

**Newberg Public Schools
K-12 School Counseling Program**



NEWBERG
PUBLIC SCHOOLS



Newberg Public Schools K-12 Comprehensive School Counseling Program Executive Summary

School Counseling Programs are collaborative efforts benefiting students, parents, teachers, administrators and the overall community. School Counseling Programs should be an integral part of students' daily educational environment, and School Counselors should be partners in student achievement. In 2013, Newberg Public Schools joined the Oregon Department of Education's cohort D to design and implement a Comprehensive School Counseling Program (CSCP) for school district. School Counseling Programs were often viewed as ancillary programs instead of a crucial component to student achievement. By implementing a School Counseling Program based on the Oregon Framework and the ASCA National Model®, Newberg School district will

- Establish the School Counseling Program as an integral component of the academic mission of the school.
- Ensure every student has equitable access to the School Counseling Program.
- Identify and deliver the knowledge and skills all students should acquire.
- Ensure that the School Counseling Program is comprehensive in design and is delivered systematically to all students

The CSCP supports the school's overall mission by promoting Academic Development, Career Development, Social/emotional Development and Community Involvement. It serves as a framework to guide individual schools in designing, developing, implementing and evaluating a comprehensive, data-driven, developmental and systematic School Counseling Program. The CSCP consists of four interrelated components: foundation, delivery system, management systems and program evaluation. The first component, foundation, dictates how the program is managed and delivered, which in turn, leads to the evaluation of the program. The information gathered through the evaluation process should refine and revise the foundation. Historically, many School Counselors spent much of their time responding to the needs of a small percentage of students, typically those who were high achievers or who were high risk. The CSCP outlines a program allowing School Counselors to direct services to every student. As educators who are specially trained in childhood and adolescent development, School Counselors can take a leadership role in effecting systemic change in a school.

School Counselors have many duties and responsibilities related to designing and implementing a comprehensive School Counseling Program. Therefore, programs should free School Counselors to do what they do best and what only they can do. School Counselors have a master's degree and have formal training in both mental health and education. However, a successful School Counseling Program is a collaboration of parents, students, School Counselors, administrators, teachers, student services personnel and support staff working together for the benefit of every student. The CSCP keeps the development of the total student at the forefront of the education movement and forms the needed bridge between counseling and education.

Foundation

A School Counseling Program's foundation is based on the research of best practice for supporting students' achievement using the ASCA National Model, providing equal access to opportunities to drive equitable student outcomes. The foundation determines how every student will benefit from the School Counseling Program.

Program Focus

- **Beliefs and Philosophy** – In the Newberg Public Schools, our comprehensive School Counseling Program is an essential and integral part of our district's educational program. School Counseling is vital for our students to achieve personalized relevant learning and develop meaningful educational plans while in school and beyond. Growth and learning are developmental. Therefore, the School Counseling Program must be developmental and sequential in design. Developmental refers to activities that are age and level appropriate. The academic, career, personal-social, community involvement skills and knowledge students need for success in school and in life are attainable when School Counseling is provided in a constant and developmental way for each and every student. School Counseling is not a service offered by one person or department, but a program coordinated with all educators in a building and articulated between buildings. The program content must be integrated with curriculum and other services and involves parents and the broader community.
- **Mission** – Newberg's Comprehensive School Counseling Program (CSCP) is an integral component of the district's total program. It supports the cognitive and effective development of each student by valuing individual uniqueness, multi-cultural diversity and promotes maximum development of each student's potential. The program promotes the academic, career, and social/emotional growth and community involvement of each student. The ultimate goal of the program is for each student to graduate with the knowledge, attitudes and skills to make self-directed, realistic and responsible decisions and be life-long learners.

Student Standards

Oregon has adopted ASCA's Mindsets and Behaviors for Student Success which focuses on College- and Career-readiness for every student. Student standards define the knowledge, attitudes or skills students should obtain or demonstrate as a result of participating in a School Counseling Program. There are 35 standards that can be applied to four domains: academic, career, social/emotional, and community involvement. *See Appendix 1*

Professional Competencies

"The ASCA school counselor competencies outline the knowledge, abilities, skills, and attitude that ensure School Counselors are equipped to meet the rigorous demands of the profession and the needs of the Pre/K/12 students." - Oregon's Framework for Comprehensive School Counseling Programs *See Appendix 2*

Ethical Standards

Newberg Public Schools counseling staff follows the ethical guidelines as set forth by ASCA. These guidelines outline professional responsibilities for School Counselors; their work with students, parents, teaching staff, community agencies, law enforcement and child welfare. The guidelines provide clear direction regarding confidentiality, professionalism and maintaining standards. *See Appendix 3*

Delivery System

Based on Newberg's beliefs, philosophies and mission identified in the foundation, the delivery system describes the activities, interactions and methods necessary to deliver the CSCP.

Direct Student Services

- **School Counseling Core Curriculum** – The School Counseling curriculum consists of structured developmental lessons designed to assist students in achieving ASCA competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The core curriculum is infused throughout the school's overall curriculum and is presented systematically through K-12 classroom and group activities.
- **Individual Student Planning** – School Counselors coordinate ongoing systemic activities designed to individually assist students in establishing personal goals and developing future plans. This is the purpose of the Personal Education Plan and Profile (PEP).
- **Responsive Services** – Responsive services consist of activities meeting individual students' immediate needs, usually necessitated by life events or situations and conditions in the students' lives. These needs require might counseling, consultation, referral, peer mediation or teaching lagging skills.

Indirect Student Services

- **Referral, Collaboration, & Consultation** – Working with all stakeholders, the School Counselor will advocate and support students, teachers, and families for the well-being of their students. This could include seeking outside services or input.
- **Systems Support** – A School Counseling Program requires administration and management to establish, maintain and enhance the total counseling program. This is accomplished through communication, program coordination, data-driven program review, providing staff instruction, and participation on site councils, advisory committees, and community outreach.
- **Student Advocacy** – Provides structure and proactive involvement of counseling staff to ensure that each student receives equitable access to learning and opportunities to promote equitable student outcomes.

Management System

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

Annual Agreements – Agreements ensure effective implementation of the delivery system to meet students' needs. These agreements, which address how the School Counseling Program is organized and what will be accomplished, should be negotiated with and approved by designated administrators at the beginning of each school year. *See Resources 1*

Advisory Council – An advisory council is a group of people appointed to review counseling program results and to make recommendations. Students, parents, teachers, counselors, administration and community members should be represented on the council.

Data Driven – A CSCP is data driven. It uses of data to effect change within the school system and is integral to ensuring every student graduates college/career ready. School Counselors must show that each activity implemented as part of the program was developed from a careful analysis of students’ needs, achievement and/or related data. *For types of data see Appendix 4*

Action Plans – For every desired competency and result, there must be a plan outlining how the desired result will be achieved. These use specific data and are implemented through curriculum, small groups, interventions, and individual counseling addressing a variety of topics including Closing the Gap.

Use of Time – The CSCP recommends that School Counselors spend approximately 80 percent of their time in direct service (contact) with students and provides a guide to School Counselors and administrators for determining the amount of time their program should devote to each of the six components of the delivery system. Because resources are limited, School Counselors’ time should be protected; duties need to be limited to program delivery and direct counseling services, and non-counseling activities should be reassigned whenever possible. *See Appendix 5*

Use of Calendars – Once School Counselors determine the amount of time necessary in each area of the delivery system, they should develop and publish master and weekly calendars to keep students, parents, teachers and administrators informed. This assists in planning and ensures active participation by stakeholders in the program. *See Resources 2*

Accountability

School Counselors and administrators are increasingly challenged to demonstrate the effectiveness of the CSCP in measurable terms. To evaluate the program and to hold it accountable, School Counselors must collect and use data that link the program to student success through impacting student behavior, attendance, and achievement.

Results Reports – Results reports, which include process, perception and results data, ensure programs are carried out, analyzed for effectiveness and modified as needed. Sharing these reports with stakeholders serves to advocate for the students and the program. Immediate, intermediate and long-range results are collected and analyzed for program improvement.

School Counselor Performance Standards – The School Counselor’s summative evaluation contains basic standards of practice expected of School Counselors implementing a CSCP. These performance standards should serve as both a basis for counselor evaluation and as a means for counselor self-evaluation, reflection and growth.

Program Audit – The primary purpose for collecting information is to guide future action within the program and to improve future results for students. The standards for School Counselor and the CSCP are evaluated on should reflect the daily practice of the School Counselor and if not, then reassessment of the School Counselor’s duties should be undertaken and measures should then be implemented to allow for time and access for School Counselors to effectively implement the CSCP.

Comprehensive School Counseling Framework

Comprehensive, developmental School Counseling is a **program**, not a collection of supplemental or ancillary services. It is **integrated** into the entire educational program and is designed to reach all students. It is both **prevention** and **intervention focused**. It is organized and implemented **systematically**. It is **accountable** and **data-driven**.

The program addresses the following domains of students' lives:

- *Academic Development – Learning to Learn*
- *Career Development – Learning to Work*
- *Social/Emotional Development – Learning to Live*
- *Community Involvement – Learning to Contribute*

This program is implemented through the following components:

DIRECT STUDENT SERVICES:

- School Counseling Core Curriculum
- Individual Student Planning
- Responsive Service

INDIRECT STUDENT SERVICES:

- Referrals, Consultation & Collaboration
- System Support & Integration
- Student Advocacy

Themes

“Though application of leadership, advocacy, and collaboration skills as part of a comprehensive School Counseling Program, School Counselors promote student achievement and systemic change that ensure equity and access to rigorous education for every student and leads to closing achievement, opportunity, and attainment gaps.” (Dahir and Stone, 2009; Martin & House, 2002)

FOUNDATION

PROGRAM FOCUS

Philosophy

In the Newberg Public Schools, our CSCP is an essential and integral part of our district's educational program. School Counseling is vital for our students to achieve personalized relevant learning and develop meaningful educational plans while in school and beyond.

Growth and learning are developmental. Therefore, the CSCP must be developmental and sequential in design. Developmental and sequential refer to activities that are age and level appropriate. The academic, career, personal-social, community involvement skills and knowledge students need for success in school and in life are attainable when School Counseling is provided in a constant and developmental way for each and every student.

School Counseling is not a service offered by one person or department, but a program coordinated with all educators in a building and articulated between buildings. The program content must be integrated with curriculum and other services and involves all stakeholders.

Mission

The CSCP of Newberg Public Schools is an integral component of the district's total program. It supports the cognitive and affective development of each student by valuing individual uniqueness, multi-cultural diversity and promotes maximum development of each student's potential.

The program promotes the academic, career, and social/emotional growth and community involvement of each student. The ultimate goal of the program is for each student to graduate with the knowledge, attitudes and skills to make self-directed, realistic and responsible decisions and be life-long learners.

Student Competencies: Domains

The CSCP of the Newberg Public Schools provides all students with opportunities spread throughout the year and levels to acquire foundational knowledge and skills in academic development, career development, social/emotional development, and community involvement. The knowledge and skills in these areas are organized into four domains: academic, career, social/emotional, and community involvement. *See Appendix 1*

Academic Development / Learn to Learn

1. Apply skills, mindsets and behaviors needed for educational achievement
2. Apply skills, mindsets, and behaviors of transitioning between educational levels
3. Develop and monitor personal education plans

Career Development / Learn to Work

1. Knowing where and how to obtain information about the world of work
2. Apply the skills, mindsets, and behaviors employment readiness skills and the skills for on-the-job success
3. Apply the skills, mindsets, and behaviors career exploration and planning skills in the achievement of life career goals.

Social/Emotional Development / Learn to Live

1. Understand self as an individual and as a member of local and global communities
2. Interact with others in ways that respect individual and group differences
3. Apply the skills, mindsets, and behaviors personal safety skills

Community Involvement / Learn to Contribute

1. Know where and how to apply personal skills in making contributions to the community
2. Apply the skills, mindsets, and behaviors communication, teamwork and problem-solving skills as a contributing member of the community
3. Understand ethical and responsible behavior as a community member and contributor
4. Create a sense of connectedness in a community through ongoing community service projects and activities

Student Competencies: Mindsets and Behaviors

Thirty-five standards are organized into two broad categories: mindset standards and behavior standards which has three subcategories of: learning strategies, self-management skills, and social skills. Each of these standards can be applied to the domains. These categories represent non-cognitive factors such as: persistence, resilience, grit, help-seeking, cooperation, goal-setting, etc. *See Appendix 1*

Category 1: Mindset Standards

1. Related to psycho-social attitudes or beliefs student have about themselves.
2. Make up student's belief system.

Category 2: Behavior Standards

1. Commonly associated with being a successful student
2. Visible, outwards signs that students are engaged and putting out effort.
 - a. **Learning Strategies**
 1. Strategies students use to aid the cognitive process.
 - b. **Self-management Skills**
 1. Strategies students use focus and persist.
 - c. **Social Skills**
 1. Strategies students use to develop appropriate behaviors of social interaction.

Professional School Counselor Competencies

School Counselors are required to understand the knowledge, abilities/skills, and attitudes of their profession. The School Counselors then applies these competencies to a of a comprehensive school program: foundation, delivery, management, and accountability. School Counselors use leadership, advocacy, communication, and collaboration to identify barriers to student learning in order to develop data-driven School Counseling practices to close the achievement/opportunity gaps. *See Appendix 2*

Ethical Standards for School Counselors

School Counselors have been trained in and follow the ASCA Ethical Standards for School Counselors. These standards specify the principles of ethical behavior necessary to maintain the highest standard of integrity, leadership, and professionalism. These guidelines outline professional responsibilities for School Counseling staff; for their work with students, parents, teaching staff, community agencies, law enforcement and child welfare. The guidelines provide clear direction regarding confidentiality, professionalism and maintaining standards.

Ethical decision making is made in consultation with other professional School Counselors, building and district Administrators when necessary.

School Counselors have a responsibility to develop and maintain a CSCP that provides students and families with a school experience that is culturally sensitive, inclusive, through a program that is data driven with the goal of removing educational barriers and providing access for all.

School Counselors are charged with the task of maintain an ethical standards of practice in the following realms: Responsibility to Student, Responsibility to Parents/Guardians, School and Self, School Counselor Administrators/Supervisors, School Counseling Intern Site Supervisors, Maintenance of Standards, Ethical Decision Making. *See Appendix 3*

Confidentiality

School Counselors follow federal regulations as laid out in: FERPA, HIPPA, and ASCA's Ethical Standards for School Counselors. Records of the counseling relationship, including interview notes, test data, correspondence, tape and video recordings, and other documents, are to be considered professional information for use in counseling and are not part of the public or official records of the institution in which the counselor is employed. When appropriate, counselors shall be responsible for explaining the ramifications of confidentiality to students, families, and teachers. Revelation to others of counseling materials shall occur only upon subpoena. When a counselor is in doubt about what information to release in a judicial proceeding, the school attorney shall advise the school on how to proceed.

Confidentiality shall not be abridged by the counselor except:

1. Where there is a clear and present danger to the client or other persons;
2. To consult with other professionally competent persons when this is in the client's interests;
3. When the client waives this privilege in writing;
4. When students are referred to an outside agency, laws dealing with that agency's rights shall apply

All Means All

School Counselors embrace and respect all aspects of a student including: LGBT+, gender identity/expression, race, religious/spiritual practices, age, family type, immigration status, living situation, social-economic status, ability/disability.

DELIVERY

PROGRAM COMPONENTS

The CSCP is a Board of Directors approved educational program in the Newberg Public Schools. It is developmental by design and includes sequential activities Kindergarten through 12th grade. The program is organized, facilitated and implemented by licensed Professional School Counselors in close collaboration with students, parents, teachers and administrators.

As a developmental program, it addresses the needs of all students by facilitating and enhancing their development in the areas of academic achievement, career development, social/emotional skills and community involvement. The CSCP significantly impacts a positive and safe learning environment. At the same time the CSCP assists students in facing issues and resolving problems that may hinder their healthy development.

School Counseling Core Curriculum Program activities and services are delivered through six CSCP components:

DIRECT STUDENT SERVICES:

- School Counseling Core Curriculum
- Individual Student Planning
- Responsive Service

INDIRECT STUDENT SERVICE

- Referrals, Consultation & Collaboration
- System Support & Integration
- Student Advocacy

SUGGESTED TIME ALLOCATIONS

1. School Counseling Core Curriculum

Elementary Counselors: 35% - 45%

Middle School Counselors: 25% -35%

High School Counselors: 15% - 25%

2. Individual Student Planning

Elementary Counselors: 5% - 10%

Middle School Counselors: 15% - 25%

High School Counselors: 25% - 35%

3. Responsive Services

Elementary Counselors: 30% - 40%

Middle School Counselors: 30% -40%

High School Counselors: 25% - 35%

4. System Support

Elementary Counselors:	10% - 15%
Middle School Counselors:	10% - 15%
High School Counselors:	10% - 15%

Student Advocacy: Student advocacy is work done on behalf of a particular student or group of students that ensures equitable access and opportunities. It occurs in all of the other components to address specific educational inequities and removal of educational barriers. Therefore, it does not have a recommended counselor time distribution.

1. SCHOOL COUNSELING CORE CURRICULUM

The CSCP focuses on the developmental needs of all students, K-12, based on the Oregon Department of Education's framework for Comprehensive School Counseling Programs for Kindergarten through Twelfth Grade.

It provides students with a developmentally appropriate curriculum in the following four program domains: *academic, career, social/emotional, and community involvement*. The development of skills and knowledge in these four areas contributes to each student's success in meeting Oregon and district performance standards and in transitioning into the next grade or building level. It supports students' academic success and educational plans. School Counselors develop curriculum to include a variety of structured strategies that are presented as classroom instruction, large and small group activities, school presentations, parent workshops and community events which are culturally inclusive and sensitive. However, teachers, community members, support staff and administrators may help with the delivery.

Counselors demonstrate respect for each individual's dignity and worth and encourage each student to develop individual responsibility and decision-making skills. Counselors coordinate the school core curriculum program and involve all staff members in designing and implementing plans to meet four major goals:

1. Academic Development - Students shall develop an education plan and portfolio that utilizes educational opportunities and alternatives consistent with academic standards and their career aspirations;
 - a. Personalized Education Plan: Counselors of students in grades 7-12 will develop and annually review an educational plan which creates education, career and life goals, identifies learning goals and activities.
2. Social/Emotional Development -Students shall develop appropriate interpersonal and communication skills for a variety of social and work settings; students shall develop self-advocacy and decision-making skills, and confidence in their own abilities;
3. Career Development-Students shall develop career options consistent with their interests, abilities and values. Career development includes focus on vocation, avocation, family life and citizenship.
4. Community Involvement – Students will demonstrate the importance of making an individual contribution to the community through community service learning.

Suggested Time Allocations for School Counseling Core Curriculum

Elementary Counselors: 35% - 45%
Middle School Counselors: 25% - 35%
High School Counselors: 15% - 25%

Suggested Strategies for Implementation

School Counseling Core Curriculum:

Counselors teach and assist in the planning and presentation of core curriculum lessons and learning activities in classroom groups. Examples of district curriculum include: KELSO's Choices, Steps to Respect, and Second Step Violence Prevention.

Small Group Activities:

Counselors use curriculum for group activities outside the classroom to respond to student identified interest or needs.

Parent Education and Support:

Counselors use curriculum for parent training and support groups, as well as education/resources related to School Counseling objectives of particular interest to parents and guardians i.e.; Parenting with Love and Logic.

Community Events:

School Counselors promote and encourage outside events of students' own school-day experience that support the development of their skills, knowledge and understanding of their communities and the world in which they live. i.e.; FAFSA night, College/Career Fairs, or

School Presentations:

School wide activities or events facilitated by School Counselors provide a focus on a particular student concern or need.

Resources:

Counselors maintain a community resource list to refer students or families to.

Needs Assessment Survey:

Needs assessment surveys will be administered at all levels (K-12). For survey samples, see Resource section. All surveys are samples only and subject to change based on current needs.

Domains Of School Counseling Core Curriculum

Academic Development-*Learning to Learn*

Elementary School

Self-Advocacy
Following Directions
Decision Making
Test Taking Skills
Organizational Skills

Middle School

Self-Advocacy
Following Directions
Decision Making
Test Taking Skills
Organizational Skills

High School

Self-Advocacy
Following Directions
Decision Making
Test Taking Skills
Organizational Skills

Goal Setting
Effective
Communication

Goal Setting
Effective
Communication
Study Skills
Strengths & Interests
Personal Education
Plan
Academic Relevance

Goal Setting
Effective Communication
Study Skills
Strengths & Interests
Personal Education Plan
Academic Relevance
College Readiness

Career Development-*Learning to Work*

Elementary School

Strengths and Interests
Working Together
School / Work Habits
Career Awareness /
Exposure

Middle School

Interest Inventory
Career Exploration
Academics to Work
Technology
Work Values

High School

Interest / Skills Inventory
Post High School Planning
Career Readiness
College Readiness

Social/emotional Development-*Learning to Live*

Elementary School

Self-Knowledge
Respect Diversity
Harassment / Bullying
Personal Responsibility
Social / Friendship
Skills
Problem Solving

Middle School

Self-Knowledge
Respect Diversity
Harassment / Bullying
Personal Responsibility
Conflict Management
Self-Advocacy
Social Skills

High School

Self-Knowledge
Respect Diversity
Interpersonal Communication
Skills
Harassment / Bullying
Personal Responsibility
Conflict Management
Self-Advocacy
Life Skills

Community Development-*Learning to Contribute*

Elementary School

Community Awareness
Leadership Skills
Community Service
Teamwork
Citizenship

Middle School

Volunteer Service
Leadership Skills
Community Service
Teamwork
Citizenship

High School

Service Learning
Leadership Skills
Community Based Programs
Teamwork
Citizenship

School Counseling Core Curriculum Indicators

- Addresses the four development domains and the Career and Life Role Common Curriculum Goals.
- Identifies indicators for student learning and assessment methods.
- Identifies the delivery strategies to be used and the staff responsible.
- Articulated between grade levels and between school buildings.
- Reviewed and adopted in the same way other curricular areas are reviewed and adopted in the school district.

2. INDIVIDUAL PLANNING

The individual planning component of the CSCP consists of activities that assist each and every student in developing and reviewing their own individual academic, career, and social/emotional interests and plans. Individual planning begins at the elementary level and continues through high school, and includes discussion and strategizing for post high school plans as well. At the secondary level, progress toward the plan is reviewed and updated annually and documented in the PEP. Individual planning assists students in attaining the knowledge and skills of the planning process while providing support for each student in his or her unique plan. *See Resources 3*

Suggested Time Allocations for Individual Planning

Elementary Counselors:	5%	- 10%
Middle School Counselors:	15%	- 25%
High School Counselors:	25%	- 35%

Elementary School:

Focus is on awareness of and reflection on self-concept, learning styles, interpersonal skills, general career discussions including what they want to be when they grow up, decision-making, and personal responsibility. Students are supported through parent/teacher conferences and transition planning.

Middle School:

Students move from awareness to understanding and application. Seventh graders begin their personalized education plan, career exploration and education opportunities are discussed, and transition planning is done.

High School:

Opportunities for consultation with students regarding their goals and plans including: Review of test scores and interpretation of results, plan career-related learning experiences, review high school course plans, review behavior plans, strategies for post high school plans.

Examples of Individual Appraisal Activities:

Elementary School

- Goal Setting
- Check Academic Progress
- Academic, Emotional, Behavior Supports (504/IEP/FBA/SST)
- Individual Student Counseling
- Transition to Middle School
- Promote student graduation

Middle School

- Goal Setting
- Needs Assessment
- Interest Inventory
- Personalized Education Plan
- Academic, Emotional, Behavior Supports (504/IEP/FBA/SST)
- Individual Student Counseling
- Transition to High School
- Promote student graduation

High School

- Goal Setting
- Course Selection
- Career Exploration
- Personalized Education Plan
- Academic, Emotional, Behavior Supports (504/IEP/FBA/SST)
- Individual Student Counseling
- Transition to college/career
- Promote student graduation

Examples of Educational and Post-Secondary Planning:

Students are guided through age appropriate activities which enable them to become aware of potential occupations, how much preparation is needed and how chosen careers fit into the labor market with potential income levels. Formal planning begins in middle school and is updated as the student matures, preparing them to

leave high school with a plan in mind that is suited to the individual’s interest, talents, academic abilities and personal goals.

Elementary School

Beginning of Education Plan
Goal Setting
College & Career Awareness

Middle School

Personalized Education Plan
Career Exploration
College & Career Awareness

High School

Personalized Education Plan & Profile
Transcript Review
Post-secondary Information & Events
College & Career Exploration
Interpretation of Standardized Test Results

Examples of Transition Planning:

School Counselors assist students in the transition from school to school, school to career and school to community.

Elementary School

Orientation Activities
Data & Information Transition
Forecasting Assistance

Middle School

Orientation Activities
Data & Information Transition
Forecasting Assistance

High School

Orientation Activities
Data & Information Transition
Forecasting Assistance
Post-Secondary Options & Tools

Individual Planning Indicators

- Develops appropriate individual planning activities for all students and their parents/guardians.
- Develops PEP at the beginning in seventh grade.
- Reviews and updates PEP annually.

3. RESPONSIVE SERVICES

Responsive services are counseling activities designed to meet the immediate needs, concerns, or problems that impede or distract students from their academic, social/emotional and/or college/career development. This component stresses the importance of being accessible to students and proactive in responding to issues at the time they become known. Responsive services include individual and small group counseling, consultation with staff, parents, and community agencies on the student’s behalf, referral to outside resources, crisis counseling for prevention, intervention and follow-up and peer mediation. In responsive services, School Counselors use their profession skills and expertise for immediate intervention and short-term counseling with the goal of getting the student in a mind frame in order to better access their education; they do not diagnose or provide extended therapy.

Suggested Time Allocations for Responsive Services

Elementary Counselors: 30% - 40%
Middle School Counselors: 30% - 40%
High School Counselors: 25% - 35%

Suggested Strategies for Implementation

Counseling is provided on a small group basis for students dealing with relationships, personal concerns, or normal developmental tasks (solving problems and building skills). Groups may be provided for students on various topics, such as: socialization, stress management, divorce, loss, self-control, substance abuse, anger management and academic success.

Individual Counseling

Individual counseling is provided to students expressing a need for help in dealing with interpersonal relationships, personal concerns or other developmental issues. Counseling sessions help students identify the problems or issues, alternatives, possible consequences and plan appropriate action. Counseling staff will follow-up with students. Possible topics may include self-esteem, interpersonal relationships, social skills, hygiene, study habits, truancy, anger control, substance abuse and violence prevention. They do not diagnose or provide extended therapy.

Consultation/Collaboration

School Counselors confer with students, teachers, parents, other educators and community resources regarding strategies to help students.

Support Programs and Activities May Include

Conflict Managers, Clubs, Peer Mediators, Adult Volunteers, Peer Helpers, Mentor/Tutor

Referral Team

Counselors may serve as a referral team coordinator or participate as a member within building support teams such as Student Assistance Teams.

Crisis Counseling & Management

Crisis counseling provides prevention, intervention and follow-up. Counseling and support are provided to students and families facing emergency situations of varying degrees including: suicidal ideation, death, loss of a relationship, anxiety, extreme emotional distress. May involve referral to outside resources and supports.

Social Service Integration/Referral

Referrals are made when the student's needs or issues are beyond the scope and impact of a school program. Newberg School District counselors make parents aware of community resources such as mental health service providers and agencies, employment and training programs, juvenile services and social services.

Responsive Services Indicators

- Available to all students; small group counseling is available for specific types of issues or interventions upon request or referral.
- Planned in consultation with teachers, administrators, parents or guardians as appropriate to the situation.
- Developed a crisis management plan with written procedures to be used in crisis situations. Protocols are established for referral to school (for example, the crisis team, school administrators, school nurses, child development specialists, School Counselors, school psychologists, social workers) and community professionals.

4. INDIRECT STUDENT SERVICES

System support is a component that requires School Counselors to contribute their knowledge, skills and leadership to promote the infusion of the CSCP throughout the school. Support programs such as health classes or advisory may develop and implement activities related to CSCP curriculum. System support activities include communication, program coordination, data-driven program review, providing staff instruction, consultation and feedback on emerging student needs, collaboration and participation on site councils, advisory committees, and community outreach.

Suggested Time Allocations for System Support and Integration

Elementary Counselors:	10% - 15%
Middle School Counselors:	10% -15%
High School Counselors:	15% - 20%

Suggested Strategies for Implementation

School Climate and Enrichment Activities

Participate in the planning or presentation of activities, policies and procedures that recognize students' positive contributions to the school and community, encourage students' pro-social development, and create a positive school culture.

Program Management, Research & Development

Oversee the implementation of the program plans and the coordination of the program content within the school and participate with other staff to ensure the articulation of program goals between schools. Program planning, evaluation and on-going program development maintain and enhance the total School Counseling Program.

Staff Development & Staff and Community Relations

Provide staff development, utilize newsletters, local media, and school and community presentation to orient staff and the community to the comprehensive School Counseling Program.

Professional Association & Development

Profession development, professional affiliation, course work and conferences provide opportunities to update professional knowledge and skills.

Consultation

Receive and provide ongoing communication and information on the emerging needs of students through regular communication with teachers, staff, and parents/guardians.

Collaboration

Serve on related building and district committees, site councils and advisory boards, to provide leadership and support to the School Counseling Program and the total school educational program. Engage community members in support of program goals by providing information about the program and its activities to the broader community.

Referral

Direct students, parents, and families to outside resources for supports that are not provided by the school such as: mental health support, academic tutoring, college/career planning, medical, housing, and basic needs.

Community Outreach

Learn about, interface with and develop shared referral protocols with community resources that can support the program mission and activities.

Community Resources

Community resources are accessible on the district website as well as on individual school's websites. Resources available include programs such as assistance with utility bills, food, clothing, shelter and Youth Outreach.

Indirect Student Services Indicators

- Involved in the school improvement teams of the school and the school district.
- Provide regular in-service training and consultation to other staff in the relevant CSCP content and methods.
- Involved with the broader community to communicate, collaborate, and generate support for the CSCP.
- Reviews student progress and program implementation to recommend improvements and changes to the program.
- Assigned a fair share of other building and district responsibilities and tasks

5. STUDENT ADVOCACY

Advocating for every student is a key role of the School Counselor and places them at the forefront of school reform. Student advocacy provides structure and proactive involvement of School Counselors to ensure that all students receive equitable access to learning and opportunities to achieve high standards. The CSCP is designed with particular sensitivity to the possible educational, personal, social, institutional and systemic barriers for students including: LGBT+, gender identity/expression, race, religious/spiritual practices, age, family type, immigration status, living situation, social-economic status, or ability/disability. To accomplish this function, School Counselors must be an advocate in the school and community and create opportunities for all students to nurture their dreams of high aspirations. *See Appendix 6*

Suggested Strategies for Implementation

Data Collection

Counselors work with other school personnel to gather data in order to highlight under-served populations. Using data to support their work, counselors implement programs, make referrals, and target special populations in order to minimize barriers so students have increased opportunities to achieve success in school.

Ethical Standards

Student confidentiality guidelines and professional ethical standards are in place and understood by program staff.

Collaboration

Counselors work closely with special education staff, teachers, administrators, other staff members, parents and guardians and community resourcepres to appropriately serve all students.

Student Advocacy Indicators

Newberg Comprehensive School Counseling Program

- Act as advocates in addressing the development needs of any student facing barriers to success with teachers, administrators, other staff, member, parents and guardians, and community resources in the best interest of the student and his or her family.
- Student confidentiality guidelines and professional ethical standards are in place and understood by program staff.
- Work closely with special needs staff to appropriately serve students with special needs.

MANAGEMENT

Newberg Public Schools CSCP requires adequate resources in the form of program staff, facilities and materials, advice and collaboration and management processes to provide effective services to students. It is recommended that only 20% of School Counselors time is spent on program management and school support services.

1. Data Collection

Data is used to accurately assess the delivery and effectiveness of the comprehensive school counseling program by identifying strengths and weaknesses. It includes goal setting, professional development needs, use of time, and counselor competencies often through the collaboration with administrators and stake-holders to support the needs of a building/district.

Suggested Strategies for Implementation

School Data Profile

Disaggregated data used to drive the delivery and creation of the comprehensive school counseling program in order to better serve our students' academic, social/emotional and college/career needs.

Outcome Data

Measures how students have changed over the course of the program in terms of changings in knowledge, aptitude, and skills. May rely on data from graduation rates, drop-out rates, attendance percentages, behavior referrals, grades and academic testing.

Action Plans

A formalized plan on how to address systemic weakness through direct and indirect student services. Three main types of plans: curriculum, small group and closing-the-gap.

Use of Time Assessment

Professional School Counselors monitor and track the time each spends (daily, weekly, monthly) on all the tasks that they accomplish. This is used to measure the effectiveness of the Comprehensive School Counseling Program. The outcome of which is compared to the Appropriate v. Inappropriate School Counseling Activities and informs the Annual Agreement *See Resources I*

Needs Assessment

School Counselors may survey students, teachers and/or community members about the needs of our population as needed, but must be done annually for best practice. This data will be shared with building principals and/or staff members and/or community members. *See Resources TBD*

Data Collection Indicators

- Develop assessments measures
- Regularly collected data is used to inform the Comprehensive School Counseling Program.
- Develop, employ, and assess action plans.

2. Collaborative Structures

Effective communication between the Newberg Public School's CSCP and all stakeholders requires the formation of collaborative structures within the school and community. These structures may include site councils and advisory council.

Suggested Strategies for Implementation

Advisory Council

A meeting held twice a year of building administrators, community stakeholders, teachers, and school counselors to assess, review, and create goals for the Comprehensive School Counseling Program and advocate for school counseling funding and resources.

Annual Agreement

Done in collaboration with administrator, for the purpose of aligning the school counseling program with the goals of the school so that the administrator understands how Professional School Counselors can best serve the school. *See Resources 1*

Calendars

School Counselors develop and publish a calendar of program, events and activities that is available to the school and public. It encourages involvement from all stakeholders in student education and validates the support that is provided by School Counselors and the Comprehensive School Counseling Program. Some activities include: Back to School night, College/Career events, conferences, topics covered in lesson plans, etc.

Collaborative Structure Indicators

- Develop annual agreement with administrators (1 per School Counselor).
- Establish and hold advisory councils.
- Develop, distribute, and follow annual and weekly calendars.

3. Materials and Facilities

The Newberg Public School's CSCP requires curriculum materials, School Counseling tools and access to facilities and equipment appropriate to carrying out the full intent of district policy. In some schools, this may include a career resource room and counseling center to serve as the focal point for all program services and activities.

Suggested Strategies for Implementation

Materials

All curriculum materials supports program goals and reflects current knowledge and technology in the field of School Counseling. This includes current and evidence-based curriculum, lesson plans, and keynote speakers/presentations. Educational planning and career information is available during school hours for student and parent use.

Facilities

Space for individual and group counseling activities is available in each building when needed. Classrooms and computer labs are available for delivery of curriculum components of the program. This includes providing safe spaces for students in the facilities that align with their gender identity preference.

Material and Facilities Indicators

- Find equitable solutions to accessing space, time and materials with administrators as collaborators.
- Earmark funding specifically for the purchase of facility usage and materials.

ACCOUNTABILITY

Newberg Public Schools CSCP is data-driven and results-oriented. Continuous program improvement requires ongoing review and evaluation mechanisms.

1. Data Analysis

Data analysis is used to inform decisions about the Comprehensive School Counseling Program by looking at data over an extended period of time. Such uses include program evaluation and goal setting. The Newberg Public Schools CSCP exists to support the school's and district mission to ensure individual student success. Review and analysis of individual, group and aggregate data on student progress provide the foundation for program evaluation and program improvement activities.

Suggested Strategies for Implementation

School Data Profile Analysis

Data is analyzed to monitor student achievement and pose questions about the student achievement including: have attendance rates changed, what can be learned from a specific topic, how can school counseling contribute/affect a specific topic, or is there any additional data needed to fully understand a specific issue.

Use of Time Assessment Analysis

Data is analyzed and answers whether School Counselors are using their time in appropriate and meaningful ways through questions such as: is the time being devoted to direct services approaching the 80% recommended time allocation, or are the strategies employed the best use of a school counselors time enabling goals to be met.

Data Analysis Indicators

- Share results from analyses with administrators and stakeholders.
- Use results to promote understanding and show impact of the CSCP.

2. Program Results

Program results ensures that the CSCP is evaluated to address the current needs through more focused programming. Results are determined through process, perception, and outcome data that determines the extent of student change in student learning and behavior.

Analysis of Curriculum

Demonstrates effectiveness of classroom activities. Ensures the curriculum is developmentally appropriate, delivered in scope and sequence, and accessible to all students through questions: appropriate learning targets identified, do pre/post-test results indicate student improvement, what impact did it have on achievement data or attendance, etc.

Small Group Results

Professional School Counselors use small groups as a secondary and targeted intervention. Results help identify if the correct topic was addressed, the correct implementation of supports was used, and what could be done differently should this intervention be used again.

Closing-the-Gap Results

Results from a secondary and targeted intervention that is focused on increasing student achievement in students groups that have historical been affected by barriers to learning or access. These are used to identify systemic barriers and inform program improvement through advocacy.

Program Results Indicators

- Compile, analyze, and share results to better inform the future practice.

3. Evaluation and Improvement

Program planning and evaluation for Newberg Public Schools CSCP is an integral part of the overall school improvement planning and evaluation process. Initial planning establishes program objectives and sets a course of action. Regular program evaluations provide accountability measures and data to assist in improvement plans. These ongoing evaluation activities are part of the school's total assessment process. The program will be flexible based on the changing needs of individual schools. Changing priorities should be governed by needs assessments, formative evaluation and/or a review of student outcomes.

School Counselor Competencies Assessment

Professional School Counselors have professional competencies that align with the ASCA National Model and can use this as a benchmark for their practice. Administrators or supervisors may find them useful as a guide for hiring processes and creating meaningful performance evaluations.

School Counselor Program & Goals Assessment

The results of the Program & Goals Assessment drive goals, professional development, time allocations, and supports needed the following year. Noticing trends over time elicits reflection and discussion.

School Counselor Performance Appraisal

School Counselors develop individual goals, which are reviewed yearly with an administrator using standards specific to the profession and the counseling licenses.

Evaluation and Improvement Indicators

- Align standards for evaluations with ASCA National Model and are conducted by an administrator/supervisor familiar with the School Counselor's responsibilities and the CSCP.
- Assign and align duties and responsibilities with program as designed per ASCA National Model.
- Analyze and use data to inform future practice.
- Utilize the ASCA School Counselor Competencies to complete self-reflection and program.

SUMMARY

Newberg Public Schools CSCP is for all students. All individual qualities and situations of students regardless of: LGBT+, gender identity/expression, race, religious/spiritual practices, age, family type, immigration status, living situation, social-economic status, ability/disability, are embraced and respected equally.

Activities are preventative and responsive, and are always designed to meet the needs of all students. Interventions and activities are developmentally appropriate for the individuals and groups of students served, and focus on the academic, social/emotional, and college/career readiness of all students. The program is driven to provide equitable access to all areas of learning through advocacy and removal of systemic barriers. This program allows all students to develop skills to succeed in post-secondary life and as citizens of the world.

Counseling and Core Curriculum Program - IJ

19-4

Appendices

Appendix 1



ASCA Mindsets & Behaviors for Student Success:

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

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career Readiness for Every Student describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts. These standards are the next generation of the ASCA National Standards for Students, which were first published in 1997.

The 35 mindset and behavior standards identify and prioritize the specific attitudes, knowledge 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, guide the development of strategies and activities and create a program that helps students achieve their highest potential. The ASCA Mindsets & Behaviors can be aligned with initiatives at the district, state and national to reflect the district's local priorities.

To operationalize the standards, school counselors select competencies that align with the specific standards and become the foundation for classroom lessons, small groups and activities addressing student developmental needs. The competencies directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the school's academic mission.

Research-Based Standards

The ASCA Mindsets & Behaviors are based on a review of research and college- and career-readiness documents created by a variety of organizations that have identified strategies making an impact on student achievement and academic performance. The ASCA Mindsets & Behaviors are organized based 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 Mindsets & Behaviors are based on the evidence of the importance of these factors.

Organization of the ASCA Mindsets & Behaviors

The ASCA Mindsets & Behaviors are organized by domains, standards arranged within categories and subcategories and grade-level competencies. Each is described below.

Domains

The ASCA Mindsets & Behaviors are organized in 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 and career readiness for all students. The definitions of each domain 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 life span.

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

Standards

All 35 standards can be applied to any of the three domains, and 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 categories and subcategories based on five general categories of noncognitive factors related to academic performance as identified in the 2012 literature review published by the University of Chicago Consortium on Chicago School Research. These categories synthesize the "vast array of research literature" (p. 8) on noncognitive factors including persistence, resilience, grit, goal-setting, help-seeking, cooperation, conscientiousness, self-efficacy, self-regulation, self-control, self-discipline, motivation, mindsets, effort, work habits, organization, homework completion, learning strategies and study skills, among others.

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

Category 2: Behavior Standards – These standards include behaviors commonly associated with being a successful student. These behaviors are visible, outward signs that a student is engaged and 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 (grit or persistence) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).

c. Social Skills: Acceptable behaviors that improve social interactions, such as those between peers or between students and adults.

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

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

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

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

Category 2: Behavior Standards

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

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self-direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision-making and social responsibility
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term academic, career and social/emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

Grade-Level Competencies

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

ASCA Mindsets & Behaviors align with specific standards from the Common Core State Standards through connections at the competency level. This alignment allows school counselors the opportunity to help students meet these college- and career-readiness standards in collaboration with academic content taught in core areas in the classroom. It also helps school counselors directly align with academic instruction when providing individual and small-group counseling by focusing

on standards and competencies addressing a student's developmental needs. School counselors working in states that have not adopted the Common Core State Standards are encouraged to align competencies with their state's academic standards and can use the competencies from the ASCA Mindsets & Behaviors as examples of alignment.

ASCA Mindsets & Behaviors Database

The grade-level competencies are housed in the ASCA Mindsets & Behaviors database at www.schoolcounselor.org/studentcompetencies. School counselors can search the database by keyword to quickly and easily identify competencies that will meet student developmental needs and align with academic content as appropriate. The database also allows school counselors to contribute to the competencies by sharing other ways to meet or align with a specific standard.

Citation Guide

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Resources Used in Development of ASCA Mindsets & Behaviors

The following documents were the primary resources that informed ASCA Mindsets & Behaviors.

Document	Organization	Description
ACT National Career Readiness Certificate	ACT	Offers a portable credential that demonstrates achievement and a certain level of workplace employability skills in applied mathematics, locating information and reading for information.
ASCA National Standards for Students	American School Counselor Association	Describes the knowledge, attitudes and skills students should be able to demonstrate as a result of the school counseling program.
AVID Essentials at a Glance	AVID	Promotes a college readiness system for elementary through higher education that is designed to increase schoolwide learning and performance.
Building Blocks For Change: What it Means to be Career Ready	Career Readiness Partner Council	Defines what it means to be career-ready, and highlights the outcome of collaborative efforts of the Career Readiness Partner Council to help inform policy and practice in states and communities.
Career and Technical Education Standards	National Board of Professional Teaching Standards	Defines the standards that lay the foundation for the Career and Technical Education Certificate.
Collaborative Counselor Training Initiative	SREB	Offers online training modules for middle grades and high school counselors that can improve their effectiveness in preparing all students for college, especially those from low-income families who would be first-generation college students.
Cross Disciplinary Proficiencies in the American Diploma Project	Achieve	Describes four cross disciplinary proficiencies that will enable high school graduates to meet new and unfamiliar tasks and challenges in college, the workplace and life.
Eight Components of College and Career Readiness Counseling	College Board	Presents a comprehensive, systemic approach for school counselors to use to inspire and prepare all students for college success and opportunity, especially students from underrepresented populations.
English Language Arts Standards	National Board of Professional Teaching Standards	Defines the standards that lay the foundation for the English Language Arts Certificate.
Framework for 21st Century Learning	Partnership for 21st Century Skills	Describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies.
NETS for Students 2007	International Society for Technology in Education	Describes the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.
Ramp-Up to Readiness	University of Minnesota	Provides a schoolwide guidance program designed to increase the number and diversity of students who graduate from high school with the knowledge, skills and habits necessary for success in a high-quality college program.
Social and Emotional Learning Core Competencies	CASEL	Identifies five interrelated sets of cognitive, affective and behavioral competencies through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.
Teaching Adolescents to Become Learners: The Role of Non-Cognitive Factors in Shaping School Performance	The University of Chicago Consortium on Chicago School Research	Presents a critical literature review of the role of noncognitive factors in shaping school performance.
What is "Career Ready"?	ACTE	Defines what it means to be career-ready, involving three major skill areas: core academic skills, employability skills, and technical and job-specific skills.

Appendix 2



ASCA School Counselor Competencies

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

Organized around and consistent with “The ASCA National Model: A Framework for School Counseling Programs (Third Edition),” the competencies can be used in a variety of ways including:

School counselors

- Self-assess their own competencies
- Formulate an appropriate professional development plan

School administrators

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

School counselor education programs

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

I. SCHOOL COUNSELING PROGRAMS

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

I-A: Knowledge

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

- I-A-1. The organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices
- I-A-2. The organizational structure and components of an effective school counseling program that aligns with the ASCA National Model
- I-A-3. Barriers to student learning and use of advocacy and data-driven school counseling practices to close the achievement/opportunity gap

- I-A-4. Leadership principles and theories
- I-A-5. Individual counseling, group counseling and classroom instruction ensuring equitable access to resources promoting academic achievement, career development and personal/social development for every student
- I-A-6. Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student
- I-A-7. Legal, ethical and professional issues in pre-K–12 schools
- I-A-8. Developmental theory, learning theories, social justice theory, multiculturalism, counseling theories and career counseling theories
- I-A-9. The continuum of mental health services, including prevention and intervention strategies to enhance student success

I-B: Abilities and Skills

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

- I-B-1. Plans, organizes, implements and evaluates a school counseling program aligning with the ASCA National Model
 - I-B-1a. Creates a vision statement examining the professional and personal competencies and qualities a school counselor should possess
 - I-B-1b. Describes the rationale for a comprehensive school counseling program
 - I-B-1c. Applies the school counseling themes of leadership, advocacy, collaboration and systemic change, which are critical to a successful school counseling program
 - I-B-1d. Describes, defines and identifies the qualities of an effective school counseling program
 - I-B-1e. Describes the benefits of a comprehensive school counseling program for all stakeholders, including students, parents, teachers, administrators, school boards, department of education, school counselors, counselor educators, community stakeholders and business leaders
 - I-B-1f. Describes the history of school counseling to create a context for the current state of the profession and comprehensive school counseling programs
 - I-B-1g. Uses technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program
 - I-B-1h. Demonstrates multicultural, ethical and professional competencies in planning, organizing, implementing and evaluating the comprehensive school counseling program
- I-B-2. Serves as a leader in the school and community to promote and support student success
 - I-B-2a. Understands and defines leadership and its role in comprehensive school counseling programs
 - I-B-2b. Identifies and applies a model of leadership to a comprehensive school counseling program
 - I-B-2c. Identifies and demonstrates professional and personal qualities and skills of effective leaders
 - I-B-2d. Identifies and applies components of the ASCA National Model requiring leadership, such as an advisory council, management tools and accountability
 - I-B-2e. Creates a plan to challenge the non-counseling tasks that are assigned to school counselors

- II-B-3. Uses student standards, such as ASCA Student Standards and other appropriate student standards such as district or state standards, to drive the implementation of a comprehensive school counseling program
- II-B-3a. Crosswalks the ASCA Student Standards with other appropriate student standards
- II-B-3b. Prioritizes student standards that align with the school's goals
- II-B-4. Applies the ethical standards and principles of the school counseling profession and adheres to the legal aspects of the role of the school counselor
- II-B-4a. Practices ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors
- II-B-4b. Understands the legal and ethical nature of working in a pluralistic, multicultural and technological society
- II-B-4c. Understands and practices in accordance with school district policy and local, state and federal statutory requirements
- II-B-4d. Understands the unique legal and ethical nature of working with minor students in a school setting
- II-B-4e. Advocates responsibly for school board policy and local, state and federal statutory requirements in students' best interests
- II-B-4f. Resolves ethical dilemmas by employing an ethical decision-making model appropriate to work in schools
- II-B-4g. Models ethical behavior
- II-B-4h. Continuously engages in professional development and uses resources to inform and guide ethical and legal work
- II-B-4i. Practices within the ethical and statutory limits of confidentiality
- II-B-4j. Continually seeks consultation and supervision to guide legal and ethical decision making and to recognize and resolve ethical dilemmas
- II-B-4k. Understands and applies an ethical and legal obligation not only to students but to parents, administration and teachers as well

II-C: Attitudes

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

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

III. MANAGEMENT

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

III-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

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

III-B: Abilities and Skills

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

- III-B-1. Self-evaluates his/her own competencies leading to and resulting in the formulation of an appropriate professional development plan
 - III-B-1a. Conducts a school counseling program assessment
 - III-B-1b. Negotiates a management plan for the comprehensive school counseling program with the administrator
 - III-B-1c. Discusses and develops the management component of the school counseling program with the other members of the school counseling staff
 - III-B-1d. Presents school counseling management tools to the principal, and finalizes an annual school counseling agreement
 - III-B-1e. Discusses the anticipated program results when implementing the action plans for the school year
 - III-B-1f. Participates in school counseling and education-related professional organizations
 - III-B-1g. Develops a yearly professional development plan demonstrating how the school counselor advances relevant knowledge, skills and dispositions
 - III-B-1h. Communicates effective goals and benchmarks for meeting and exceeding expectations consistent with the administrator/school counselor annual agreement and district performance appraisals
 - III-B-1i. Uses personal reflection, consultation and supervision to promote professional growth and development
- III-B-2. Establishes and convenes an advisory council for the comprehensive school counseling program
 - III-B-2a. Uses leadership skills to facilitate vision and positive change for the comprehensive school counseling program
 - III-B-2b. Determines appropriate education stakeholders who should be represented on the advisory council
 - III-B-2c. Develops effective and efficient meeting agendas
 - III-B-2d. Reviews school data, school counseling program assessment and school counseling program goals with the advisory council

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

- III-B-3. Accesses or collects relevant data, including process, perception and outcome data, to monitor and improve student behavior and achievement
 - III-B-3a. Reviews and disaggregates student achievement, attendance and behavior data to identify and implement interventions as needed
 - III-B-3b. Uses data to identify policies, practices and procedures leading to successes, systemic barriers and areas of weakness
 - III-B-3c. Uses student data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps
 - III-B-3d. Understands and uses data to establish goals and activities to close the achievement, opportunity and/or information gap
 - III-B-3e. Knows how to use data to identify gaps between and among different groups of students
 - III-B-3f. Uses school data to identify and assist individual students who do not perform at grade level and do not have opportunities and resources to be successful in school
 - III-B-3g. Knows and understands theoretical and historical basis for assessment techniques

- III-B-4. Assesses use of time in direct and indirect student services and program management and school support
 - III-B-4a. Organizes and manages time to effectively implement a comprehensive school counseling program
 - III-B-4b. Identifies appropriate distribution of school counselor's time based on the school data and program goals
 - III-B-4c. Creates a rationale for school counselor's use of time in the delivery component to focus on the goals of the comprehensive school counseling program
 - III-B-4d. Identifies and evaluates fair-share responsibilities, which articulate appropriate and inappropriate counseling and non-counseling activities

- III-B-5. Develops calendars to ensure the effective implementation of the school counseling program
 - III-B-5a. Creates annual and weekly calendars to plan activities to reflect school counseling program goals
 - III-B-5b. Demonstrates time-management skills including scheduling, publicizing and prioritizing time and tasks

- III-B-6. Designs and implements action plans aligning with school and school counseling program goals
 - III-B-6a. Uses appropriate academic and behavioral data to develop school counseling core curriculum, small-group and closing-the-gap action plans and determines appropriate students for the target group or interventions
 - III-B-6b. Identifies ASCA domains, standards and competencies being addressed by each plan
 - III-B-6c. Creates lesson plans related to the school counseling core curriculum identifying what will be delivered, to whom it will be delivered, how it will be delivered and how student attainment of competencies will be evaluated
 - III-B-6d. Determines the intended impact on academics, attendance and behavior
 - III-B-6e. Identifies appropriate activities to accomplish objectives
 - III-B-6f. Identifies appropriate resources needed
 - III-B-6g. Identifies data-collection strategies to gather process, perception and outcome data
 - III-B-6h. Shares results of action plans with staff, parents and community.

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

III-C: Attitudes

School counselors believe:

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

IV. DELIVERY

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

IV-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

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

IV-B: Abilities and Skills

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

Direct Student Services

School Counseling Core Curriculum

- IV-B-1. Implements the school counseling core curriculum
- IV-B-1a. Identifies appropriate curriculum aligned to ASCA Student Standards
- IV-B-1b. Develops and presents a developmental school counseling core curriculum addressing all students' needs based on student data
- IV-B-1c. Demonstrates classroom management and instructional skills
- IV-B-1d. Develops materials and instructional strategies to meet student needs and school goals
- IV-B-1e. Encourages staff involvement to ensure the effective implementation of the school counseling core curriculum
- IV-B-1f. Knows, understands and uses a variety of technology in the delivery of school counseling core curriculum activities
- IV-B-1g. Understands multicultural and pluralistic trends when developing and choosing school counseling core curriculum
- IV-B-1h. Understands and is able to build effective, high-quality peer helper programs

Individual Student Planning

- IV-B-2. Facilitates individual student planning
- IV-B-2a. Understands individual student planning as a component of a comprehensive program
- IV-B-2b. Develops strategies to implement individual student planning, such as strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or post-secondary planning
- IV-B-2c. Helps students establish goals and develops and uses planning skills in collaboration with parents or guardians and school personnel
- IV-B-2d. Understands career opportunities, labor market trends and global economics and uses various career assessment techniques to help students understand their abilities and career interests
- IV-B-2e. Helps students learn the importance of college and other post-secondary education and helps students navigate the college admissions process
- IV-B-2f. Understands the relationship of academic performance to the world of work, family life and community service
- IV-B-2g. Understands methods for helping students monitor and direct their own learning and personal/social and career development

Responsive Services

- IV-B-3. Provides responsive services
- IV-B-3a. Lists and describes interventions used in responsive services, such as individual/small-group counseling and crisis response
- IV-B-3b. Understands appropriate individual and small-group counseling theories and techniques such as rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems
- IV-B-3c. Demonstrates an ability to provide counseling for students during times of transition, separation, heightened stress and critical change
- IV-B-3d. Understands what defines a crisis, the appropriate response and a variety of intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response

- IV-B-3e. Provides team leadership to the school and community in a crisis
- IV-B-3f. Involves appropriate school and community professionals as well as the family in a crisis situation
- IV-B-3g. Understands the nature of academic, career and personal/social counseling in schools and the similarities and differences among school counseling and other types of counseling, such as mental health, marriage and family and substance abuse counseling, within a continuum of care
- IV-B-3h. Understands the role of the school counselor and the school counseling program in the school crisis plan

Indirect Student Services

Referrals

- IV-B-4a. Understands how to make referrals to appropriate professionals when necessary
- IV-B-4b. Compiles referral resources to utilize with students, staff and families to effectively address issues
- IV-B-4c. Develops a list of community agencies and service providers for student referrals

Consultation

- IV-B-5a. Shares strategies that support student achievement with parents, teachers, other educators and community organizations
- IV-B-5b. Applies appropriate counseling approaches to promoting change among consultees within a consultation approach
- IV-B-5c. Works with education stakeholders to better understand student needs and to identify strategies that promote student achievement

Collaboration

- IV-B-6a. Partners with parents, teachers, administrators and education stakeholders for student achievement and success
- IV-B-6b. Conducts in-service training or workshops for other stakeholders to share school counseling expertise
- IV-B-6c. Understands and knows how to provide supervision for school counseling interns consistent with the principles of the ASCA National Model

IV-C: Attitudes

School counselors believe:

- IV-C-1. School counseling is one component in the continuum of care that should be available to all students
- IV-C-2. School counselors coordinate and facilitate counseling and other services to ensure all students receive the care they need, even though school counselors may not personally provide the care themselves
- IV-C-3. School counselors engage in developmental counseling and short-term responsive counseling
- IV-C-4. School counselors should refer students to district or community resources to meet more extensive needs such as long-term therapy or diagnoses of disorders

V. ACCOUNTABILITY

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

V-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- V-A-1. Basic concepts of results-based school counseling and accountability issues
- V-A-2. Basic research sampling, methodology and analysis concepts to understand research outcomes and conduct action research
- V-A-3. Use of data to evaluate program effectiveness and to determine program needs
- V-A-4. School counseling program assessments and results reports

V-B: Abilities and Skills

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

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

- V-B-3a. Compares current school counseling program implementation with the ASCA National Model
- V-B-3b. Shares the results of the program assessment with administrators, the advisory council and other appropriate stakeholders
- V-B-3c. Identifies areas for improvement for the school counseling program

V-C: Attitudes

School counselors believe:

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



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- I-B-3. Advocates for student success
- I-B-3a. Understands and defines advocacy and its role in comprehensive school counseling programs
- I-B-3b. Identifies and demonstrates benefits of advocacy with school and community stakeholders
- I-B-3c. Describes school counselor advocacy competencies, which include dispositions, knowledge and skills
- I-B-3d. Reviews advocacy models and develops a personal advocacy plan
- I-B-3e. Understands the process for development of policy and procedures at the building, district, state and national levels

- I-B-4. Collaborates with parents, teachers, administrators, community leaders and other stakeholders to promote and support student success
- I-B-4a. Defines collaboration and its role in comprehensive school counseling programs
- I-B-4b. Identifies and applies models of collaboration for effective use in a school counseling program and understands the similarities and differences between consultation, collaboration and counseling and coordination strategies
- I-B-4c. Creates statements or other documents delineating the various roles of student service providers, such as school social worker, school psychologist or school nurse, and identifies best practices for collaborating to affect student success
- I-B-4d. Understands and knows how to apply a consensus-building process to foster agreement in a group
- I-B-4e. Understands how to facilitate group meetings to effectively and efficiently meet group goals

- I-B-5. Acts as a systems change agent to create an environment promoting and supporting student success
- I-B-5a. Defines and understands system change and its role in comprehensive school counseling programs
- I-B-5b. Develops a plan to deal with personal (emotional and cognitive) and institutional resistance impeding the change process
- I-B-5c. Understands the impact of school, district and state educational policies, procedures and practices supporting and/or impeding student success

I-C: Attitudes

School counselors believe:

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

II. FOUNDATIONS

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

II-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

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

II-B: Abilities and Skills

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

- II-B-1. Develops the beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level
 - II-B-1a. Examines personal, district and state beliefs, assumptions and philosophies about student success, specifically what they should know and be able to do
 - II-B-1b. Demonstrates knowledge of a school's particular educational vision and mission
 - II-B-1c. Conceptualizes and writes a personal philosophy about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission
 - II-B-1d. Writes a school counseling vision statement that describes a future world in which the school counseling goals and strategies are being successfully achieved
- II-B-2. Develops a school counseling mission statement aligning with the school, district and state mission
 - II-B-2a. Critiques a school district mission statement and identifies or writes a mission statement aligning with beliefs
 - II-B-2b. Writes a school counseling mission statement that is specific, concise, clear and comprehensive, describing a school counseling program's purpose and a vision of the program's benefits for every student
 - II-B-2c. Communicates the vision and mission of the school counseling program to all appropriate stakeholders

Appendix 3



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 curriculum and/or verbal notification to individual students.

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

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

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

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

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

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

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

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

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

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

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

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

A.3. Comprehensive Data-Informed Program

School counselors:

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

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

School counselors:

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

A.5. Dual Relationships and Managing Boundaries

School counselors:

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

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

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

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

A.6. Appropriate Referrals and Advocacy

School counselors:

a. Collaborate with all relevant stakeholders, including students, educators and parents/guardians when student assistance is needed, including the identification of early warning signs of student distress.

b. Provide a list of resources for outside agencies and resources in their community to student(s) and parents/guardians when students need or request additional support. School counselors provide multiple referral options or the district's vetted list and are careful not to indicate an endorsement or preference for one counselor or practice. School counselors encourage parents to interview outside professionals to make a personal decision regarding the best source of assistance for their student.

c. Connect students with services provided through the local school district and community agencies and remain aware of state laws and local district policies related to students with special needs, including limits to confidentiality and notification to authorities as appropriate.

d. Develop a plan for the transitioning of primary counseling services with minimal interruption of services. Students retain the right for the referred services to be done in coordination with the school counselor or to discontinue counseling services with the school counselor while maintaining an appropriate relationship that may include providing other school support services.

e. Refrain from referring students based solely on the school counselor's personal beliefs or values rooted in one's religion, culture, ethnicity or personal worldview. School counselors

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

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

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

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

A.7. Group Work

School counselors:

a. Facilitate short-term groups to address students' academic, career and/or social/emotional issues.

b. Inform parent/guardian(s) of student participation in a small group.

c. Screen students for group membership.

d. Use data to measure member needs to establish well-defined expectations of group members.

e. Communicate the aspiration of confidentiality as a group norm, while recognizing and working from the protective posture that confidentiality for minors in schools cannot be guaranteed.

f. Select topics for groups with the clear understanding that some topics are not suitable for groups in schools and accordingly take precautions to protect members from harm as a result of interactions with the group.

g. Facilitate groups from the framework of evidence-based or research-based practices.

h. Practice within their competence level and develop professional competence through training and supervision.

i. Measure the outcomes of group participation (process, perception and outcome data).

j. Provide necessary follow up with group members.

A.8. Student Peer-Support Program

School counselors:

a. Safeguard the welfare of students participating in peer-to-peer programs under their direction.

b. Supervise students engaged in peer helping, mediation and other similar peer-support groups. School counselors are responsible for appropriate skill development for students serving as peer support in school counseling programs. School counselors

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

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

School counselors:

a. Inform parents/guardians and/or appropriate authorities when a student poses a serious and foreseeable risk of harm to self or others. When feasible, this is to be done after careful deliberation and consultation with other appropriate professionals. School counselors inform students of the school counselor's legal and ethical obligations to report the concern to the appropriate authorities unless it is appropriate to withhold this information to protect the student (e.g. student might run away if he/she knows parents are being called). The consequence of the risk of not giving parents/guardians a chance to intervene on behalf of their child is too great. Even if the danger appears relatively remote, parents should be notified.

b. Use risk assessments with caution. If risk assessments are used by the school counselor, an intervention plan should be developed and in place prior to this practice. When reporting risk-assessment results to parents, school counselors do not negate the risk of harm even if the assessment reveals a low risk as students may minimize risk to avoid further scrutiny and/or parental notification. School counselors report risk assessment results to parents to underscore the need to act on behalf of a child at risk; this is not intended to assure parents their child isn't at risk, which is something a school counselor cannot know with certainty.

c. Do not release a student who is a danger to self or others until the student has proper and necessary support. If parents will not provide proper support, the school counselor takes necessary steps to underscore to parents/guardians the necessity to seek help and at times may include a report to child protective services.

d. Report to parents/guardians and/or appropriate authorities when students disclose a perpetrated or a perceived threat to their physical or mental well-being. This threat may include, but is not limited to, physical abuse, sexual abuse, neglect, dating violence, bullying or sexual harassment. The school counselor follows applicable federal, state and local laws and school district policy.

A.10. Underserved and At-Risk Populations

School counselors:

a. Strive to contribute to a safe, respectful, nondiscriminatory school environment in which all members of the school community demonstrate respect and civility.

b. Advocate for and collaborate with students to ensure students remain safe at home and at school. A high standard of care includes determining what information is shared with parents/guardians and when information creates an unsafe environment for students.

c. Identify resources needed to optimize education.

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

d. Collaborate with parents/guardians, when appropriate, to establish communication and to ensure students' needs are met.

e. Understand students have the right to be treated in a manner consistent with their gender identity and to be free from any form of discipline, harassment or discrimination based on their gender identity or gender expression.

f. Advocate for the equal right and access to free, appropriate public education for all youth, in which students are not stigmatized or isolated based on their housing status, disability, foster care, special education status, mental health or any other exceptionality or special need.

g. Recognize the strengths of students with disabilities as well as their challenges and provide best practices and current research in supporting their academic, career and social/emotional needs.

A.11. Bullying, Harassment and Child Abuse

School counselors:

a. Report to the administration all incidents of bullying, dating violence and sexual harassment as most fall under Title IX of the Education Amendments of 1972 or other federal and state laws as being illegal and require administrator interventions. School counselors provide services to victims and perpetrator as appropriate, which may include a safety plan and reasonable accommodations such as schedule change, but school counselors defer to administration for all discipline issues for this or any other federal, state or school board violation.

b. Report suspected cases of child abuse and neglect to the proper authorities and take reasonable precautions to protect the privacy of the student for whom abuse or neglect is suspected when alerting the proper authorities.

c. Are knowledgeable about current state laws and their school system's procedures for reporting child abuse and neglect and methods to advocate for students' physical and emotional safety following abuse/neglect reports.

d. Develop and maintain the expertise to recognize the signs and indicators of abuse and neglect. Encourage training to enable students and staff to have the knowledge and skills needed to recognize the signs of abuse and neglect and to whom they should report suspected abuse or neglect.

e. Guide and assist students who have experienced abuse and neglect by providing appropriate services.

A.12. Student Records

School counselors:

a. Abide by the Family Educational Rights and Privacy Act (FERPA), which defines who has access to students' educational records and allows parents the right to review and challenge perceived inaccuracies in their child's records.

b. Advocate for the ethical use of student data and records and inform administration of inappropriate or harmful practices.

c. Recognize the difficulty in meeting the criteria of sole-possession records.

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

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

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

A.13. Evaluation, Assessment and Interpretation

School counselors:

a. Use only valid and reliable tests and assessments with concern for bias and cultural sensitivity.

b. Adhere to all professional standards when selecting, administering and interpreting assessment measures and only utilize assessment measures that are within the scope of practice for school counselors and for which they are licensed, certified and competent.

c. Are mindful of confidentiality guidelines when utilizing paper or electronic evaluative or assessment instruments and programs.

d. Consider the student's developmental age, language skills and level of competence when determining the appropriateness of an assessment.

e. Use multiple data points when possible to provide students and families with accurate, objective and concise information to promote students' well-being.

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

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

h. Use caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.

i. Conduct school counseling program evaluations to determine the effectiveness of activities supporting students' academic, career and social/emotional development through accountability measures, especially examining efforts to close information, opportunity and attainment gaps.

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

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

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

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

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

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

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

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

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

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

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

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

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

B.3. Responsibilities to Self

School counselors:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

C. SCHOOL COUNSELOR ADMINISTRATORS/SUPERVISORS

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

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

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

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

D. SCHOOL COUNSELING INTERN SITE SUPERVISORS

Field/intern site supervisors:

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

- l. Are aware of supervisee limitations and communicate concerns to the university/college supervisor in a timely manner.
- m. Assist supervisees in obtaining remediation and professional development as necessary.
- n. Contact university/college supervisors to recommend dismissal when supervisees are unable to demonstrate competence as a school counselor as defined by the ASCA School Counselor Competencies and state and national standards. Supervisors consult with school administrators and document recommendations to dismiss or refer a supervisee for assistance. Supervisors ensure supervisees are aware of such decisions and the resources available to them. Supervisors document all steps taken.

E. MAINTENANCE OF STANDARDS

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

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

F. ETHICAL DECISION MAKING

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

- a. Define the problem emotionally and intellectually
- b. Apply the ASCA Ethical Standards for School Counselors and the law
- c. Consider the students' chronological and developmental levels
- d. Consider the setting, parental rights and minors' rights
- e. Apply the ethical principles of beneficence, autonomy, non-maleficence, 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 place 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.

Appendix 4

Types of Surveys	
Pre-Post	Given before and after an intervention to determine knowledge gained or to measure a change in perspective
Needs Assessment	Given to students or stakeholders to gather their perception of student or program needs
Program/Activity Evaluation	Given after an intervention or activity to gather participants' opinions about the value of the intervention or activity
Opinion Survey	Given to students or stakeholders to understand their perceptions of the school counseling program or activities
Examples of Perception Data	
Competencies Attainment	<ul style="list-style-type: none"> 100 percent of ninth-graders understand graduation requirements and have completed a graduation plan 100 percent of sixth-graders can identify three career interests
Changes in Attitudes or Beliefs	<ul style="list-style-type: none"> 93 percent of fourth-graders believe fighting is not an appropriate method of solving problems 69 percent of all students report feeling safe at school 90 percent of the parents report benefiting from a presentation on college entrance requirements
Gains in Knowledge	<ul style="list-style-type: none"> 89 percent of ninth-graders demonstrate knowledge of diploma requirements 92 percent of all students can identify the early warning signs of violence
Examples of Outcome Data	
Achievement Outcome Data	<ul style="list-style-type: none"> Graduation rate improved from 79 percent to 86 percent. Identified ninth-graders increased GPA from 2.0 to 3.4 between first and final marking period. Fourth-graders improved math assessment score from 69 to 73.
Attendance Outcome Data	<ul style="list-style-type: none"> Average attendance increased from 88 percent to 91 percent. Identified students decreased average number of days absent from 15 to 8 during final marking period.
Behavioral Outcome Data	<ul style="list-style-type: none"> Discipline referrals decreased by 30 percent for students with four or more referrals. Number of students referred for discipline decreased by 15 percent by the end of the school year.



Appendix 5

Appropriate Activities for School Counselors


- ☒ individual student academic program planning
- ☒ interpreting cognitive, aptitude and achievement tests
- ☒ providing counseling to students who are tardy or absent
- ☒ providing counseling to students who have disciplinary problems
- ☒ providing counseling to students as to appropriate school dress
- ☒ collaborating with teachers to present school counseling core curriculum lessons
- ☒ analyzing grade-point averages in relationship to achievement
- ☒ interpreting student records
- ☒ providing teachers with suggestions for effective classroom management
- ☒ ensuring student records are maintained as per state and federal regulations
- ☒ helping the school principal identify and resolve student issues, needs and problems
- ☒ providing individual and small-group counseling services to students
- ☒ advocating for students at individual education plan meetings, student study teams and school attendance review boards
- ☒ analyzing disaggregated data

Inappropriate Activities for School Counselors

- ☒ coordinating paperwork and data entry of all new students
- ☒ coordinating cognitive, aptitude and achievement testing programs
- ☒ signing excuses for students who are tardy or absent
- ☒ performing disciplinary actions or assigning discipline consequences
- ☒ sending students home who are not appropriately dressed
- ☒ teaching classes when teachers are absent
- ☒ computing grade-point averages
- ☒ maintaining student records
- ☒ supervising classrooms or common areas
- ☒ keeping clerical records
- ☒ assisting with duties in the principal's office
- ☒ providing therapy or long-term counseling in schools to address psychological disorders
- ☒ coordinating schoolwide individual education plans, student study teams and school attendance review boards
- ☒ serving as a data entry clerk



Appendix 6

	ACA Advocacy Competencies	Advocacy Components of the ASCA National Model
	Acting With Students	Direct Student Services
	Student Empowerment – Efforts that facilitate the identification of external barriers and development of self-advocacy skills, strategies and resources in response to those barriers.	<ol style="list-style-type: none"> School counseling core curriculum <ul style="list-style-type: none"> Instruction Group activities Individual student planning <ul style="list-style-type: none"> Appraisal Advisement Responsive services <ul style="list-style-type: none"> Counseling (individual/small group) Crisis response
	Acting on Behalf of Students	Indirect Student Services and Program Management
Micro Level  Data Driven	Student Advocacy – Assessing the need for direct intervention within the system on behalf of the student, identifying allies and carrying out a plan of action	<ul style="list-style-type: none"> Referrals Consultation Collaboration School data profile Closing-the-gap and small-group action plans
	School/Community Collaboration – Actions where the school counselor and community collaborate to address a problem and devise an advocacy plan	<ul style="list-style-type: none"> Advisory council Program goals Curriculum action plan
	Systems Advocacy – Identifying systemic problem, gaining information and insight from those who are most affected and implementing advocacy at a systems level	<ul style="list-style-type: none"> Consultation Collaboration Annual agreement School data profile analysis Needs assessments Action plans Results reports analysis Program assessment analysis Program goal analysis
Macro level	Public Information – Collaboration between school counselor and community in efforts to alert the public to macro-level issues regarding human dignity	<ul style="list-style-type: none"> Collaboration with community groups Beliefs Vision statement Mission statement Advisory council Results reports School committees Sharing results
	Social/Political Advocacy – Recognizing when student problems must be addressed at a policy or legislative level and advocating for change within those areas	<ul style="list-style-type: none"> District committees Board presentations Involvement with state and national professional associations Legislative interactions

Adapted from Lewis, Arnold, House & Toporek (2003) and Toporek, Lewis & Crethar, (2009) Adapted from Ratts, DeKruyf, & Chen-Hayes (2007)

Resources

Resources 1

Annual Agreement Template

School Counselor _____ Year _____

School Counseling Program Mission Statement

School Counseling Program Goals

The school counseling program will focus on the following achievement, attendance and/or behavior goals this year. Details of activities promoting these goals are found in the curriculum, small-group and closing-the-gap action plans.

Program Goal Statements	
1	
2	
3	

Use of Time

I plan to spend the following percentage of my time delivering the components of the school counseling program. All components are required for a comprehensive school counseling program.

		Planned Use		Recommended
Direct Services to Students	____ percent	School counseling core curriculum	Provides developmental curriculum content in a systematic way to all students	80 percent or more
	____ percent	Individual student planning	Assists students in the development of educational, career and personal plans	
	____ percent	Responsive services	Addresses the immediate concerns of students	
Indirect Services for Students	____ percent	Referrals, consultation and collaboration	Interacts with others to provide support for student achievement	
Program Planning and School Support	____ percent	Foundation, management and accountability and school support	Includes planning and evaluating the school counseling program and school support activities	20 percent or less

Advisory Council

The school counseling advisory council will meet on the following dates.

Planning and Results Documents

The following documents have been developed for the school counseling program.

- Annual calendar
- Curriculum action plan
- Small-group action plan
- Closing-the-gap action plans
- Results reports (from last year’s action plans)

Professional Development

I plan to participate in the following professional development based on school counseling program goals and my school counselor competencies self-assessment.

Caseload and School Counselor’s Responsibilities

Indicate how students are assigned to the school counselor’s caseload and the specific responsibilities assumed by the school counselor.

Caseload Defined by:	<input type="checkbox"/>	Alpha: last names beginning with _____ to _____
	<input type="checkbox"/>	Grade level: students in grades: _____
	<input type="checkbox"/>	All students in building
	<input type="checkbox"/>	Other: _____
School Counselor Responsibilities	Direct Student Services	
	<input type="checkbox"/>	School Counseling Core Curriculum
	<input type="checkbox"/>	Academic Advisement
	<input type="checkbox"/>	Individual Student Planning
	<input type="checkbox"/>	
	Responsive Services	
	<input type="checkbox"/>	Individual Counseling
	<input type="checkbox"/>	Small Groups
	<input type="checkbox"/>	Crisis Response
	<input type="checkbox"/>	
	Indirect Student Services	
	<input type="checkbox"/>	Referrals to Community Agencies
	<input type="checkbox"/>	
	Special Programs	
<input type="checkbox"/>		
<input type="checkbox"/>		
Other		
<input type="checkbox"/>		
<input type="checkbox"/>		

Professional Collaboration and Responsibilities

Choose all that apply.

Group	Weekly/Monthly	Coordinator
School Counseling Team Meetings		
Administration/School Counseling Meetings		
Student Support Team Meetings		
Department Chair Meetings		
School Improvement Team Meetings		
District School Counseling Meetings		
Other		

Budget Materials and Supplies Annual budget: \$ _____

Materials and supplies needed:

School Counselor Availability/Office Organization

The school counseling office will be open for students/parents/teachers from _____ to _____.

My hours will be from _____ to _____ (if flexible scheduling is used).

The career center will be open from _____ to _____

Role and Responsibilities of Other Staff and Volunteers

School counseling department assistant _____

Attendance assistant clerk _____

Data manager/registrar _____

Career and college center assistant _____

Other staff _____

Volunteers _____

School Counselor Signature _____

Principal Signature _____

Date _____

Resources 2

Annual Calendar

Month	Direct Student Services			Indirect Student Services	Program Planning and School Support
	School Counseling Core Curriculum	Individual Planning	Responsive Services		
Ongoing					
Aug.					
Sept.					
Oct.					
Nov.					
Dec.					
Jan.					
Feb.					
March					
April					
May					
June					
July					

Resources 3

NHS Education Plan and Profile

Name: _____
 Grad Year _____ Diploma _____
 Counselor: _____

Student ID: _____
 Advisory _____

ACADEMIC PLANNING

Graduation Requirements									
*26 credits required for graduation **28 credits for NHS diploma w/ honors w/3.5 GPA									
Subject	Credit	9 th	Credit Grade	10 th	Credit Grade	11 th	Credit Grade	12 th	Credit Grade
Language Arts	4								
Mathematics	3								
Science	3								
Social Science	3								
Health	1								
Physical Ed.	1								
Second Language(2013+)	2								
Arts / Career/ Prof.Tech (2013+)	1								
Electives	8								
Electives									
Electives									
Electives									
Electives									
Electives									
Electives									
Electives									
PERSONALIZED LEARNING REQUIRMENTS	x	Advisory		Advisory		Advisory		Advisory	
Essential Skills	x					Smarter Balance and/or alternate			

Test	Date	Score	Rating	Test	Date	Score	Rating
SB Reading			<input type="checkbox"/> Exceeds	SB Math			<input type="checkbox"/> Exceeds
			<input type="checkbox"/> Meets				<input type="checkbox"/> Meets
			<input type="checkbox"/> Does Not Meet				<input type="checkbox"/> Does Not Meet
SB Writing			<input type="checkbox"/> Exceeds				<input type="checkbox"/> Exceeds
			<input type="checkbox"/> Meets				<input type="checkbox"/> Meets
			<input type="checkbox"/> Does Not Meet				<input type="checkbox"/> Does Not Meet

PERSONAL & CAREER INTERESTS, GOALS & ACCOMPLISHMENTS

My current plans beyond high school:	
My plans to reach these goals:	
Important next steps to reach my goals:	

Personal Interests	
Career Interests	
Career Related Learning Experiences	
Student Leadership	
Student Clubs	
Athletics	
School/Community Volunteer	
Awards / Honors	
Employment	
Other Training / Certificates	

My current plans beyond high school:	
My plans to reach these goals	
Important next steps to reach my goals:	

Personal Interests	
Career Interests	
Career Related Learning Experiences	
Student Leadership	
Student Clubs	
Athletics	
School/Community Volunteer	
Awards / Honors	
Employment	
Other Training / Certificates	

Resources 4