

# *HAMMONDSPORT CENTRAL SCHOOL*

Hammondsport, New York 14840

G U I D A N C E

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HAMMONDSPORT CENTRAL SCHOOL

Guidance Plan  
2019-2020

## **INTRODUCTION AND OVERVIEW**

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

In a small school setting the guidance and counseling program utilizes the staff, social agencies and the community-at-large as sourced and resource aides.

Individual and group counseling sessions at Hammondsport fall into these general categories: 1) student initiated, 2) counselors initiated, 3) parent/guardian initiated, 4) teacher initiated, and 5) CSE and other initiated.

## **OUR MISSION**

The mission of the Hammondsport Central School District, a high-performing unique learning community, is to provide a dynamic quality education to a close-knit and diverse population, and to ensure that all students are prepared to compete in an ever changing global society by challenging each student through superior, innovative educational opportunities while promoting responsible citizenship through strong character and moral development.

## **COMPONENTS OF THE SCHOOL COUNSELING PROGRAM**

The following outline demonstrates some of the general kinds of guidance and counseling sessions available at our school.

- I. Individual and Group Counseling – Grades K-12
  - A. Student Initiated
    - Reasons for:
      - 1. Personal obstacles
      - 2. Academic choices
      - 3. Course selection and changes
      - 4. Intrapersonal relationships
      - 5. Personality development
      - 6. Psychological development
      - 7. College selection and visitation
  - B. Counselor Initiated - Individual and Small Group Meetings
    - Reasons for:
      - 1. Academic planning
      - 2. Academic requirements
      - 3. Scheduling courses
      - 4. Test interpretation
      - 5. Behavior modification
      - 6. Values clarification
      - 7. Decision making
      - 8. Orientation of new students

9. Presentation of college programs
10. Presentation of military programs
11. Orientation to high school procedures
  - i. (attendance, guidance office, school staff)
12. Problem solving
13. Study skills and aids
14. Social skills instruction

C. Teacher and other Initiated

Reasons for:

1. General school and classroom behavior
2. Academic requirements
3. Social Skills instruction
4. Teacher suggested course changes
5. Social agencies - Youth Bureau, Probation, Social Services, family services, court, HOPE for Youth, Catholic Charities
6. Open House
7. Parent requested conferences
8. Teacher requested conferences

## **INDIVIDUAL STUDENT PLANNING**

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

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

## **RESPONSIVE SERVICES/COUNSELING**

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

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

## **SCHOOL GUIDANCE ACTIVITIES**

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

- Classroom activities: school counselors present lessons in the classroom setting.
- Group activities: school counselors may also conduct large group activities to address students' particular needs.
- Interdisciplinary activities: school counselors may participate in teams to integrate career/college readiness components.

## **SYSTEM SUPPORT**

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

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

# **Leadership, Advocacy, and Collaboration**

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

## **LEADERSHIP**

As leaders, school counselors engage in school-wide change to ensure student success. They promote academic achievement by developing a comprehensive developmental school counseling program that addresses issues of educational equity and access.

## **ADVOCACY**

As advocates, school counselors advocate for all students to achieve at a high level. They remove barriers to academic achievement by teaching skills to students, and helping students and parents navigate the school environment and access support systems.

## **COLLABORATION**

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

# **Advantages of a Comprehensive School Counseling Program**

The Hammondsport Central School District counseling programs will strive to positively impact students, parents, teachers, administrators, board of education, other student services personnel, school psychologist, and school counselors.

**The advantages for each of these groups include the following:**

## **STUDENTS**

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

## **PARENTS**

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

## **TEACHERS**

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

## **ADMINISTRATORS**

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

## **BOARD OF EDUCATION**

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

## **SCHOOL COUNSELORS**

1. Provides a clearly defined role and function in the educational system.
2. Provides direct service to every student 7-12 and referred students K-6.
3. Provides a tool for program management.
4. Enhances the role of the school counselor as a student advocate.
5. Ensures involvement in the academic mission of the school.
6. Places school counselors in a leadership role.

## **PUPIL PERSONNEL SERVICES**

1. Provides school psychologists, social workers, and other professional student services personnel with a clearly defined role of the school counselor.
2. Clarifies areas of overlapping responsibilities.

3. Fosters a positive team approach, which enhances cooperative working relationships.

## COMMUNITY

1. Provides an increased opportunity for collaboration and participation of community members with the school program.
  2. Creates community awareness and visibility of the school counseling program.
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- I. CAREER PLANNING/INSTRUCTION means learning experiences designed to develop students' career planning skills. (Career planning skills mean the knowledge, understanding and abilities related to the Guidance themes of self-awareness/understanding, decision-making, planning, information gathering, values clarification and employability.) These learning experiences may occur in small or large groups of students and will involve School counselors, teachers, and/or appropriate personnel.
  - II. ADVISORY ASSISTANCE means providing students with certain factual information which they need or providing students with information which they need to follow. Examples of this might be making a schedule change, filling out a job or college application form, and understanding course requirements of a particular class.
  - III. INDIVIDUAL/GROUP COUNSELING SERVICES means a planned process by which a counselor works with a single student or a group of students to deal with significant issues related to educational progress, personal development or specific problems which need to be solved. Students may seek counseling services on their own or may be referred by teachers, administrators or parents.
  - IV. PARENT INVOLVEMENT means the encouragement of parental participation in the educational progress of their children. Parents may be invited to attend school activities or the school may respond to parental requests for involvement.
  - V. ANNUAL STUDENT REVIEW means an interaction of counselor with students (individually or in small groups) at least once a year to consider their educational, career and social development progress. It is appropriate at this time for counselor and student (s) to set goals, discuss problems and consider all options for the future.
  - VI. DASA (Dignity for All Students Act) Coordinator means serving as the district representative to provide student and staff awareness on the policies and guidelines of the Dignity Act. Serve as a reporting nexus for complaints of bullying and coordinate intervention in coordination with necessary parties (SIT (Student Intervention Team), administration, parents, students, staff, etc.).



## *Kindergarten through Fifth Grade*

### **OVERVIEW**

In grades K-5, the program shall be designed by certified school counselor(s) in coordination with teaching staff and any appropriate pupil personnel service providers to:

- Prepare students to participate effectively in their current and future educational programs,
- Provide information related to college and careers,
- Assist students who may exhibit challenges to academic success including but not limited to attendance to behavioral concerns,
- Where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports.

#### **I. Career Education**

##### **A. Expected Outcome**

Students in grades K-5 will be provided opportunities to learn about future career options through purposeful connections to grade level standards and content. Authentic opportunities will be provided with partnerships through the Career Development Council, field trips and community exposure. Students will explore and begin to identify their own individual interests and abilities. Students will be introduced to and understand the range of occupations that exist in our community and surrounding areas.

#### **II. Counseling**

##### **A. Expected Outcome**

Counseling is available to students as needed, either in group settings or individually. Counselors will schedule appointments with students upon student request or referral by counselor, teachers, other students or parents. Counseling supports may also be recommended by the Committee of Special Education. The counseling process is similar at every grade level, yet the content varies with the specific developmental needs of the individual child. Students in need of intensive counseling may be referred to the Steuben County Social Worker available on campus or other outside agencies.

Counseling supports may include topics such as peer relationships, relationships with teachers and administrators, social skills, absenteeism, work habits, physical and emotional changes related to development, sexuality, gender identity, self-esteem, family distress, fears/worries, goal setting through a growth mindset approach and other areas of need. During counseling, students should learn to identify the situation(s) experienced at the time, discuss their feelings associated with the situation(s), identify possible alternatives and to appraise those alternatives, decide what action

(if any) to take, and evaluate the outcomes of those actions. Some potential outcomes of counseling may include: improved relationships with others, improvement in school performance, or improved self-image.

### III. Parental Involvement

#### A. Expected Outcome

Parents will be provided with the opportunity to have ongoing communication with their child's counselor regarding progress in social, emotional, and academic areas as related to their child's individual counseling needs.

Conferences may be arranged at the request of the student, parent, or the counselor to discuss counseling supports, progress, and any other relevant information.

### IV. Annual Review

#### A. Expected Outcome

Students will demonstrate an understanding of their current academic status, achievement, interests, abilities, educational requirements and possible career goals.

## *Sixth through Eighth Grade*

## **OVERVIEW**

In grades 6-8, the program shall be designed by certified school counselor(s) in coordination with teaching staff and any appropriate pupil personnel service providers to address the rapid and continual change for students at this age. Changes occur not only in an academic sense but in social and emotional areas as well. Students will encounter new responsibilities and begin a period of increased independence.

### I. Career Planning

#### A. Expected Outcome

Students in grades 6-8 will become more aware of the world of work. The students will increase their self-awareness by learning to identify their individual interests and abilities. Occupational information will be made available. Specific job titles will be related to job families and career clusters. Students will be introduced to career resources located in school and immediate geographical environment.

All 6-8 grade students, working with a counselor will participate in the following activities:

1. Students will be made aware of and discuss the values of societal and individual work ethics and desire of employability skills.

2. Seventh grade students are provided an overview of the college and career experience.
3. Seventh grade students are exposed to a career interest inventory to develop self-awareness.
4. Eighth grade students will begin working on their academic plan for high school.
5. Parent and student orientation will provide course and diploma options to eighth grade students.

## II. Advisory Assistance

### A. Expected Outcome

All sixth through eighth grade students will receive an orientation to junior high. In addition, they will be made aware of the resources and staff available to aid them in their adjustments to secondary school and transition to college and career readiness.

### B. Activities

1. Students will meet with counselors in the sixth grade to receive information and ask questions about high school.
2. Sixth grade students will tour the high school, meet the administrators, staff and students. They will become familiar with the physical layout of the high school.
3. In orientation all students and parents will meet with counselors and administration to learn what services are available to them.
4. Eighth grade students and parents will participate in a high school orientation program.
5. Students and parents of eighth graders will be given an opportunity to meet a counselor to discuss courses and course selections.
6. Students and in seventh and eighth grade will tour a college campus each year to assist them in their post high school goals.

### C. Evaluation

1. All students will be able to locate and identify the counseling staff, the administration and appropriate function including the DASA Coordinator.
2. All students will be able to locate the guidance office.
3. All students will be able to list two or more services offered by the counseling department.
4. All students and parents will know how to contact counselor.
5. All eighth grade students and their parents will have discussed course selections with a counselor or will have had the opportunity to do so.

## III. 6-8 Counseling – Individual/Group

### A. Expected Outcome

Counseling is available to students as needed, either in group settings or individually. The counseling process is similar at every grade level, yet the content varies with the specific developmental needs of the student. Topics frequently encountered in counseling are peer relationships, relationships with teachers and administrators, social skills, absenteeism, adjustment to course demands, physical and emotional changes related to development, sexuality, gender identity, self-esteem, family distress, fears/worries, goal setting through a growth mindset approach and other areas of need. During counseling, students should learn to identify the situation(s) experienced at the time, discuss their feelings associated with the situation(s), identify possible alternatives and to appraise those alternatives, decide what action (if any) to take, and evaluate the outcomes of those actions. Some possible results of counseling might be: improve relationships with others, improvement in school performance, or improved self-image. Students in need of intensive counseling may be referred to the Steuben County Social Worker available on campus or other outside agencies.

B. Activities

- i. Counselors will schedule individual appointments with students upon student request or referral by counselor, teachers, parents, or other students.
- ii. Counseling groups can be scheduled each week to discuss topics such as study skills, family conflict, assertion, test anxiety or other relevant topics.
- iii. Group and individual counseling sessions can be held to discuss physical and emotional changes in adolescence, as well as peer pressure.

IV. Parental Involvement

A. Expected Outcome

Parents will receive information about their children's academic progress, social growth, abilities, aptitudes, and interests. Parents will have the opportunity to participate in their children's educational and career planning. Parents will be given the opportunity to participate in counseling sessions that will help them gain understanding of themselves and their children.

B. Activities

- i. Conferences will be arranged at the request of the student, parent, or the counselor to review test data, academic progress, or to discuss other areas of need.
- ii. Parents will be invited to attend an evening information meeting at the junior high school to further their understanding of the high school scheduling process.
- iii. Parents and students will be invited to attend an evening orientation meeting at the high school to gain information about ninth grade.

- iv. Conferences will be arranged, at the request of the parent, to discuss ninth grade course selections.
- v. Test information and data will be made available to parents upon request.

V. Annual Review

A. Expected Outcome

Students will demonstrate an understanding of their current academic status, achievement, interests, abilities, educational requirements and possible career goals.

B. Activities

- i. In small groups or individually, students will meet with counselors to review the following data and concerns:
  - a. Academic achievement for the current school year.
  - b. Awareness of self and the relationship of the career information learned.
  - c. High School course selection

*Ninth Grade*

**OVERVIEW**

Ninth grade is a time for adjustment to the high school environment and to the physical and emotional changes of adolescence. Counseling in the ninth grade focuses on an orientation to high school, personnel and social growth, and the continued development of career education and decision-making skills started in junior high school.

I. Career Planning/Instructions

A. Expected Outcome

In ninth grade students will become acquainted with the career resources available in the high school. Continuing the work done in Seventh and Eighth grades, students will review their four-year plan of high school courses consistent in their understanding of their own interests, abilities, and aptitudes.

B. Activities

- 1. Ninth grade students will tour the Veterans Administration Complex for a vocational/occupation experience which is coordinated through the career development center.
- 2. The students will take the Self-Directed Search Assessment or other interest inventory to guide career and college exploration.

II. Advisory Assistance

A. Expected Outcome

All ninth grade students needing factual and/or procedural information will receive it from the counselor or be referred to an appropriate source.

B. Activities

1. Orientation to high school and to Guidance services and staff will be provided for incoming ninth graders.
2. New entrants will be oriented to the school and be given a student handbook. A student mentor will be assigned after receiving teacher and parent input, students will complete course request sheets for tenth grade.
3. Individual assistance will be given to students needing working papers.

III. Counseling – Individual and/or Group

A. Expected Outcome

Counseling is available to students as needed, either in group settings or individually. The counseling process is similar at every grade level, yet the content varies with the specific developmental needs of the age. Topics frequently encountered in counseling are peer relationships, relationships with teachers and administrators, social skills, absenteeism, adjustment to course demands, physical and emotional changes related to development, sexuality, gender identity, self-esteem, family distress, fears/worries, goal setting through a growth mindset approach and other areas of need. During counseling, students should learn to identify the situation(s) experienced at the time, discuss their feelings associated with the situation(s), identify possible alternatives and to appraise those alternatives, decide what action (if any) to take, and evaluate the outcomes of those actions. Some possible results of counseling might be: improve relationships with others, improvement in school performance, or improved self-image. Students in need of intensive counseling may be referred to the Steuben County Social Worker available on campus or other outside agencies.

B. Activities

1. Counselors will schedule individual appointments with students upon student request or referral by administrator, counselor, teachers, other students, or parents.
2. Counseling will be scheduled to discuss topics such as study skills, family conflict, assertion, test anxiety or other relevant topics.
3. Outside agencies and referrals will be utilized when appropriate and agreeable with the involved parties.

IV. Parental Involvement

A. Expected Outcome

Parents of ninth graders will receive general information about school procedures, policies, and standards. Parents will have the opportunity to be involved in the decision-making process concerning their child's academic, social, and career development.

B. Activities

1. Individual parent conferences may be scheduled. These may be initiated by parent, teacher, student, school counselor.
2. In the ninth grade, parents will be invited to the all-school parent conferences day.

V. Annual Review

A. Expected Outcome

By the end of the school year, students will be able to demonstrate an understanding of their current academic status, achievements, interests and abilities, and progress toward educational, personal, and career goals.

B. Activities

1. In small groups or individually, students will meet with their counselor at least once during the school year to review their educational, career, and social progress. Students' records (including course work and standardized testing) will be reviewed and interpreted. The four-year plan will be reviewed and, if necessary issues of concern. Both short-range (during high school) and long-range (after high school) goals will be considered.
2. The counselor will review status toward fulfilling graduation requirements by using the four-year plan.

*Tenth Grade*

**OVERVIEW**

The guidance program emphasizes the students' learning about their strengths and weaknesses, aptitudes, interests and values in relationship to career options and short/long range goal settings.

I. Career Planning/Instruction

A. Expected Outcome

The career decision making process continues in the tenth grade as students are expected to more clearly define their interests, abilities, and values to identify career clusters compatible with their interests, to compare job requirements to their abilities, values and aptitudes, and to review their high school plan of course work in light of their career decision making to date.

## B. Activities

The major activities for this program component are concentrated in first semester.

1. All students will take the PreACT in the fall. This will be used as a vocational interest assessment and academic progress marker.
2. All students will participate in the Sophomore Career Day, coordinated by the Counselors of the participating schools in Steuben County and the Career Development Center.
3. All students and parents will have the opportunity to tour the vocational programs at the Coopers Education Center.

## II. Advisory Assistance

### A. Expected Outcome

It is expected that all tenth grade students needing certain factual and/or procedural information will receive it from the counselor or be referred to an appropriate source. Students with special needs will have a letter sent home to their parents with information regarding form accommodations to PSAT/SAT/ACT. The family will be responsible to complete the forms and to return directly to the assigned special education teacher. The accommodations are granted at the discretion of The College Board or ACT.

### B. Activities

1. New entrants will be oriented to the school and be given a student handbook. A student mentor will be assigned.
2. Counselors will assist students in obtaining working papers.
3. Tenth graders will meet in course selection individually to complete the course request forms for the junior year.

## III. Counseling – Individual and/or Group

### A. Expected Outcome

Counseling is available to students as needed, either in group settings or individually. The counseling process is similar at every grade level, yet the content varies with the specific developmental needs of the age. Topics frequently encountered in counseling peer relationships, relationships with teachers and administrators, social skills, absenteeism, adjustment to course demands, physical and emotional changes related to development, sexuality, gender identity, self-esteem, family distress, fears/worries, goal setting through a growth mindset approach and other areas of need. During counseling, students should learn to identify the situation(s) experienced at the time, discuss their feelings associated with the situation(s), identify possible alternatives and to appraise those alternatives, decide what action (if any) to take, and evaluate the outcomes of those actions. Some possible results of counseling might be: improve relationships with others, improvement in school performance, or improved self-image.



Students in need of intensive counseling may be referred to the Steuben County Social Worker available on campus or other outside agencies.

B. Activities

1. Counselors will schedule individual appointments with students upon student request or referral by administrator, counselor, teachers, other students, or parents.
2. Counseling will be scheduled to discuss topics such as study skills, family conflict, assertion, test anxiety or other relevant topics.
3. Outside agencies and referrals will be utilized when appropriate and agreeable with the involved parties.

IV. Parental Involvement

A. Expected Outcome

Parental involvement in a student's education is recognized as being highly desirable and beneficial. In view of this, it is expected that parents will receive information about their child's academic progress, abilities, aptitudes, and interests and that they will participate in their child's educational and career planning.

B. Activities

1. Student-parent-counselor-teacher conferences will occur as necessary.
2. Parents will indicate approval of initial student schedules and of any subsequent changes.
3. Pertinent guidance information will be included in school publications to parents.

V. Annual Review

A. Expected Outcome

During an annual review conference with the counselor, all tenth graders will be expected to demonstrate an understanding of their educational career and social understanding of their educational career and social development progress. This conference will also be an appropriate time for students and their counselor to set goals, discuss related problems and consider alternatives for the students' future education and career in light of facts brought out in the conference.

B. Activities

1. Tenth grade students will meet at least once during the school year for the purpose of conducting an annual review. At this time, student and counselor will review and discuss students' transcript, current report card, current standardized testing information, current schedule, and other student raised issues. The counselor will take this opportunity to make appropriate comments or to make specific recommendations.

2. The counselor will review status toward fulfilling graduation requirements.

### *Eleventh Grade*

#### **OVERVIEW**

Eleventh grade students face the pressure of preparing themselves for graduation and post-secondary plans. Career decision-making increasingly requires students to evaluate their own abilities and interests as they gain knowledge of the working world. Realistic, concrete, long-range goal setting becomes especially important.

#### **I. Career Planning/Instruction**

##### **A. Expected Outcome**

Career development for students will include building self-awareness and the understanding of the relationship of academic performance, interests and abilities to their career goals. Students will understand the personal and educational requirements in their tentative career area. They will identify the steps necessary to realize their post-secondary goals.

##### **B. Activities**

1. Students will have the opportunity to participate in job shadows through the Career Development Center (CDC).
2. In the fall, students will receive preparatory information for the PSAT (Preliminary Scholastic Aptitude Test) /NMSQT (National Merit Scholarship Qualifying Test) and given the opportunity to take the tests. The cost of the assessment will be at the student's expense. When the results of these tests are returned, the counselors will interpret the results in individually with each student.
3. ACT and SAT information will be shared with students individually with the school counselor.
  - a. ACT or SAT preparation course information and programs may become available with student interest and commitment.
4. Students will have the opportunity to take the ACT and/or SAT in their junior year and then again in their senior year.
5. In late winter and early spring, advisory sessions will be held by the counselor to help the students make their decisions about course selections for the senior year, information from the students' transcript. The course selections form is made available to students during these sessions. Parent involvement in establishing post-secondary goals is welcomed.
6. Information will be shared with the students regarding college choices, military, or employment opportunities upon graduation.

7. A financial aid workshop will be held at the school in the winter provided a financial professional is available to participate.
8. New entrants will be oriented to the school and be given a student handbook. A student mentor will be assigned.

## II. Advisory Assistance

### A. Expected Outcome

All students needing factual or procedural information will receive it from a counselor or be referred to an appropriate source. Some examples are: scheduling information, PSAT/ACT/SAT/Regents information and working papers.

### B. Activities

1. Students will be given the opportunity to receive additional information after the following activities:
  - a. Shadowing
  - b. Employment seminars
  - c. College Information Night
  - d. PSAT/ACT score interpretation
  - e. Scheduling
  - f. Annual Review
  - g. Financial Aid Overview

## III. Counseling – Individual/Group

### A. Expected Outcome

Counseling is available to students as needed, either in group settings or individually. The counseling process is similar at every grade level, yet the content varies with the specific developmental needs of the age. Topics frequently encountered in counseling are peer relationships, relationships with teachers and administrators, social skills, absenteeism, adjustment to course demands, physical and emotional changes related to development, sexuality, gender identity, self-esteem, family distress, fears/worries, goal setting through a growth mindset approach and other areas of need. During counseling, students should learn to identify the situation(s) experienced at the time, discuss their feelings associated with the situation(s), identify possible alternatives and to appraise those alternatives, decide what action (if any) to take, and evaluate the outcomes of those actions. Some possible results of counseling might be: improve relationships with others, improvement in school performance, or improved self-image. Students in need of intensive counseling may be referred to the Steuben County Social Worker available on campus or other outside agencies.

### B. Activities

1. Counselors will schedule individual appointments with students upon student request or referral by counselor, teachers, other students, or parents.

2. Counseling will be scheduled to address issues such as study skills, family distress, assertion, test anxiety, or other relevant topics.
3. Outside agencies and referrals will be utilized when appropriate and agreeable with the involved parties.
4. New entrants will be oriented to the school and be given a student handbook. A student mentor will be assigned.

#### IV. Parental Involvement

##### A. Expected Outcome

Parents will be involved in the decision-making process concerning their child's academic, social and career development in making and/or changing their child's schedule. Parents will be encouraged to be aware of and involved in all aspects of their child's school life. In the Eleventh grade, college and career planning is an important topic. Parents will become more aware of the information they will need to assist their child in this area.

##### B. Activities

1. After the first marking period, parent conferences will be held as requested by parents or teachers. Counselors will follow up on these conferences and take whatever action is appropriate.
2. As the need arises, parents will be contacted for their involvement when the student exhibits problems of a personal, social or academic nature.
3. Parents will be involved in approving a student's course selections (schedule) and any change to that schedule. This approval generally requires a parent signature except in situations here a counselor/parent conference is necessary.
4. Evening meetings for college/career information will be organized by counselors and community resource people. Parents will be invited to these meetings.
5. The school website, Laker Lines, and school calendar will also have important information available.

#### V. Annual Review

##### A. Expected Outcome

Students will demonstrate an understanding of their current academic status, achievement, interests, abilities, and educational requirements. Short term and long term goals (educational and career related) will be identified.

##### B. Activities

1. Students will meet with the counselor individually to review academic status, interests, and short/long term educational goals.
2. The counselor will also review status toward fulfilling graduation requirements.

3. Students will discuss their tentative post-secondary plans.

### *Twelfth Grade*

## **OVERVIEW**

The twelfth grade program is a culmination of the students' experience throughout their school years. Activities may pertain to exploring personal career choices and the steps to becoming an independent adult.

### **I. Career Planning/Instruction**

#### **A. Expected Outcome**

Twelfth grade students will develop an understanding of the personal characteristics that must be considered in order to make a successful transition to a post-secondary education or a career. They will understand the factors that employers/colleges consider when selecting from many applicants. They will understand the mechanics of applying for or securing a job or college entrance.

#### **B. Activities**

1. Individual appointments (self-referral, counselor request, or parent or teacher referral) will be scheduled to discuss career, college plans, and apprenticeship program.
2. Instruction on career related issues will occur in classroom settings.
3. College/Career Information Night will be available.
4. Employment seminars will be provided.
5. Interested students will take the ACT/SAT.
6. Students will continue college search and the application process.
7. Interested students will meet with military recruiters.

### **II. Advisory Assistance**

#### **A. Expected Outcome**

All twelfth grade students will be provided the opportunity to receive counseling services. If appropriate, referrals can be made to an outside agency.

#### **B. Activities**

1. Counselor will schedule individual appointments with students upon student request or referral by administrators, counselors, teachers, other students or parents.

2. Counseling groups will be scheduled to address topics such as study skills, family distress, assertion, test anxiety or other relevant topics.
3. Outside agencies and referrals will be utilized when appropriate and agreeable with the involved parties.
4. Senior Seminar will be used to disperse senior year information.

### III. Parental Involvement

#### A. Expected Outcome

It is expected that parents of twelfth grade students will be kept well-informed concerning all aspects of their child's educational progress and college/career plans. This will include, but not be limited to, parent awareness and understanding of the student's graduation status, college/job application status, financial aid application procedures (including scholarships) and general career plans.

#### B. Activities

1. General information will be sent to parents through the mail or with student.
2. Informational meetings will be held for parents of seniors.
3. Parents will be informed by letter if their student's status in meeting graduation requirements is in jeopardy.

### IV. Annual Review

#### A. Expected Outcome

Each student will demonstrate an understanding of their graduation requirements. Students will have formulated one or more post-secondary plan(s).

#### B. Activities

1. In September and October, students will meet with a counselor individually to review their Four Year Plan. Graduation requirements will be reviewed.
2. At the end of each marking period, students in jeopardy of meeting graduation requirements will be identified and will meet with the counselor and administrator.
3. Students will meet with the counselor individually and/or in small groups to review graduation requirements, college/career or employment plans, and identify post-secondary plans. This is a final senior review and takes place during the fall with follow-ups as necessary.
4. The counselor will be available to assist with college applications, military recruitment and employment.

## ***GUIDANCE PROGRAM EVALUATION***

## Evaluation

A program advisory council comprised of representative stakeholders that will include administration, school counselor, school psychologist, a certified elementary and secondary teacher, parent representative and a board member will be responsible for evaluating the guidance program. The council will meet twice a year for reviewing the program plan and advising on implementation of the program, and submit annual report to the board of education.

## **GLOSSARY**

BOCES	Board of Cooperative Educational Services
Career Development Council	Career Development Council (CDC) is a community network linking employment and education. It is supported by education, business/industry, and labor. It provides resource information to schools for their curriculum.
Human Service Agencies	These are community agencies that offer assistance to people. We contact many of these agencies to supplement the school services. The following are examples of human service agencies we use: Department of Social Services, Catholic Charities,
Steuben	County Mental Health, Steuben County Probation Department, and the Elmira Psychiatric Center.
Orientation Programs	These programs are designed to make transition from program to program or school to school less stressful for students.
Shadowing Program	A student learns about a career by observing and working with a professional. This is conducted through CDC.
SIT	Student Intervention Teams exist in both the elementary and secondary level. These committees are comprised of the building principal, school counselor, school psychologist and any outside agency personnel having office space in the building and working directly with

student's personal needs. Other professionals may be asked to participate in the weekly meeting to discuss specific students. The membership will review the needs of specific students and an appropriate professional will be assigned to the student. A Student Intervention Team referral form will be completed and kept on file with the school counselor. A copy of the referral form is attached.

#### ACCES-VR

Adult Career and Continuing Education Services-Vocational Rehabilitation.  
Assisting individuals with disabilities to achieve and maintain employment and to support independent living.



HAMMONDSPORT CENTRAL SCHOOL

**TESTING SCHEDULE**

Grade 7	Interest Inventory
Grade 8	Career Zone-Interest Questionnaire (as part of CFM class)
Grade 9	-
Grade 10	PreACT
Grade 11	PSAT/NMSQT – Ind. basis ACT – Ind. basis SAT – Ind. basis
Grade 12	ACT – Ind. basis SAT – Ind. basis

**Hammondsport Central School  
Referral for Counseling/Psychological Services**

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Age: \_\_\_\_\_

Address: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Homeroom: \_\_\_\_\_

Father: \_\_\_\_\_ Mother: \_\_\_\_\_

Home Phone #: \_\_\_\_\_ Father Cell #: \_\_\_\_\_

Mother Cell #: \_\_\_\_\_

Email Address: \_\_\_\_\_ Grades Repeated: \_\_\_\_\_

Area of Concern:	Ability	_____	If So, Explain: _____
	Achievement	_____	
	Classroom Behavior	_____	
	Social/Emotional	_____	
	Family Conflict	_____	

What specific learning and/or social behaviors brought this student to your attention as needing referral?

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Briefly describe programs and/or corrective measures you have tried. \_\_\_\_\_

\_\_\_\_\_

What type(s) of service (i.e., consultation, evaluation, counseling, testing, family counseling, behavioral program) would you suggest be considered? \_\_\_\_\_

\_\_\_\_\_

Have you discussed the area of concern with the parent? Yes \_\_\_\_\_ No \_\_\_\_\_

I am available at the following times for discussions: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Return To:                      7<sup>th</sup>-12<sup>th</sup> Grade  
                                        High School Counselor                      School Psychologist

## REFERENCES

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

### Part 100 and School Counseling Programs

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

(j) Public Schools. Each school district shall have a guidance program for all students.

(a) In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.

(b) In grades 7-12, the guidance program shall include the following activities or services:

- (1) an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;
- (2) instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;
- (3) other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary

- education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors, or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and
- (4) the services of personnel certified or licensed as school counselors.
- (c) Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

Office of Elementary, Middle, Secondary and Continuing Education – Part 100/Part 100.2j

## **AMERICAN SCHOOL COUNSELORS ASSOCIATION**

### **National Standards for School Counseling Programs**

#### **ACADEMIC DEVELOPMENT**

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

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

#### **A:A1 Improve Academic Self-concept**

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

#### **A:A2 Acquire Skills for Improving Learning**

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

#### **A:A3 Achieve School Success**

- A:A3.1 Take responsibility for their actions
- A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

- A:A3.4 Develop a broad range of interest and abilities
- A:A3.5 Demonstrate dependability, productivity, and initiative
- A:A3.6 Share knowledge

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

**A:B1 Improve Learning**

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

**A:B2 Plan to Achieve Goal**

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

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

**A:C1 Relate School to Life Experiences**

- A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life
- A:C1.2 Seek co-curricular and community experiences to enhance the school experience
- A:C1.3 Understand the relationship between learning and work
- A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals
- A:C1.5 Understand that school success is the preparation to make the transition from student to community member
- A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

**CAREER DEVELOPMENT**

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

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

**C:A1 Develop Career Awareness**

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

**C:A2 Develop Employment Readiness**

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

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

**C:B1 Acquire Career Information**

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

**C:B2 Identify Career Goals**

- C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
- C:B2.2 Assess and modify their educational plan to support career

- C:B2.3 Select course work that is related to career interests
- C:B2.4 Maintain a career planning portfolio

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

**C:C1. Acquire Knowledge to Achieve Career Goals**

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

**C:C2 Apply Skills to Achieve Career Goals**

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

**PERSONAL/SOCIAL DEVELOPMENT**

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

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

**PS:A1 Acquire Self-Knowledge**

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

**PS:A2 Acquire Interpersonal Skills**

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

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

#### **PS:B1 Self-Knowledge Application**

- PS:B1.1 Use a decision-making and problem-solving model
- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.3 Identify alternative solutions to a problem
- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.6 Know how to apply conflict resolution skills
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 Know when peer pressure is influencing a decision
- PS:B1.9 Identify long-and short-term goals
- PS:B1.10 Identify alternative ways of achieving goals
- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12 Develop an action plan to set and achieve realistic goals

**STANDARD C:** Students will understand safety and survival skills.

#### **PS:C1 Acquire Personal Safety Skills**

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

# AMERICAN SCHOOL COUNSELOR ASSOCIATION ETHICAL STANDARDS PREAMBLE

The American School Counselor Association (ASCA) is a professional organization supporting school counselors, school counseling students/interns, school counseling program directors/supervisors and school counselor educators. School counselors have unique qualifications and skills to address 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.

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

## PURPOSE

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

The purpose of this document is to:

- Serve as a guide for the ethical practices of all school counselors, supervisors/ directors of school counseling programs and school counselor educators regardless of level, area, population served or membership in this professional association.
- Provide support and direction for self-assessment, peer consultation and evaluations regarding school counselors' responsibilities to students, 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.
- d. Collaborate with parents/guardians, when appropriate, to establish communication and to ensure students' needs are met.
- e. Understand students have the right to be treated in a manner consistent with their gender identity and to be free from any form of discipline, harassment or discrimination based on their gender identity or gender expression.
- f. Advocate for the equal right and access to free, appropriate public education for all youth, in which students are not stigmatized or isolated based on their housing status, disability, foster care, special education status, mental health or any other exceptionality or special need.
- g. Recognize the strengths of students with disabilities as well as their challenges and provide best practices and current research in supporting their academic, career and social/emotional needs.

### **A.11. Bullying, Harassment and Child Abuse**

#### **School counselors:**

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

### **A.12. Student Records**

#### **School counselors:**

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

### **A.13. Evaluation, Assessment and Interpretation**

#### **School counselors:**

- a. Use only valid and reliable tests and assessments with concern for bias and cultural sensitivity.
- b. Adhere to all professional standards when selecting, administering and interpreting assessment measures and only utilize assessment measures that are within the scope of practice for school counselors and for which they are licensed, certified and competent.
- c. Are mindful of confidentiality guidelines when utilizing paper or electronic evaluative or assessment instruments and programs.

- d. Consider the student's developmental age, language skills and level of competence when determining the appropriateness of an assessment.
- e. Use multiple data points when possible to provide students and families with accurate, objective and concise information to promote students' well-being.
- f. Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students and parents/guardians can understand.
- g. Monitor the use of assessment results and interpretations and take reasonable steps to prevent others from misusing the information.
- h. Use caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
- i. Conduct school counseling program evaluations to determine the effectiveness of activities supporting students' academic, career and social/emotional development through accountability measures, especially examining efforts to close information, opportunity and attainment gaps.

#### **A.14. Technical and Digital Citizenship**

##### **School counselors:**

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

#### **A.15. Virtual/Distance School Counseling**

##### **School counselors:**

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

### **B. RESPONSIBILITIES TO PARENTS/GUARDIANS, SCHOOL AND SELF**

#### **B.1. Responsibilities to Parents/Guardians**

##### **School counselors:**

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

## **B.2. Responsibilities to the School**

### **School counselors:**

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

## **B.3. Responsibilities to Self**

### **School counselors:**

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

- orientation, gender, gender identity expression, family type, religious/spiritual identity, appearance and living situations (e.g., foster care, homelessness, incarceration) affect students and stakeholders.
- j. Refrain from refusing services to students based solely on the school counselor's personally held beliefs or values rooted in one's religion, culture or ethnicity. School counselors respect the diversity of students and seek training and supervision when prejudice or biases interfere with providing comprehensive services to all students.
- k. Work toward a school climate that embraces diversity and promotes academic, career and social/emotional development for all students.
- l. Make clear distinctions between actions and statements (both verbal and written) made as a private individual and those made as a representative of the school counseling profession and of the school district.
- m. Respect the intellectual property of others and adhere to copyright laws and correctly cite others' work when using it.

## **C. SCHOOL COUNSELOR ADMINISTRATORS/SUPERVISORS**

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

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

## **D. SCHOOL COUNSELING INTERN SITE SUPERVISORS**

**Field/intern site supervisors:**

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

## **E. MAINTENANCE OF STANDARDS**

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

- a. School counselors consult with professional colleagues to discuss the potentially unethical behavior and to see if the professional colleague views the situation as an ethical violation. School counselors understand mandatory reporting in their respective district and states.
- b. School counselors discuss and seek resolution directly with the colleague whose behavior is in question unless the behavior is unlawful, abusive, egregious or dangerous, in which case proper school or community authorities are contacted.
- c. If the matter remains unresolved at the school, school district or state professional practice/standards commission, referral for review and appropriate action should be made in the following sequence:

- State school counselor association
- American School Counselor Association (Complaints should be submitted in hard copy to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 310, Alexandria, VA 22314.)

## **F. ETHICAL DECISION MAKING**

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

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