable educational access and success by connecting their school counseling programs to the district's mission and improvement plans. School counselors demonstrate their belief that all students have the ability to learn by advocating for an education system that provides optimal learning environments for all students.

All students have the right to:

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

PURPOSE

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

The purpose of this document is to:

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

A. RESPONSIBILITY TO STUDENTS

A.1. Supporting Student Development

School counselors:

- a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
- b. Aim to provide counseling to students in a brief context and support students and families/guardians in obtaining outside services if the student needs long-term clinical counseling.
- c. Do not diagnose but remain acutely aware of how a student's diagnosis can potentially affect the student's academic success.
- d. Acknowledge the vital role of parents/guardians and families.
- e. Are concerned with students' academic, career and social/emotional needs and encourage each student's maximum development.
- f. Respect students' and families' values, beliefs, sexual orientation, gender identification/expression and cultural background and exercise great care to avoid imposing personal beliefs or values rooted in one's religion, culture or ethnicity.

g. Are knowledgeable of laws, regulations and policies affecting students and families and strive to protect and inform students and families regarding their rights.

h. Provide effective, responsive interventions to address student needs.

i. Consider the involvement of support networks, wraparound services and educational teams needed to best serve students.

j. Maintain appropriate boundaries and are aware that any sexual or romantic relationship with students whether legal or illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student's age. This prohibition applies to both in-person and electronic interactions and relationships.

A.2. Confidentiality

School counselors:

a. Promote awareness of school counselors' ethical standards and legal mandates regarding confidentiality and the appropriate rationale and procedures for disclosure of student data and information to school staff.

b. Inform students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes informed consent and clarification of the limits of confidentiality. Informed consent requires competence, voluntariness and knowledge on the part of students to understand the limits of confidentiality and, therefore, can be difficult to obtain from students of certain developmental levels, English-language learners and special-needs populations. If the student is able to give assent/consent before school counselors share confidential information, school counselors attempt to gain the student's assent/consent.

c. Are aware that even though attempts are made to obtain informed consent, it is not always possible. When needed, school counselors make counseling decisions on students' behalf that promote students' welfare.

d. Explain the limits of confidentiality in developmentally appropriate terms through multiple methods such as student handbooks, school counselor department websites, school counseling brochures, classroom lessons and/or verbal notification to individual students.

e. Keep information confidential unless legal requirements demand that confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student. Serious and foreseeable harm is different for each minor in schools and is determined by students' developmental and chronological age, the setting, parental rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.

f. Recognize their primary ethical obligation for confidentiality is to the students but balance that obligation with an understanding of parents'/guardians' legal and inherent rights to be the guiding voice in their children's lives. School counselors understand the need to balance students' ethical rights to make choices, their capacity to give consent or assent, and parental or familial legal rights and responsibilities to make decisions on their child's behalf.

g. Promote the autonomy of students to the extent possible and use the most appropriate and least intrusive method to breach confidentiality, if such action is warranted. The child's developmental age and the circumstances requiring the breach are considered, and as appropriate, students are engaged in a discussion about the method and timing of the breach. Consultation with peers and/or supervision is recommended.

h. In absence of state legislation expressly forbidding disclosure, consider the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:

- 1) Student identifies partner, or the partner is highly identifiable
- 2) School counselor recommends the student notify partner and refrain from further high-risk behavior
- 3) Student refuses
- 4) School counselor informs the student of the intent to notify the partner
- 5) School counselor seeks legal consultation from the school district's legal representative in writing as to the legalities of informing the partner

i. Request of the court that disclosure not be required when the school counselor's testimony or case notes are subpoenaed if the release of confidential information may potentially harm a student or the counseling relationship.

j. Protect the confidentiality of students' records and release personal data in accordance with prescribed federal and state laws and school board policies.

k. Recognize the vulnerability of confidentiality in electronic communications and only transmit student information electronically in a way that follows currently accepted security standards and meets federal, state and local laws and board policy.

l. Convey a student's highly sensitive information (e.g., a student's suicidal ideation) through personal contact such as a phone call or visit and not less-secure means such as a notation in the educational record or an e-mail. Adhere to state, federal and school board policy when conveying sensitive information.

m. Advocate for appropriate safeguards and protocols so highly sensitive student information is not disclosed accidentally to individuals who do not have a need to know such information. Best practice suggests a very limited number of educators would have access to highly sensitive information on a need-to-know basis.

n. Advocate with appropriate school officials for acceptable encryption standards to be utilized for stored data and currently acceptable algorithms to be utilized for data in transit.

o. Avoid using software programs without the technological capabilities to protect student information based upon currently acceptable security standards and the law.

A.3. Comprehensive Data-Informed Program

School counselors:

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

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

School counselors:

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

A.5. Dual Relationships and Managing Boundaries

School counselors:

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

b. Establish and maintain appropriate professional relationships with students at all times. School counselors consider the risks and benefits of extending current school counseling relationships beyond conventional parameters, such as attending a student's distant athletic competition. In extending these boundaries, school counselors take appropriate professional precautions such as informed consent, consultation and supervision. School counselors document the nature of interactions that extend beyond conventional parameters, including the rationale for the interaction, the potential benefit and the possible positive and negative consequences for the student and school counselor.

c. Avoid dual relationships beyond the professional level with school personnel, parents/guardians and students' other family members when these relationships might infringe on the integrity of the school counselor/student relationship. Inappropriate dual relationships include, but are not limited to, providing direct discipline, teaching courses that involve grading students and/or accepting administrative duties in the absence of an administrator.

d. Do not use personal social media, personal e-mail accounts or personal texts to interact with students unless specifically encouraged and sanctioned by the school district. School counselors adhere to professional boundaries and legal, ethical and school district guidelines when using technology with students, parents/guardians or school staff. The technology utilized, including, but not limited to, social networking sites or apps, should be endorsed by the school district and used for professional communication and the distribution of vital information.

A.6. Appropriate Referrals and Advocacy

School counselors:

- Collaborate with all relevant stakeholders, including students, educators and parents/guardians when student assistance is needed, including the identification of early warning signs of student distress.
- Provide a list of resources for outside agencies and resources in their community to student(s) and parents/guardians when students need or request additional support. School counselors provide multiple referral options or the district's vetted list and are careful not to indicate an endorsement or preference for one counselor or practice. School counselors encourage parents to interview outside professionals to make a personal decision regarding the best source of assistance for their student.
- Connect students with services provided through the local school district and community agencies and remain aware of state laws and local district policies related to students with special needs, including limits to confidentiality and notification to authorities as appropriate.
- Develop a plan for the transitioning of primary counseling services with minimal interruption of services. Students retain the right for the referred services to be done in coordination with the school counselor or to discontinue counseling services with the school counselor while maintaining an appropriate relationship that may include providing other school support services.
- Refrain from referring students based solely on the school counselor's personal beliefs or values rooted in one's religion, culture, ethnicity or personal worldview. School counselors

maintain the highest respect for student diversity. School counselors should pursue additional training and supervision in areas where they are at risk of imposing their values on students, especially when the school counselor's values are discriminatory in nature. School counselors do not impose their values on students and/or families when making referrals to outside resources for student and/or family support.

f. Attempt to establish a collaborative relationship with outside service providers to best serve students. Request a release of information signed by the student and/or parents/guardians before attempting to collaborate with the student's external provider.

g. Provide internal and external service providers with accurate, objective, meaningful data necessary to adequately assess, counsel and assist the student.

h. Ensure there is not a conflict of interest in providing referral resources. School counselors do not refer or accept a referral to counsel a student from their school if they also work in a private counseling practice.

A.7. Group Work

School counselors:

- Facilitate short-term groups to address students' academic, career and/or social/emotional issues.
- Inform parent/guardian(s) of student participation in a small group.
- Screen students for group membership.
- Use data to measure member needs to establish well-defined expectations of group members.
- Communicate the aspiration of confidentiality as a group norm, while recognizing and working from the protective posture that confidentiality for minors in schools cannot be guaranteed.
- Select topics for groups with the clear understanding that some topics are not suitable for groups in schools and accordingly take precautions to protect members from harm as a result of interactions with the group.
- Facilitate groups from the framework of evidence-based or research-based practices.
- Practice within their competence level and develop professional competence through training and supervision.
- Measure the outcomes of group participation (participation, Mindsets & Behaviors and outcome data).
- Provide necessary follow up with group members.

A.8. Student Peer-Support Program

School counselors:

- Safeguard the welfare of students participating in peer-to-peer programs under their direction.
- Supervise students engaged in peer helping, mediation and other similar peer-support groups. School counselors are responsible for appropriate skill development for students serving as peer support in school counseling programs. School counselors

continuously monitor students who are giving peer support and reinforce the confidential nature of their work. School counselors inform peer-support students about the parameters of when students need to report information to responsible adults.

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

School counselors:

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

A.10. Underserved and At-Risk Populations

School counselors:

- Strive to contribute to a safe, respectful, nondiscriminatory school environment in which all members of the school community demonstrate respect and civility.
- Advocate for and collaborate with students to ensure students remain safe at home and at school. A high standard of care includes determining what information is shared with parents/guardians and when information creates an unsafe environment for students.
- Identify resources needed to optimize education.

- d. Collaborate with parents/guardians, when appropriate, to establish communication and to ensure students' needs are met.
- e. Understand students have the right to be treated in a manner consistent with their gender identity and to be free from any form of discipline, harassment or discrimination based on their gender identity or gender expression.
- f. Advocate for the equal right and access to free, appropriate public education for all youth, in which students are not stigmatized or isolated based on their housing status, disability, foster care, special education status, mental health or any other exceptionality or special need.
- g. Recognize the strengths of students with disabilities as well as their challenges and provide best practices and current research in supporting their academic, career and social/emotional needs.

A.11. Bullying, Harassment and Child Abuse

School counselors:

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

A.12. Student Records

School counselors:

- a. Abide by the Family Educational Rights and Privacy Act (FERPA), which defines who has access to students' educational records and allows parents the right to review and challenge perceived inaccuracies in their child's records.
- b. Advocate for the ethical use of student data and records and inform administration of inappropriate or harmful practices.
- c. Recognize the difficulty in meeting the criteria of sole-possession records.

d. Recognize that sole-possession records and case notes can be subpoenaed unless there is a specific state statute for privileged communication expressly protecting student/school counselor communication.

e. Recognize that electronic communications with school officials regarding individual students, even without using student names, are likely to create student records that must be addressed in accordance with FERPA and state laws.

f. Establish a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding paper sole-possession records or deleting electronic sole-possession records when a student transitions to the next level, transfers to another school or graduates. School counselors do not destroy sole-possession records that may be needed by a court of law, such as notes on child abuse, suicide, sexual harassment or violence, without prior review and approval by school district legal counsel. School counselors follow district policies and procedures when contacting legal counsel.

A.13. Evaluation, Assessment and Interpretation

School counselors:

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

A.14. Technical and Digital Citizenship

School counselors:

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

A.15. Virtual/Distance School Counseling

School counselors:

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

B. RESPONSIBILITIES TO PARENTS/ GUARDIANS, SCHOOL AND SELF

B.1. Responsibilities to Parents/Guardians

School counselors:

- a. Recognize that providing services to minors in a school setting requires school counselors to collaborate with students' parents/guardians as appropriate.

b. Respect the rights and responsibilities of custodial and noncustodial parents/guardians and, as appropriate, establish a collaborative relationship with parents/guardians to facilitate students' maximum development.

c. Adhere to laws, local guidelines and ethical practice when assisting parents/guardians experiencing family difficulties interfering with the student's welfare.

d. Are culturally competent and sensitive to diversity among families. Recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children's welfare by virtue of their role and according to law.

e. Inform parents of the mission of the school counseling program and program standards in academic, career and social/emotional domains that promote and enhance the learning process for all students.

f. Inform parents/guardians of the confidential nature of the school counseling relationship between the school counselor and student.

g. Respect the confidentiality of parents/guardians as appropriate and in accordance with the student's best interests.

h. Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical and legal responsibilities to the student and parent.

i. In cases of divorce or separation, follow the directions and stipulations of the legal documentation, maintaining focus on the student. School counselors avoid supporting one parent over another.

B.2. Responsibilities to the School

School counselors:

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

b. Design and deliver comprehensive school counseling programs that are integral to the school's academic mission; driven by student data; based on standards for academic, career and social/emotional development; and promote and enhance the learning process for all students.

c. Advocate for a school counseling program free of non-school-counseling assignments identified by "The ASCA National Model: A Framework for School Counseling Programs" as inappropriate to the school counselor's role.

d. Provide leadership to create systemic change to enhance the school.

e. Collaborate with appropriate officials to remove barriers that may impede the effectiveness of the school or the school counseling program.

f. Provide support, consultation and mentoring to professionals in need of assistance when in the scope of the school counselor's role.

g. Inform appropriate officials, in accordance with school board policy, of conditions that may be potentially disruptive or

damaging to the school's mission, personnel and property while honoring the confidentiality between the student and the school counselor to the extent feasible, consistent with applicable law and policy.

h. Advocate for administrators to place in school counseling positions certified school counselors who are competent, qualified and hold a master's degree or higher in school counseling from an accredited program.

i. Advocate for equitable school counseling program policies and practices for all students and stakeholders.

j. Strive to use translators who have been vetted or reviewed and bilingual/multilingual school counseling program materials representing languages used by families in the school community.

k. Affirm the abilities of and advocate for the learning needs of all students. School counselors support the provision of appropriate accommodations and accessibility.

l. Provide workshops and written/digital information to families to increase understanding, improve communication and promote student achievement.

m. Promote cultural competence to help create a safer more inclusive school environment.

n. Adhere to educational/psychological research practices, confidentiality safeguards, security practices and school district policies when conducting research.

o. Promote equity and access for all students through the use of community resources.

p. Use culturally inclusive language in all forms of communication.

q. Collaborate as needed to provide optimum services with other professionals such as special educators, school nurses, school social workers, school psychologists, college counselors/admissions officers, physical therapists, occupational therapists, speech pathologists, administrators.

r. Work responsibly to remedy work environments that do not reflect the profession's ethics.

s. Work responsibly through the correct channels to try and remedy work conditions that do not reflect the ethics of the profession.

B.3. Responsibilities to Self

School counselors:

a. Have completed a counselor education program at an accredited institution and earned a master's degree in school counseling.

b. Maintain membership in school counselor professional organizations to stay up to date on current research and to maintain professional competence in current school counseling issues and topics. School counselors maintain competence in their skills by utilizing current interventions and best practices.

c. Accept employment only for those positions for which they are qualified by education, training, supervised experience and state/national professional credentials.

d. Adhere to ethical standards of the profession and other official policy statements such as ASCA Position Statements and

Role Statements, school board policies and relevant laws. When laws and ethical codes are in conflict school counselors work to adhere to both as much as possible.

e. Engage in professional development and personal growth throughout their careers. Professional development includes attendance at state and national conferences and reading journal articles. School counselors regularly attend training on school counselors' current legal and ethical responsibilities.

f. Monitor their emotional and physical health and practice wellness to ensure optimal professional effectiveness. School counselors seek physical or mental health support when needed to ensure professional competence.

g. Monitor personal behaviors and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job. School counselors are cognizant of and refrain from activity that may diminish their effectiveness within the school community.

h. Seek consultation and supervision from school counselors and other professionals who are knowledgeable of school counselors' ethical practices when ethical and professional questions arise.

i. Monitor and expand personal multicultural and social-justice advocacy awareness, knowledge and skills to be an effective culturally competent school counselor. Understand how prejudice, privilege and various forms of oppression based on ethnicity, racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity expression, family type, religious/spiritual identity, appearance and living situations (e.g., foster care, homelessness, incarceration) affect students and stakeholders.

j. Refrain from refusing services to students based solely on the school counselor's personally held beliefs or values rooted in one's religion, culture or ethnicity. School counselors respect the diversity of students and seek training and supervision when prejudice or biases interfere with providing comprehensive services to all students.

k. Work toward a school climate that embraces diversity and promotes academic, career and social/emotional development for all students.

l. Make clear distinctions between actions and statements (both verbal and written) made as a private individual and those made as a representative of the school counseling profession and of the school district.

m. Respect the intellectual property of others and adhere to copyright laws and correctly cite others' work when using it.

C. SCHOOL COUNSELOR ADMINISTRATORS/SUPERVISORS

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

a. Advocating both within and outside of their schools or districts for adequate resources to implement a comprehensive school counseling program and meet their students' needs.

b. Advocating for fair and open distribution of resources among programs supervised. An allocation procedure should be developed that is nondiscriminatory, informed by data and consistently applied.

- c. Taking reasonable steps to ensure school and other resources are available to provide appropriate staff supervision and training.
- d. Providing opportunities for professional development in current research related to school counseling practice and ethics.
- e. Taking steps to eliminate conditions or practices in their schools or organizations that may violate, discourage or interfere with compliance with the ethics and laws related to the profession.
- f. Monitoring school and organizational policies, regulations and procedures to ensure practices are consistent with the ASCA Ethical Standards for School Counselors.

D. SCHOOL COUNSELING INTERN SITE SUPERVISORS

Field/intern site supervisors:

- a. Are licensed or certified school counselors and/or have an understanding of comprehensive school counseling programs and the ethical practices of school counselors.
- b. Have the education and training to provide clinical supervision. Supervisors regularly pursue continuing education activities on both counseling and supervision topics and skills.
- c. Use a collaborative model of supervision that is on-going and includes, but is not limited to, the following activities: promoting professional growth, supporting best practices and ethical practice, assessing supervisee performance and developing plans for improvement, consulting on specific cases and assisting in the development of a course of action.
- d. Are culturally competent and consider cultural factors that may have an impact on the supervisory relationship.
- e. Do not engage in supervisory relationships with individuals with whom they have the inability to remain objective. Such individuals include, but are not limited to, family members and close friends.
- f. Are competent with technology used to perform supervisory responsibilities and online supervision, if applicable. Supervisors protect all electronically transmitted confidential information.
- g. Understand there are differences in face-to-face and virtual communication (e.g., absence of verbal and nonverbal cues) that may have an impact on virtual supervision. Supervisors educate supervisees on how to communicate electronically to prevent and avoid potential problems.
- h. Provide information about how and when virtual supervisory services will be utilized. Reasonable access to pertinent applications should be provided to school counselors.
- i. Ensure supervisees are aware of policies and procedures related to supervision and evaluation and provide due-process procedures if supervisees request or appeal their evaluations.
- j. Ensure performance evaluations are completed in a timely, fair and considerate manner, using data when available and based on clearly stated criteria.
- k. Use evaluation tools measuring the competence of school counseling interns. These tools should be grounded in state and national school counseling standards. In the event no such tool is available in the school district, the supervisor seeks out relevant evaluation tools and advocates for their use.
- l. Are aware of supervisee limitations and communicate concerns to the university/college supervisor in a timely manner.
- m. Assist supervisees in obtaining remediation and professional development as necessary.
- n. Contact university/college supervisors to recommend dismissal when supervisees are unable to demonstrate competence as a school counselor as defined by the ASCA School Counselor Professional Standards & Competencies and state and national standards. Supervisors consult with school administrators and document recommendations to dismiss or refer a supervisee for assistance. Supervisors ensure supervisees are aware of such decisions and the resources available to them. Supervisors document all steps taken.

E. MAINTENANCE OF STANDARDS

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

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

F. ETHICAL DECISION MAKING

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

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

GLOSSARY OF TERMS

Advocate

a person who speaks, writes or acts to promote the well-being of students, parents/guardians and the school counseling profession. School counselors advocate to close the information, opportunity, intervention and attainment gaps for all students.

Assent

to demonstrate agreement when a student is not competent to give informed consent to counseling or other services the school counselor is providing.

Assessment

collecting in-depth information about a person to develop a comprehensive plan that will guide the collaborative counseling and service provision process.

Boundaries

something that indicates or affixes an extent or limits.

Breach

disclosure of information given in private or confidential communication such as information given during counseling.

Competence

the quality of being competent; adequacy; possession of required skill, knowledge, qualification or capacity.

Confidentiality

the ethical duty of school counselors to responsibly protect a student's private communications shared in counseling.

Conflict of Interest

a situation in which a school counselor stands to personally profit from a decision involving a student.

Consent

permission, approval or agreement; compliance.

Consultation

a professional relationship in which individuals meet to seek advice, information and/or deliberation to address a student's need.

Conventional Parameters

general agreement or accepted standards regarding limits, boundaries or guidelines.

Cultural Sensitivity

a set of skills enabling you to know, understand and value the similarities and differences in people and modify your behavior to be most effective and respectful of students and families and to deliver programs that fit the needs of diverse learners.

Data Dialogues

inquiry with others around student information to uncover inequities, promote informed investigations and assist in understanding the meaning of data and the next steps to have an impact on data.

Data Informed

accessing data, applying meaning to it and using data to have an impact on student success.

Developmental Level/Age

the age of an individual determined by degree of emotional, mental and physiological maturity as compared with typical behaviors and characteristics of that chronological age.

Disclosure

the act or an instance of exposure or revelation.

Diversity

the inclusion of individuals representing more than one national origin, gender/gender identity, color, religion, socio-economic stratum, sexual orientation and the intersection of cultural and social identities.

Dual Relationship

a relationship in which a school counselor is concurrently participating in two or more roles with a student.

Empathy

the action of understanding, being aware of, being sensitive to and vicariously experiencing the feelings, thoughts and experience of another without having the feelings, thoughts and experience fully communicated in an objectively explicit manner.

Emancipated Minor

a minor who is legally freed from control by his or her parents or guardians, and the parents or guardians are freed from any and all responsibility toward the child.

Encryption

process of putting information into a coded form to control and limit access to authorized users.

Ethics

the norms and principles of conduct and philosophy governing the profession.

Ethical Behavior

actions defined by standards of conduct for the profession.

Ethical Obligation

a standard or set of standards defining the course of action for the profession.

Ethical Rights

the fundamental normative rules about what is allowed of people or owed to people, according to some legal system, social convention or ethical theory.

Feasible

capable of being done, effected or accomplished.

Gender Expression

the ways in which students manifest masculinity or femininity in terms of clothing, communication patterns and interests, which may or may not reflect the student's gender identity.

Gender Identity

One's personal experience of one's own gender. When one's gender identity and biological sex are not congruent, the student may identify as transsexual or transgender.

Harassment

the act of systematic and/or continued unwanted disturbing or troubling persecution.

Informed Consent

assisting students in acquiring an understanding of the limits of confidentiality, the benefits, facts and risks of entering into a counseling relationship.

Intervention

to provide modifications, materials, advice, aids, services or other forms of support to have a positive impact on the outcome or course of a condition.

Legal Mandates

a judicial command or precept issued by a court or magistrate, directing proper behavior to enforce a judgment, sentence or decree.

Legal Rights

those rights bestowed onto a person by a given legal system.

Mandatory Reporting

the legal requirement to report to authorities.

Minors

persons under the age of 18 years unless otherwise designated by statute or regulation.

Perception

A mental image or awareness of environment through a physical sensation. A capacity for understanding or a result of an observation.

Peer Helper

peer-to-peer interaction in which individuals who are of approximately the same age take on a helping role assisting students who may share related values, experiences and lifestyles.

Peer Support

programs that enhance the effectiveness of the school counseling program while increasing outreach and raising student awareness of services.

Privacy

the right of an individual to keep oneself and one's personal information free from unauthorized disclosure.

Privileged Communication

conversation that takes places within the context of a protected relationship, such as that between an attorney and client, a husband and wife, a priest and penitent, a doctor and patient and, in some states, a school counselor and a student.

Professional Development

the process of improving and increasing capabilities through access to education and training opportunities.

Relationship

a connection, association or involvement.

Risk Assessment

a systematic process of evaluating potential risks

School Counseling Supervisor

a qualified professional who provides guidance, teaching and support for the professional development of school counselors and school counseling candidates.

Serious and Foreseeable

when a reasonable person can anticipate significant and harmful possible consequences.

Sole-Possession Records

exempted from the definition of educational records and the protection of FERPA, are records used only as a personal memory aid that are kept in the sole possession of the maker of the record and are not accessible or revealed to any other person except a temporary substitute for the maker of the record and provide only professional opinion or personal observations.

Stakeholder

a person or group that shares an investment or interest in an endeavor.

Supervision

a collaborative relationship in which one person promotes and/or evaluates the development of another.

Title IX of the Education Amendments of 1972

a law that demands that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving federal financial assistance.

Virtual/Distance Counseling

counseling by electronic means.

Appropriate and Inappropriate Activities for School Counselors

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
■ advisement and appraisal for academic planning	■ building the master schedule
■ orientation, coordination and academic advising for new students	■ coordinating paperwork and data entry of all new students
■ interpreting cognitive, aptitude and achievement tests	■ coordinating cognitive, aptitude and achievement testing programs
■ providing counseling to students who are tardy or absent	■ signing excuses for students who are tardy or absent
■ providing counseling to students who have disciplinary problems	■ performing disciplinary actions or assigning discipline consequences
■ providing short-term individual and small-group counseling services to students	■ providing long-term counseling in schools to address psychological disorders
■ consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data	■ covering classes when teachers are absent or to create teacher planning time
■ interpreting student records	■ maintaining student records
■ analyzing grade-point averages in relationship to achievement	■ computing grade-point averages
■ consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success	■ supervising classrooms or common areas
■ protecting student records and information per state and federal regulations	■ keeping clerical records
■ consulting with the school principal to identify and resolve student issues, needs and problems	■ assisting with duties in the principal's office
■ advocating for students at individual education plan meetings, student study teams and school attendance review boards, as necessary	■ coordinating schoolwide individual education plans, 504 plans, student study teams, response to intervention plans, MTSS and school attendance review boards
■ analyzing disaggregated schoolwide and school counseling program data	■ serving as a data entry clerk



The Role of the School Counselor

Who are School Counselors?

School counselors are certified/licensed educators who improve student success for ALL students by implementing a comprehensive school counseling program.

EMPLOYED AT ALL LEVELS



Also employed in district supervisory positions; and school counselor education positions



SCHOOL COUNSELOR QUALIFICATIONS

- ▶ Hold, at minimum, a master's degree in school counseling
- ▶ Meet the state certification/licensure standards
- ▶ Fulfill continuing education requirements
- ▶ Uphold ASCA ethical and professional standards



For more information,
resources please visit
www.schoolcounselor.org



LEADERSHIP TEAM MEMBERS

School counselors work to maximize student success, promoting access and equity for all students. As vital members of the school leadership team, school counselors create a school culture of success for all.

- ▶ **School counselors help all students:**
 - apply academic achievement strategies
 - manage emotions and apply interpersonal skills
 - plan for postsecondary options (higher education, military, work force)
- ▶ **Appropriate duties include providing:**
 - individual student academic planning and goal setting
 - school counseling classroom lessons based on student success standards
 - short-term counseling to students
 - referrals for long-term support
 - collaboration with families/teachers/ administrators/ community for student success
 - advocacy for students at individual education plan meetings and other student-focused meetings
 - data analysis to identify student issues, needs and challenges
 - acting as a systems change agent to improve equity and access, achievement and opportunities for all students

IDEAL CASELOAD

250 students per school counselor



The School Counselor's Role

School counselors design and deliver school counseling programs that improve student outcomes. They lead, advocate and collaborate to promote equity and access for all students by connecting their school counseling program to the school's academic mission and school improvement plan. They uphold the ethical and professional standards of ASCA and promote the development of the school counseling program based on the following areas of the ASCA National Model: define, deliver, manage and assess.

DEFINE

School counselors create school counseling programs based on three sets of standards that define the profession. These standards help school counselors develop, implement and assess their school counseling program to improve student outcomes.

Student Standards –

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

Professional Standards –

- ASCA Ethical Standards for School Counselors
- ASCA School Counselor Professional Standards & Competencies

MANAGE

To be delivered effectively, the school counseling program must be efficiently and effectively managed. School counselors use program focus and planning tools to guide the design and implementation of a school counseling program that gets results.

Program Focus

- Beliefs
- Vision Statement
- Mission Statement

Program Planning

- School Data Summary
- Annual Student Outcome Goals
- Action Plans
 - Classroom and Group
 - Closing the Gap

School counselors work to create a future world where all students thrive.

- Lesson Plans
- Annual Administrative Conference
- Use of Time
- Calendars
 - Annual
 - Weekly
- Advisory Council

DELIVER

School counselors deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counselor's interaction with others.

These activities and services help students develop the ASCA Mindsets & Behaviors for Student Success and improve their achievement, attendance and discipline. Through the school counseling program, school counselors ensure equitable academic, career and social/emotional development opportunities for all students.

Direct Services with Students

Direct services are in-person interactions between school counselors and students and include the following:

- Instruction
- Appraisal and Advisement
- Counseling

Indirect Services for Students

Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including:

- Consultation
- Collaboration
- Referrals

ASSESS

To achieve the best results for students, school counselors regularly assess their program to:

- determine its effectiveness in helping all students succeed
- inform improvements to their school counseling program design and delivery
- show how students are different as a result of the school counseling program

School counselors also self-assess their own mindsets and behaviors to inform their professional development and annually participate in a school counselor performance appraisal with a qualified administrator. The ASCA National Model provides the following tools to guide assessment and appraisal.

Program Assessment

- School Counseling Program Assessment
- Annual Results Reports

School Counselor Assessment and Appraisal

- ASCA School Counselor Professional Standards & Competencies Assessment
- School Counselor Performance Appraisal Template



ASCA Student Standards: Mindsets & Behaviors for Student Success

K-12 College-, Career- and Life-Readiness Standards for Every Student

The ASCA Student Standards: Mindsets & Behaviors for Student Success describe the knowledge, attitudes and skills students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts.

ASCA Student Standards: Mindsets & Behaviors for Student Success K-12 College-, Career- and Life-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.

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

Category 2: Behavior Standards

School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Critical-thinking skills to make informed decisions	B-SMS 1. Responsibility for self and actions	B-SS 1. Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks and problem solving	B-SMS 2. Self-discipline and self-control	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3. Time-management, organizational and study skills	B-SMS 3. Independent work	B-SS 3. Positive relationships with adults to support success
B-LS 4. Self-motivation and self-direction for learning	B-SMS 4. Delayed gratification for long-term rewards	B-SS 4. Empathy
B-LS 5. Media and technology skills to enhance learning	B-SMS 5. Perseverance to achieve long- and short-term goals	B-SS 5. Ethical decision-making and social responsibility
B-LS 6. High quality standards for tasks and activities	B-SMS 6. Ability to identify and overcome barriers	B-SS 6. Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career and social/emotional goals	B-SMS 7. Effective coping skills	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
B-LS 8. Engagement in challenging coursework	B-SMS 8. Balance of school, home and community activities	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision making informed by gathering evidence, getting others' perspectives and recognizing personal bias	B-SMS 9. Personal safety skills	B-SS 9. Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	B-SMS 10. Ability to manage transitions and adapt to change	B-SS 10. Cultural awareness, sensitivity and responsiveness

Overview

The 36 ASCA Student Standards are broad standards that identify and describe the knowledge, attitudes and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the standards to assess student growth and development, create culturally sustaining strategies and activities and build a program that helps students achieve their highest potential. The ASCA Student Standards can be aligned with initiatives at the district, state and national levels to reflect local priorities.

To operationalize the standards, school counselors write or select measurable learning objectives that align with specific mindsets or behaviors, which become the foundation for classroom instruction, appraisal and advisement, and counseling activities addressing student developmental needs. The learning objectives directly reflect the school counseling program's vision, mission and goals, as well as the school's academic mission.

Research-Based Standards

The ASCA Student Standards are based on a review of research and college-, career- and life-readiness documents that identify strategies influencing student achievement and academic performance. The ASCA Student Standards are organized on the framework of noncognitive factors presented in the critical literature review "Teaching Adolescents to Become Learners," conducted by the University of Chicago Consortium on Chicago School Research (2012).

This literature review recognizes that content knowledge and academic skills are only part of the equation for student success. "School performance is a complex phenomenon, shaped by a wide variety of factors intrinsic to students and the external environment" (University of Chicago, 2012, p. 2). The ASCA Student Standards are based on the evidence of the importance of these factors.

All 36 standards can be applied to any of the three school counseling domains of academic, career and social/emotional development. The school counselor selects a domain and standard based on the needs of the school, classroom, small group or individual.

The standards are arranged within general categories of noncognitive factors related to academic performance as identified in the University of Chicago 2012 literature review. These categories synthesize the "vast array of research literature" (p. 8) on noncognitive factors including mindsets, learning strategies, self-management skills and social skills for success.

Category 1: Mindset Standards – Includes standards related to students' psycho-social attitudes or beliefs about themselves in relation to academic work. These make up the student's belief system as exhibited in behaviors.

Category 2: Behavior Standards These standards include behaviors commonly associated with being a successful student. The behaviors are visible, outward signs that a student is engaged as well as putting forth effort to learn. The behaviors are grouped into three subcategories.

- a. **Learning Strategies:** Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.
- b. **Self-management Skills:** Continued focus on a goal despite obstacles and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures.
- c. **Social Skills:** Acceptable behaviors that improve social interactions, such as those among peers or between students and adults.

Grade-Level Learning Objectives

Grade-level learning objectives are specific, measurable expectations that students attain as they make progress toward the standards. As the school counseling program's vision, mission and annual student outcome goals are aligned with the school's academic mission, school counseling standards and learning objectives are also aligned with academic content standards at the state and district level.

Grade-level learning objectives are housed in the ASCA Student Standards database at www.schoolcounselor.org/learningobjectives. School counselors can search the database by keyword to quickly and easily identify learning objectives that will meet student developmental needs and align with specific ASCA Student Standards. The database also allows school counselors to contribute to the learning objectives by sharing other ways to meet or align with a specific standard.

Domains

The ASCA Student Standards can be applied to three broad domains: academic, career and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college-, career- and life-readiness for every student. The domain definitions are as follows:

Academic Development Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Career Development – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan.

Social/Emotional Development – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

Implementing the ASCA Student Standards

School counselors use the ASCA Student Standards to guide the development, delivery and assessment of the three direct student services as defined by the ASCA National Model: instruction, appraisal and advisement, and counseling. The standards help school counselors determine what student knowledge, attitudes and skills will be measured as they work to help all students become college-, career- and life-ready.

School counselors deliver the ASCA Student Standards to all pre-K–12 students in classrooms, groups or individual settings in a manner that is appropriate for the students' development level/age. School counselors review achievement, attendance and discipline data to guide the selection of specific mindsets and behaviors appropriate for the individual, group or grade level, as well learning objectives to operationalize the standards.

School counselors implement the ASCA Student Standards through the following steps.

1. *Identify need.*

School counselors identify a specific student challenge found in the school's student outcomes (achievement, attendance, discipline). Challenges could include:

- underperformance in achievement (standardized test scores, grades, credits earned)
- overrepresentation in discipline (offense categories, consequences)
- higher absenteeism (absences, late arrivals, early departures, chronically absent)

Specific developmental stages or differences may also serve as the basis for school counselor interventions. If the issue is related to underlying systemic issues, the school counselor advocates to change policies, guidelines and practices to address the systemic issues.

2. *Collect supplemental data.*

School counselors collect supplemental data, soliciting opinions, beliefs and insights from stakeholders who are directly involved with students experiencing the identified challenge. These stakeholders include but are not limited to parents, teachers, administrators and students.

3. *Select student standard.*

School counselors select a specific mindset or behavior that best aligns with the data and the factors suggested in the supplemental data.

4. *Write learning objectives aligned with the student standard.*

School counselors operationalize the selected mindset or behavior by selecting or writing a measurable student learning objective(s) that will help students attain the standard. The learning objective(s) identify the specific knowledge and/or skills students need to attain that stated standard.

5. *Create pre-/post-assessment.*

School counselors create a pre-/post-assessment based on the student learning objectives and selected student standard.

6. *Select or develop strategies.*

School counselors select or develop strategies, activities and/or interventions that facilitate attainment of the learning objectives.

7. *Administer pre-test.*

School counselors administer the pre-test to determine the baseline knowledge and skills of targeted students.

8. *Deliver selected or designed strategies.*

School counselors deliver the strategies, activities and/or interventions to targeted students.

9. *Administer post-test.*

School counselors administer the post-test, assessing the students' acquisition of the knowledge and skills.

10. *Reflect for improvement of practice.*

School counselors reflect on the process, identifying what might be improved when next delivered.

School counselors use the ASCA Student Standards to ensure equity and improve access for all students. While the standards are based on a review of research and other college-, career- and life-readiness documents that identify strategies influencing student achievement and academic performance, learning happens within the context of the school environment. Students learn best in environments that are accepting, respectful, supportive and inclusive, and students cannot attain these standards in an inequitable environment.

As part of the implementation of a school counseling program based on the ASCA National Model, school counselors shape ethical, equitable and inclusive school environments that help all students achieve and succeed. School counselors have an ethical responsibility to provide curriculum and activities that ensure equitable academic, career and social/emotional development opportunities for all students.

Implementing the ASCA Student Standards through the lens of equity and access is essential to improving outcomes for all students. Without careful and thoughtful implementation, standards such as these can reinforce the status quo, including gaps in achievement, opportunity and attainment, and disproportionate rates of discipline and suspension for students of color. School counselors are aware that factors such as educators' beliefs, mindsets and behaviors can also perpetuate inequitable learning environments. The ASCA Student Standards should be used to promote equity and access for all students and create a school culture free of bias and oppression.

When faced with data exposing inequitable student outcomes, school counselors address the issue in two ways:

- work to help students attain the ASCA Student Standards
- use their leadership, advocacy and collaboration skills to address underlying systemic issues and create systemic change in the school

This combination of direct and indirect student services facilitates systemic change and affects students' ability to attain the ASCA Student Standards. To deliver indirect student services, school counselors:

- Advocate for policies, practices and guidelines that dismantle bias and promote equity for all
- Lead efforts to challenge policies, procedures, practices, traditions, customs or other behaviors perpetuating intentional or unintentional biased behaviors and outcomes
- Serve on school/district committees focused on ending bias, including committees addressing academic content
- Advocate for learning materials and resources in all content areas that promote diversity and inclusion and address systemic barriers
- Recognize and respond to incidents of bias among staff and students
- Collaborate with families, educators, businesses and community organizations focused on promoting opportunity and ending disparity, bias and oppression
- Present workshops for parents/families on how to foster and support respectful student behaviors

Collecting Mindsets & Behaviors Data

Collecting meaningful Mindsets & Behaviors data relies on the development of effective measures. School counselors go beyond asking if participants enjoyed the activity or if they believed it was beneficial. Rather, school counselors ask questions around the key Mindsets & Behaviors data concepts:

knowledge, attitudes and skills. Answering these questions helps school counselors communicate how students are different as a result of the school counseling program.

Asking questions that are developmentally appropriate and will lead to meaningful results requires thoughtful consideration. The mindsets and behaviors selected for the intervention or activity not only provide the basis for content but also form a basis on which questions are developed. Brainstorming statements that begin with stems such as I believe..., I know... and I can... guide question development. Once several of those statements have been written, they can be reworded into prompts that become data measures for multiple mindsets and behaviors.

Simple, meaningful questions can be most helpful in creating a data story. Measurement is less time-consuming when the mindsets and behaviors measures are easy-to-administer, easy-to-score and easy-to-analyze. No more than three to five questions or prompts are needed for any one measure. Forcing that limitation maintains the concentrated focus of both the intervention and the measure. It ensures the least amount of time is spent completing and scoring the assessment.

The ASCA Student Standards: Helping Students Become College-, Career- and Life- Ready

All students have the right to access a school counseling program that prepares them for the future and promotes equity and access for all. The ASCA Student Standards serve as the foundation for school counselors' work in direct student services for all students and describe the knowledge, attitudes and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the ASCA Student Standards to assess student growth and development, create culturally sustaining strategies and activities, and build a program that helps students achieve their highest potential.

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School Counseling Program Assessment

ASCA National Model Components		Yes	Comments
MANAGE			
Vision Statement			
Aligned with ASCA National Model's criteria for exemplary vision statement.			
Mission Statement			
Aligned with ASCA National Model's criteria for exemplary mission statement.			
Data			
School data summary prioritizing data points addressed through the school counseling program completed.			
Annual Student Outcome Goals			
a. School improvement plan reviewed to identify school priorities.			
b. Outcome goals created based on student, school and/or district data to close the achievement, opportunity and/or information gaps.			
c. Goals written in SMART format: specific, measurable, attainable, relevant, time-bound.			
Use-of-Time Calculator			
Use-of-time calculator completed at least twice a year.			
Annual Administrative Conference			
Conference held with supervising administrator. Template completed and signed by the school counselor and supervising administrator within first two months of school.			
Advisory Council			
Agendas and minutes completed from at least two meetings (one from the fall and one from the spring).			
Action Plans			

Classroom and group Mindsets & Behaviors action plan detailing classroom lessons and groups aligned with the ASCA Mindsets & Behaviors completed.			
Closing-the-gap action plan aligned with the ASCA Mindsets & Behaviors completed.			
Lesson Plans			
Lesson plans identifying activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered and how data will be assessed to determine impact on student outcomes completed.			
Calendars (Annual and Weekly)			
Highly detailed annual calendar created (includes specific examples with dates and times for major activities) documenting all activities, events and services within the comprehensive school counseling program.			
Weekly calendars available for each school counselor.			
DELIVER			
Direct Student Services			
Classroom lessons/large-group activities are delivered and outlined using lesson plans.			
Small-group sessions are delivered and outlined using lesson/session plans.			
Indirect Student Services			
Indirect student services are reflected on weekly calendars.			
ASSESS			
Classroom and group Mindsets & Behaviors results report completed.			
Closing-the-gap results report completed.			
ASCA School Counselor Professional Standards & Competencies assessment completed.			
School counseling program assessment completed.			
School counseling performance appraisal is conducted annually.			

Program results are shared with school staff and stakeholders			
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School Data Summary

School Name: _____ School Year: _____

Understand your school’s data story by reviewing the school improvement plan, school data reports and other data resources

1. Identify who in the building can help you obtain the data. Who is your data expert; who can help you interpret the data?
2. Review your school improvement plan (SIP) and identify your school’s goals. List 2–3 SIP goals relevant to the school counseling program and link to student outcomes (achievement, attendance, discipline).
3. Review available school data reports (achievement, attendance and discipline) for previous years to identify trends.
4. Review data from other resources (e.g., student behavior surveys, climate surveys, school engagement surveys, etc.) from the previous 2–3 years, and identify areas of strength and concern.
5. How does your school’s data compare with data from other schools, including:
 - a) schools with similar populations
 - b) district averages
 - c) state averages
6. Identify and prioritize data points you will address through your school counseling program.

Specific Data Priorities
<i>Examples:</i> <ul style="list-style-type: none"> • 26 students leaving first grade reading below expectations • 38 first-time ninth-graders failing Algebra I • Seventh-grade students with four or more absences in the first four weeks of school • 12 11th grades students suspended three or more days from school for noncompliance first quarter
1.
2.
3.

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