

WINDHAM SCHOOL DISTRICT

**COMPREHENSIVE
SCHOOL
COUNSELING
PROGRAM**

Approved by the Windham School Board on April 1, 2014

Contents

What is a School Counseling Program	2
Benefits of a School Counseling Program	3
The ASCA National Model	5
Foundation	6
Beliefs and Philosophy	7
Mission Statements	7
Domains	8
ASCA National Standards	9
Delivery System	14
School Counseling Curriculum	15
Individual Student Planning	27
Responsive Services	28
Systems Support	29
Management System	30
Counselor/Principal Agreement	31
Advisory Council	31
Use of Data	31
Use of Time	31
Action Plan	31
Schedules and Calendars	32
ASCA Ethical Standards for School Counselors	33
References.....	43

What is a School Counseling Program?

Reaches Every Student

Comprehensive in Scope – ASCA National Standards

(Selects measurable student competencies based on local need)

- Academic Domain
- Career Domain
- Personal/Social Domain

Preventative in Design

Developmental in Nature

Integral Part of the Total Education Program

Designs a Delivery System

Guidance Curriculum:

- Classroom activities
- Interdisciplinary curriculum development
- Group activities
- Parent workshops

Individual Student Planning:

- Individual or small-group appraisal
- Individual or small-group advisement

Responsive Services

- Consultation
- Individual and small-group counseling
- Crisis counseling
- Referrals
- Peer Facilitation

System Support

- Professional development
- Consultation, collaboration and teaming
- Program management and operation

Implemented by a Credentialed School Counselor

Conducted in Collaboration

Monitors Student Progress

Driven by Data

Seeks Improvement

Shares Successes

Benefits of a School-Counseling Program

Adapted from the American School Counselor Association (ASCA) National Program Model, (2005).

Benefits for Students

- Ensures that every student receives the benefit of the school counseling program by designing content curriculum and individual student planning sessions for every student
- Ensures equitable access to educational and career opportunities
- Focuses on closing the achievement gap
- Identifies barriers to student success
- Promotes academic and educational planning for future success
- Provides students with opportunities to develop skills in the areas of decision making, goal setting, career and educational exploration, personal and social development
- Supports advocacy for students

Benefits for Parents or Guardians

- Provides parent educational and informational sessions
- Enhances communication between parent and counselor
- Supports parents access to school and community resources
- Creates a partnership for parental involvement in their student's academic, career and educational planning

Benefits for Teachers

- Supports a collaborative relationship between school counselors and teachers
- Promotes the role of the counselor as a partner in the educational process
- Focuses on data to improve school climate, student performance and achievement

Benefits for Administrators

- Focuses on accountability for school counselors
- Aligns the school counseling program with the school's mission
- Focuses on program and content standards that provide structure for the school counseling program
- Provides a system for developing, managing and evaluating a school counseling program
- Addresses barriers to student success and provides strategies and interventions for removing or minimizing them
- Identifies data that create barriers to student success

Benefits for Boards of Education

- Provides data about improved student achievement
- Articulates the professional role of the school counselor
- Provides a rationale for a comprehensive school counseling program
- Informs the community about the school counselor's role and the goals of the counseling program
- Demonstrates the need for support and funding
- Informs about the academic, career and personal/social needs of students

Benefits for School Counselors

- Provides counselors with a structure within which they can operate
- Ensures that students have access to counselors
- Defines appropriate professional counselor functions within the framework of a school counseling program
- Offers a curriculum and individual student planning sessions to reach all students
- Provides a system for managing, implementing and evaluating the school counseling program
- Provides a structure for addressing student need, and identifying the program's contribution to the school mission's and student academic success

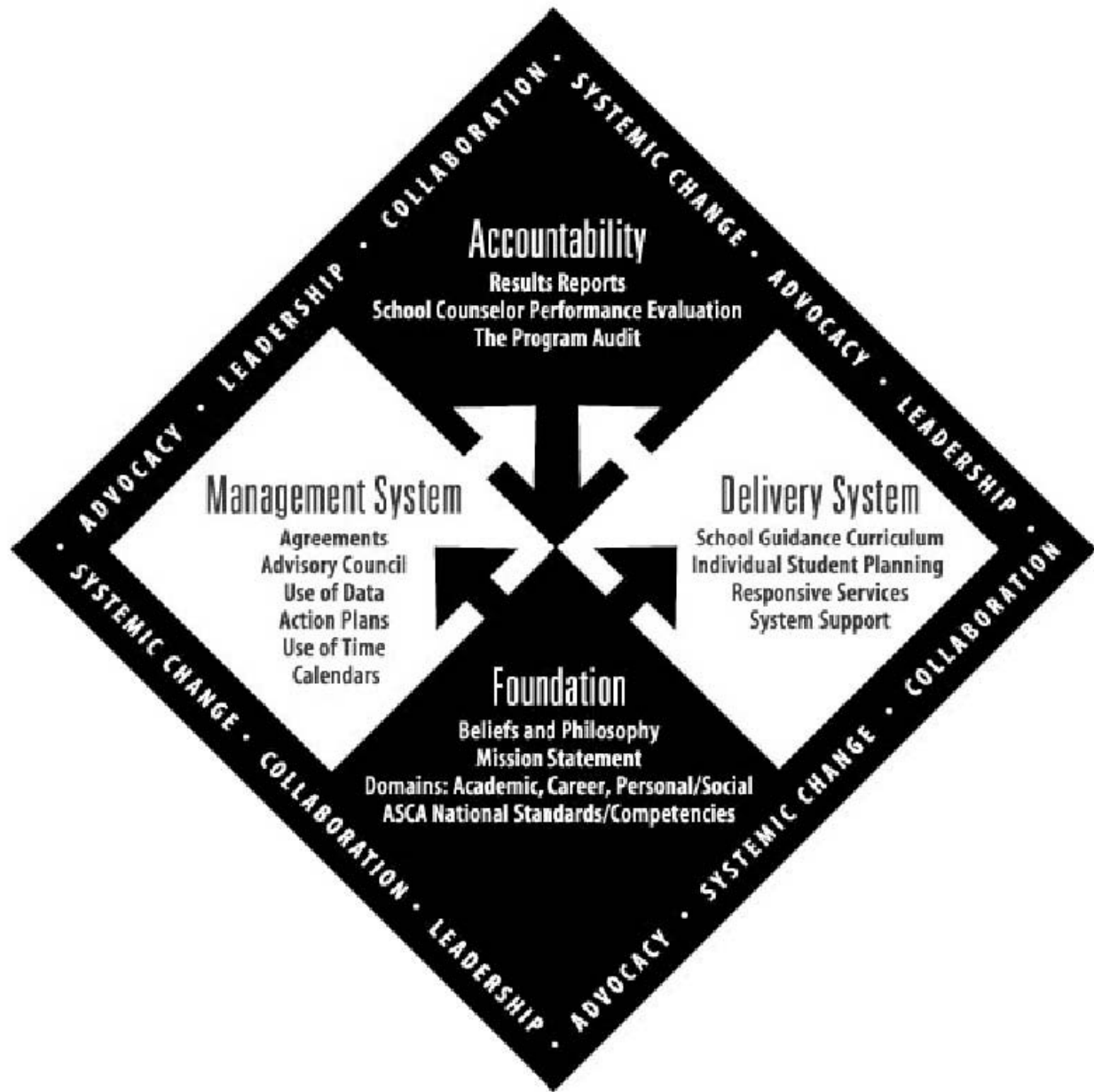
Benefits for Business, Labor and Industry

- Provides a partnership between the school and community
- Supports the school's access to community resources
- Enhances collaboration between the school, business, and labor
- Communicates the importance of the role of the counselor and the school counseling program in student development

Benefits for Student Services Personnel

- Encourages team work and collaboration to meet student needs
- Clarifies the role and responsibilities of the school counselor

The ASCA National Model



The foundation for school counseling in the Windham School District is based on the American School Counselors Association (ASCA) national model. This model provides a framework for implementation of a comprehensive and accountable school-counseling program. Adoption of this model will ensure that academic, career, and personal/social areas of all students are addressed and met.

Foundation

- Introduction
- Beliefs and Philosophy
- Mission Statements
- Domains
- ASCA National Standards

Beliefs and Philosophy:

The Windham School District Counselors believe

- all students are valued as individuals
- all students K-12 have the opportunity to participate in the school-counseling program. The program is based on goals and objectives that are integrated with the students' education; this program allows students to prepare for meaningful lives as productive members in a dynamic society.
- all students K-12 shall have access to a full-time, state certified, master's-degree-level school counselor to deliver the counseling program

The Windham School District comprehensive school-counseling program

- is based on specific goals and developmental student competencies for all students K-12
- is planned and coordinated by school representatives
- utilizes data to drive program development and evaluation
- actively involves counseling team members to monitor students

All counselors in the Windham School District

- abide by the professional school counseling ethics as advocated by the American School Counselor Association
- participate in professional development activities essential to maintain a quality school counseling program

Mission Statements:

Windham School District Mission Statement

Our mission is to be a continuously improving, learning community, providing quality services to enable all children to master the knowledge and competencies necessary to function skillfully throughout life.

School Counseling Program Mission Statement

The mission of the Windham School District school-counseling program is to provide a comprehensive, developmental counseling program addressing the academic, career, and personal/social development of all students. School counselors are professional school advocates who provide support to maximize student potential and academic achievement. In partnership with other educators, parents or guardians and the community, school counselors facilitate the support system to ensure all students in Windham School District have access to and are prepared with the knowledge and skills to contribute at the highest level as productive members of society.

Domains:

The school counselor's role in realizing student potential for healthy growth is focused on the three broad areas of academic, career and personal/social development. This is the core of the content for the Windham School District Comprehensive School Counseling Program.

Academic development includes acquiring skills, attitudes and knowledge that contribute to effective learning in school; employing strategies to achieve success in school; and understanding the relationship of academics to the world of work, and to life at home and in the community. Academic goals support the premise that all students should meet or exceed the local, state and national goals.

Career development goals guide the school counseling program 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. Career development goals and competencies ensure that students develop career goals as a result of their participation in a comprehensive plan of career awareness, exploration and preparation activities.

Personal/social development goals guide the school counseling program to provide the foundation for personal and social growth as students progress through school and into adulthood. Personal/social development contributes to academic and career success by helping students understand and respect themselves and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of society.

ASCA National Standards for Students

(Competencies and Indicators)

Legend: A:A-1.1 = Academic Domain, Standard A, Competency 1 and Indicator 1

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 and behaviors that 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: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:A3.3 Develop a broad range of interests and abilities
- A:A3.4 Demonstrate dependability, productivity and initiative
- A:A3.5 Share knowledge

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary 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 Goals

- A:B2.1 Establish challenging academic goals in elementary, middle and high school
- A:B2.2 Use assessment results in educational planning
- A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
- A:B2.4 Apply knowledge of aptitudes and interests to goal setting
- A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
- A:B2.6 Understand the relationship between classroom performance and success in school
- A:B2.7 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 nontraditional 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 résumé
- 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:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
- C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

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 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience
- C:B2.4 Select course work that is related to career interests
- C:B2.5 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 influencing 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 goal-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 about the emotional and physical dangers of substance use and abuse
- PS:C1.9 Learn how to cope with peer pressure
- PS:C1.10 Learn techniques for managing stress and conflict
- PS:C1.11 Learn coping skills for managing life events

American School Counselor Association (2004). *ASCA National Standards for Students*. Alexandria, VA: Author.

Delivery System

- School Counseling Curriculum
- Individual Student Planning
- Responsive Services
- Systems Support

School Counseling Curriculum

Academic Development

<u>Domain</u>	<u>ASCA Standards</u>	<u>Competency</u>	<u>Grades K-2</u>
Academic Development	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	Morning Meeting
		A:A2 – Acquire Skills for Improving Learning	Morning message Small instruction groups
		A:A3 – Achieve School Success	Modeling Whole school meeting
	Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	A:B1 – Improve Learning	Self-evaluation and reflection on math unit test and writing projects AIMSweb RtI
		A:B2 – Plan to Achieve Goals	Graphing success with learning(math facts, sight words) Instant word progress Monthly running records Writing rubrics
	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	Scholastic News Community Presentations-Dental Hygienist, Lawyer etc. Healthy choices in P.E. Community fundraisers, food drives

School Counseling Curriculum

Academic Development

<u>Domain</u>	<u>ASCA Standards</u>	<u>Competency</u>	<u>Grades 3-5</u>
Academic Development	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	Grades 3-5 opportunities to share achievements during morning meetings. Displaying work in classrooms and hallways.
		A:A2 – Acquire Skills for Improving Learning	Use of student agendas 5 th grade study skills guidance class Typing program Grades 3-5 Use of note cards for study aid
		A:A3 – Achieve School Success	Quarterly report cards Parent teacher conferences District wide grading policy Modeling
	Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	A:B1 – Improve Learning	NECAP NEWA Report cards AIMSweb RtI
		A:B2 – Plan to Achieve Goals	Regular use of rubrics including self-assessment sections. Checklists for long term projects.
	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	Classroom guidance classes. Veterans day assembly

School Counseling Curriculum

Academic Development

<u>Domain</u>	<u>ASCA Standards</u>	<u>Competency</u>	<u>Grades 6-8</u>
Academic Development	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	Honor Roll Display Student Work Identify Multiple Intelligences Citizenship (6 th)
		A:A2 – Acquire Skills for Improving Learning	Technology use at all grade levels Classroom group work
		A:A3 – Achieve School Success	Leveled groupings within classes Progress reports Academic Saturdays to help catch up on missing work
	Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	A:B1 – Improve Learning	NECAP, NWEA, AIMSweb, Report Cards 6 th Grade Study Skills Class Directed Study Halls RtI
		A:B2 – Plan to Achieve Goals	6 th Grade Study Skills Class M2M Theme
	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	Fiction and non-fiction at all grade levels in LA classes One Book/One School reading opportunity

School Counseling Curriculum

Academic Development

<u>Domain</u>	<u>ASCA Standards</u>	<u>Competency</u>	<u>Grades 9-12</u>
	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	Jaguar Pride Honor Roll Co-Curricular Activities College postings Nominations to local, regional, and national student recognition programs
		A:A2 – Acquire Skills for Improving Learning	Technology training in Advisory Group work in the classroom Post-secondary Planning Guide Timelines College Deadlines Individual Guidance Meetings with Students
		A:A3 – Achieve School Success	Challenging Required Courses Elective Courses Wide Course Selection Internships/Independent Study Co-Curricular involvement Variety of classes CTE Options Advisory
	Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	A:B1 – Improve Learning	Transcripts NECAP PSAT SAT ACT Naviance Program Challenging Required Courses
		A:B2 – Plan to Achieve Goals	Naviance Program Parent Presentations Freshmen, Sophomore, Junior and Senior Seminars Financial Aid Night College Representative Visits College Fair Military Recruiter Visits
	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	Independent Study Internships JROTC Athletics Extracurricular Activities

School Counseling Curriculum

Career Development

<u>Domain</u>	<u>ASCA Standards</u>	<u>Objectives</u>	<u>Grades K-2</u>
Career Development	Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	C:A1 – Develop Career Awareness	Junior Achievement Parent presentations about jobs Organizing workspace Cooperative learning groups Completing tasks
		C:A2 – Develop Employment Readiness	
	Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.	C:B1 – Acquire Career Information	Junior Achievement Scholastic News Fire Prevention Week
		C:B2 – Identify Career Goals	Junior Achievement Scholastic News
	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	Junior Achievement Scholastic news
		C:C2 – Apply Skills to Achieve Career Goals	Junior Achievement Parent presentations about jobs Organizing workspace Cooperative learning groups Completing tasks

School Counseling Curriculum

Career Development

<u>Domain</u>	<u>ASCA Standards</u>	<u>Objectives</u>	<u>Grades 3-5</u>
Career Development	Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	C:A1 – Develop Career Awareness	Anticipated introduction in 2011 of Junior Achievement Program for each grade level 5 th grade explores careers in science. NHHEAF Presentation 4 th Grade Class Projects/Research Posters
		C:A2 – Develop Employment Readiness	
	Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.	C:B1 – Acquire Career Information	Parent visitors are invited into school to present information about their own careers. 5 th grade use online research skills to investigate the qualifications necessary to enter student selected careers.
		C:B2 – Identify Career Goals	Library Lesson
	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	Through a language-based unit 5 th graders complete a resume and letter of application for a job that interests them. Through classroom guidance lessons/morning meetings students are encouraged to identify personal qualities and identify areas of interest.
		C:C2 – Apply Skills to Achieve Career Goals	

School Counseling Curriculum

Career Development

<u>Domain</u>	<u>ASCA Standards</u>	<u>Objectives</u>	<u>Grades 6-8</u>
Career Development	Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	C:A1 – Develop Career Awareness	8 th Grade NHHEAF Presentation Career units Career Inventory
		C:A2 – Develop Employment Readiness	
	Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.	C:B1 – Acquire Career Information	Career Units Career Day
		C:B2 – Identify Career Goals	Career Day
	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	Homeroom periods allow for self-discovery
		C:C2 – Apply Skills to Achieve Career Goals	8 th Grade NHHEAF Presentation Career units

School Counseling Curriculum

Career Development

<u>Domain</u>	<u>ASCA Standards</u>	<u>Objectives</u>	<u>Grades 9-12</u>
Career Development	Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	C:A1 – Develop Career Awareness	Independent Study Internships ROTC Athletics Naviance Program Career Interest Surveys Career Day
		C:A2 – Develop Employment Readiness	
	Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.	C:B1 – Acquire Career Information	Career Seminars Naviance Program One-on-one meetings with counselor Book of Majors Occupational Outlook Handbook Internships Independent Study
		C:B2 – Identify Career Goals	CTE classes Independent Study Internships Challenging Required Courses Elective Courses Wide Variety of Course Selections Yearly planning with counselor (four year plan) Senior Action Plan Career Based Field Trips
	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	Course offerings Vocational Opportunities Meetings with counselors Naviance Program Career Cruising College Board Resources
		C:C2 – Apply Skills to Achieve Career Goals	Vocational Field Sites Child Development CTE Programs Internships Independent Study

School Counseling Curriculum

<u>Domain</u>	<u>ASCA Standards</u>	<u>Competency</u>	<u>Grades K-2</u>
Personal/Social Development	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	Morning Meeting Responsive Classroom Whole school meeting Morning announcement Mediation Social Skills groups Modeling
		PS: A2 – Acquire Interpersonal Skills	
	Standard B: Students will make decisions, set goals and take necessary action to achieve goals.	PS:B1 – Self-knowledge Application	Small groups Individual counseling New Years resolution for a reading or writing goal
Standard C: Students will understand safety and survival skills.	PS:C1 – Acquire Personal Safety Skills	Kids and Company Together for Safety presentations Olweus Bullying Prevention Morning Meeting-class rules Modeling behavior throughout the year Building classroom communities Building School community Internet Safety presentations P.E. equipment safety presentations Field trip safety	

School Counseling Curriculum

<u>Domain</u>	<u>ASCA Standards</u>	<u>Competency</u>	<u>Grades 3-5</u>
Personal/Social Development	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	5 th Grade health class our changing bodies and self-care. Each grade level participates (with differing levels of frequency) in class-wide morning meetings. Areas of particular focus include speaking and listening, turn- taking, demonstrating respect of self and others, and bullying issues.
		PS: A2 – Acquire Interpersonal Skills	Opportunity for some 5 th grade students to participate in “Reading Buddies” with younger students. Students identified as experiencing significant difficulty in this area will be provided with individual or small group counseling with a qualified school counselor.
	Standard B: Students will make decisions, set goals and take necessary action to achieve goals.	PS:B1 – Self-knowledge Application	3 rd Grade orientation. Opportunity for students to be on student council. Opportunity for students to contribute to school yearbook. Health goals include: FANs-nutrition awareness Jump-rope for heart Hockey for heart. Dental health visitor
Standard C: Students will understand safety and survival skills.	PS:C1 – Acquire Personal Safety Skills	Students have the opportunity to participate in a martial arts class during Physical Education classes in each grade level. Physical education teachers offer after-school sports clubs including floor hockey and ski club. Age-appropriate drugs awareness introduced during national Red Ribbon week. Physical education teachers offer 6-week classes to each grade level covering healthy living, exercise, and healthy recipes and cooking skills. Grades 3-5 Netsmarts cyber bullying/internet safety classes. Internet safety book sent to parents to follow-up class at home.	

School Counseling Curriculum

<u>Domain</u>	<u>ASCA Standards</u>	<u>Competency</u>	<u>Grades 6-8</u>
Personal/Social Development	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	Peer Helping Programs Peer Assistants M2M Tutoring
		PS: A2 – Acquire Interpersonal Skills	Extra-curricular activities
	Standard B: Students will make decisions, set goals and take necessary action to achieve goals.	PS:B1 – Self-knowledge Application	SMILES club Student council Student class representatives Yearbook committee M2M Advisory
Standard C: Students will understand safety and survival skills.	PS:C1 – Acquire Personal Safety Skills	Red Ribbon Week Bully Prevention/Intervention Counseling and Health Classes School wide assemblies	

School Counseling Curriculum

<u>Domain</u>	<u>ASCA Standards</u>	<u>Competency</u>	<u>Grades 9-12</u>
Personal/Social Development	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	Exchange Program GSA Friends of Rachel Advisory Peer Mentoring/Tutoring Athletics Extracurricular Activities
		PS: A2 – Acquire Interpersonal Skills	S.M.I.L.E.S.
	Standard B: Students will make decisions, set goals and take necessary action to achieve goals.	PS:B1 – Self-knowledge Application	Naviance Program 9 th grade orientation Career Day Post-Secondary Planning College Visitations Resume Writing Practice Interview
Standard C: Students will understand safety and survival skills.	PS:C1 – Acquire Personal Safety Skills	Assemblies Health/Wellness classes Alcohol and Drug Awareness Red Ribbon Week	

Individual Student Planning

Individual student planning consists of school counselors coordinating ongoing activities designed to help students establish personal goals and develop future plans. School counselors coordinate activities that help all students plan, monitor and manage their own learning as well as meet competencies in the areas of academic, career and personal/social development. Within this component, students evaluate their educational, occupational and personal goals. School counselors facilitate the transition from school to school, school to work, school to higher education or school to technical training. These activities are generally delivered on an individual basis or by working with individuals in small groups. Parents or guardians and other school personnel are often included in these activities.

Individual planning with students is implemented through such strategies as:

• **Individual or small group appraisal:**

School counselors work with students analyzing and evaluating students' abilities, interests, skills and achievement. Test information and other data are often used as the basis for helping students develop immediate and long-range plans. In high school, counselors should meet with students yearly to develop and revise students' academic plans.

• **Individual or small group advisement:**

School counselors advise students using personal/social, educational, career, and labor market information in planning personal, educational and occupational goals. The involvement of students, parents/guardians, and the school in planning students' programs that meet their needs is critical.

Examples of topics covered in this area are:

- Test score review, interpretation and analysis
- Promotion and retention information
- Career decision-making
- Yearly course selection
- Financial aid
- Interest inventories
- Senior exit surveys
- Four-year plans
- Social skills
- Test-taking strategies
- College selection
- Job shadowing
- Senior planning appointments
- Review of behavior plans

Responsive Services

The responsive services component of the school-counseling program consists of activities to meet students' immediate needs and concerns. School counselors work with students whose personal circumstances, concerns, or problems are threatening to interfere with or are interfering with their healthy academic, career, and personal/social development. Although school counselors have special training and skills to respond to these needs and concerns, the cooperation and support of the entire faculty and staff are necessary for successful implementation. The responsive services component is different from the guidance curriculum and individual planning components in that the services involved are provided in response to individual needs.

Parent/guardian involvement with and participation in the activities of this component are critical in helping students overcome barriers to their personal/social, academic and career development achievement. Parent/guardian involvement may include referring their children for assistance, working with professional school counselors to identify issues of concern, giving permission for needed services, and providing help in resolving issues.

Responsive services are implemented through the following:

- **Individual Counseling** - Professional school counselors provide individual counseling for students who are experiencing educational difficulties, personal concerns, or normal developmental tasks. Individual counseling assists students in identifying problems, causes, alternatives, and possible consequences so that appropriate action can be taken.
- **Small-Group Counseling** - Professional school counselors provide small-group counseling to students who need and will benefit from a small-group setting to address their needs and concerns. Interventions may take the form of short-term issue groups or crisis intervention groups that deal with such topics as social skills, anger management, relationship issues, grief issues, and study skills.
- **Consultation** - Consultation is an interactive process that professional school counselors provide to help parents/guardians, teachers, and administrators address the educational, social, and/or emotional needs of students.
- **Crisis counseling** – Each school in the district has a crisis team and although every team is different, most consist of administrators, school nurse, counselors, resource officer, psychologist and a faculty member closest to the individual involved. Crisis counseling provides prevention, intervention, and follow-up. Such counseling is normally short term and temporary in nature. When necessary, referrals are made to appropriate community resources.
- **Referral** - Professional school counselors are familiar with school and community referral sources that deal with crises such as suicide, violence, abuse, and terminal illness. These referral sources may include mental health agencies, employment and training programs, vocational rehabilitation, juvenile services, and/or social and community services.
- **Peer Facilitation** – In 5th /6th grade students are selected by teachers and counselors to be trained and participate in the Peer Assistant Program. Students are trained in peer mediation, confidentiality, and conflict resolution. Students in middle school will peer assist students at Golden Brook and/or Center School. High school peer assistants will mentor students from the other schools in the district.

System Support

System support consists of management activities that establish, maintain and enhance the comprehensive school guidance and counseling program. The system-support component is implemented through activities such as professional development, school staff and community relations, community outreach, materials development, program management and operations, committee participation, and program evaluation and assessment.

- **Professional Development** - Professional school counselors need to be involved in regularly updating their professional knowledge and skills. This may involve participation in regular school in-service training, attending workshops, completing postgraduate course work, and contributing to professional literature.
- **School Staff and Community Relations** - This activity provides information on the nature and services of the Comprehensive School Counseling Program through newsletters, and presentations to parents/staff/community organizations as a way to promote a clear understanding and positive awareness of the scope of the school counseling function.
- **Community Outreach** - Community outreach activities enable school counselors to gain knowledge about community resources and referral agencies, field trip sites, employment opportunities, and local labor market information. This may require professional school counselors to periodically visit postsecondary schools and local businesses, industries, and social service agencies. Making connections and maintaining active networking with community with local and area agencies is an important part of an effective comprehensive school-counseling program.
- **Materials Development** - encompasses a variety of research materials such as self-help booklets, career and employment information materials; guides for post-secondary planning, newsletters and other information. The materials are either acquired or created in-house, based on identified needs of students and other groups.
- **Program Management and Operations** - This includes the planning and management tasks needed to support activities associated with the district's comprehensive school counseling program. Such activities might include developing a yearly calendar of activities; developing and monitoring a yearly budget; facilities; staffing and personnel; equipment needs; establishing priorities for the year; and, identifying resources needed to implement the program.
- **Committee Participation** - Serving on departmental curriculum committees, community committees, or advisory boards represents examples of ways to support other programs in the school and community and to gain support for the guidance program.
- **Program Evaluation and Assessment** – are the keys to evaluating program outcomes and continued development of curriculum to improve guidance and counseling program. Yearly assessment of goals and program outcomes provides useful data to communicate the effectiveness of the guidance and counseling program.

Management System

- Counselor/Principal Communication
- Advisory Council
- Use of Data
- Use of Time
- Action Plan
- Schedules and Calendars

Management System

The Windham School District management system incorporates organizational processes and tools to ensure the program is organized, concrete, clearly delineated and reflective of each school's needs.

Counselor/Principal Communication -

Strong communication between counselors and principals is essential. The Counselors and Principals within each school will work collaboratively to ensure effective implementation of the delivery system to meet students' needs. While counselors' specific duties and the allocation of their time and workload will vary from school to school, it is important to have consensus within each building on the scope and nature of the delivery of services by each counselor.

Collaborative Partnerships -

Teachers, counselors, and administrators are a representative group who reviews the counseling programs and offers recommendations for program development and improvement.

Windham School District values collaborative partnerships between teachers/administration and members of the community. There are many school-based committees that have a broad representation of stakeholders. Current membership among these committees may include students, parents, teachers, counselors, nurses, school administrators, school board members, law enforcement, juvenile justice system, mental health providers, community members, and/or members of the business community.

Committees: Helping Hands, Red Ribbon Week, Career Day, Styles and SMILES Fashion Show, Pantene Beautiful Lengths, College Presentations

Use of Data -

A comprehensive school-counseling program is data driven. The use of data to effect change within the school system is integral to ensuring every student receives the benefits of the school counseling program. School counselors will show ways in which the program was developed from a careful analysis of students' needs, achievement and/or related data. Data collection provides the school counseling program with information needed to evaluate the program as it relates to students' progress.

Use of Time -

School counselors and administrators will determine the amount of time their program should devote to each of the four components of the delivery system.

Action Plans -

Counselors will select an area of focus to examine competency and result. They will create a plan outlining how the desired result will be achieved. Each plan will contain:

- (1) Competencies addressed
- (2) Description of the activity
- (3) Data driving the decision to address the competency
- (4) Timeline in which activity is to be completed

- (5) Who is responsible for delivery?
- (6) Means of evaluating student success
- (7) Expected results for students

Use of Calendars -

Once school counselors determine the amount of time necessary in each area of the delivery system, they should develop and publish master and weekly calendars to keep students, parents, teachers and administrators informed. This assists in planning and ensures active participation in the program.

ASCA Ethical Standards **For School Counselors**

ASCA's Ethical Standards for School Counselors were adopted by the ASCA Delegate Assembly, March 19, 1984, revised March 27, 1992, June 25, 1998 and June 26, 2004.

Preamble

The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address the academic, personal/social and career development needs of all students. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations regardless of ethnic/racial status, age, economic status, special needs, English as a second language or other language group, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services: students of color, low socio-economic students, students with disabilities and students with nondominant language backgrounds.
- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- Each person has the right to privacy and thereby the right to expect the counselor-student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.

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

- Serve as a guide for the ethical practices of all professional school counselors regardless of level, area, population served or membership in this professional association;
- Provide self-appraisal and peer evaluations regarding counselor responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and
- Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

A.1. Responsibilities to Students

The professional school counselor:

- a. Has a primary obligation to the student, who is to be treated with respect as a unique individual.
- b. Is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student.
- c. Respects the student's values and beliefs and does not impose the counselor's personal values.
- d. Is knowledgeable of laws, regulations and policies relating to students and strives to protect and inform students regarding their rights.

A.2. Confidentiality

The professional school counselor:

- a. Informs students of the purposes, goals, techniques and rules of procedure under which they may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes the limits of confidentiality such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are defined in developmentally appropriate terms to students.
- b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information be revealed. Counselors will consult with appropriate professionals when in doubt as to the validity of an exception.
- c. In absence of state legislation expressly forbidding disclosure, considers the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:
 - Student identifies partner or the partner is highly identifiable
 - Counselor recommends the student notify partner and refrain from further high-risk behavior
 - Student refuses
 - Counselor informs the student of the intent to notify the partner
 - Counselor seeks legal consultation as to the legalities of informing the partner
- d. Requests of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.
- e. Protects the confidentiality of students' records and releases personal data in accordance with prescribed laws and school policies. Student information stored and transmitted electronically is treated with the same care as traditional student records.

f. Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the student, consistent with the counselor's ethical obligation.

g. Recognizes his/her primary obligation for confidentiality is to the student but balances that obligation with an understanding of the legal and inherent rights of parents/guardians to be the guiding voice in their children's lives.

A.3. Counseling Plans

The professional school counselor:

a. Provides students with a comprehensive school-counseling program that includes a strong emphasis on working jointly with all students to develop academic and career goals.

b. Advocates for counseling plans supporting students right to choose from the wide array of options when they leave secondary education. Such plans will be regularly reviewed to update students regarding critical information they need to make informed decisions.

A.4. Dual Relationships

The professional school counselor:

a. Avoids dual relationships that might impair his/her objectivity and increase the risk of harm to the student (e.g., counseling one's family members, close friends or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or reduce the potential for harm. Such safeguards might include informed consent, consultation, supervision and documentation.

b. Avoids dual relationships with school personnel that might infringe on the integrity of the counselor/student relationship

A.5. Appropriate Referrals

The professional school counselor:

a. Makes referrals when necessary or appropriate to outside resources. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.

A.6. Group Work

The professional school counselor:

a. Screens prospective group members and maintains an awareness of participants' needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.

b. Notifies parents/guardians and staff of group participation if the counselor deems it appropriate and if consistent with school board policy or practice.

c. Establishes clear expectations in the group setting and clearly states that confidentiality in-group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, the counselor recognizes the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.

d. Follows up with group members and documents proceedings as appropriate.

A.7. Danger to Self or Others

The professional school counselor:

a. Informs parents/guardians or appropriate authorities when the student's condition indicates a clear and imminent danger to the student or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals.

b. Will attempt to minimize threat to a student and may choose to 1) inform the student of actions to be taken, 2) involve the student in a three-way communication with parents/guardians when breaching confidentiality or 3) allow the student to have input as to how and to whom the breach will be made.

A.8. Student Records

The professional school counselor:

a. Maintains and secures records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.

b. Keeps sole-possession records separate from students' educational records in keeping with state laws.

c. Recognizes the limits of sole-possession records and understands these records are a memory aid for the creator and in absence of privilege communication may be subpoenaed and may become educational records when they 1) are shared with others in verbal or written form, 2) include information other than professional opinion or personal observations and/or 3) are made accessible to others.

d. Establishes a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Careful discretion and deliberation should be applied before destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.

A.9. Evaluation, Assessment and Interpretation

The professional school counselor:

a. Adheres to all professional standards regarding selecting, administering and interpreting assessment measures and only utilizes assessment measures that are within the scope of practice for school counselors.

b. Seeks specialized training regarding the use of electronically based testing programs in administering, scoring and interpreting that may differ from that required in more traditional assessments.

c. Considers confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.

d. Provides interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the student(s) can understand.

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

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

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

A.10. Technology

The professional school counselor:

a. Promotes the benefits of and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the student's individual needs, (2) that the student understands how to use and (3) for which follow-up counseling assistance is provided.

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

c. Takes appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted over electronic media including although not limited to fax, electronic mail and instant messaging.

d. While working with students on a computer or similar technology, takes reasonable and appropriate measures to protect students from objectionable and/or harmful online material.

e. Who is engaged in the delivery of services involving technologies such as the telephone, videoconferencing and the Internet takes responsible steps to protect students and others from harm.

A.11. Student Peer Support Program

The professional school counselor:

Has unique responsibilities when working with student-assistance programs. The school counselor is responsible for the welfare of students participating in peer-to-peer programs under his/her direction.

B. Responsibilities to Parents/Guardians

B.1. Parent Rights and Responsibilities

The professional school counselor:

- a. Respects the rights and responsibilities of parents/guardians for their children and endeavors to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate the student's maximum development.
- b. Adheres to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties that interfere with the student's effectiveness and welfare.
- c. Respects the confidentiality of parents/guardians.
- d. Is sensitive to diversity among families and recognizes that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their role and according to law.

B.2. Parents/Guardians and Confidentiality

The professional school counselor:

- a. Informs parents/guardians of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and student.
- b. Recognizes that working with minors in a school setting may require counselors to collaborate with students' parents/guardians.
- c. Provides parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.
- d. Makes reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student, and in cases of divorce or separation exercises a good-faith effort to keep both parents informed with regard to critical information with the exception of a court order.

C. Responsibilities to Colleagues and Professional Associates

C.1. Professional Relationships

The professional school counselor:

- a. Establishes and maintains professional relationships with faculty, staff and administration to facilitate an optimum counseling program.

b. Treats colleagues with professional respect, courtesy and fairness. The qualifications, views and findings of colleagues are represented to accurately reflect the image of competent professionals.

c. Is aware of and utilizes related professionals, organizations and other resources to which the student may be referred.

C.2. Sharing Information with Other Professionals

The professional school counselor:

a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.

b. Provides professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.

c. If a student is receiving services from another counselor or other mental health professional, the counselor, with student and/or parent/guardian consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the student.

d. Is knowledgeable about release of information and parental rights in sharing information.

D. Responsibilities to the School and Community

D.1. Responsibilities to the School

The professional school counselor:

a. Supports and protects the educational program against any infringement not in students' best interest.

b. Informs appropriate officials in accordance with school policy of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property while honoring the confidentiality between the student and counselor.

c. Is knowledgeable and supportive of the school's mission and connects his/her program to the school's mission.

d. Delineates and promotes the counselor's role and function in meeting the needs of those served. Counselors will notify appropriate officials of conditions that may limit or curtail their effectiveness in providing programs and services.

e. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.

f. Advocates that administrators hire only qualified and competent individuals for professional counseling positions.

g. Assists in developing: (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet students' developmental needs and (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services.

D.2. Responsibility to the Community

The professional school counselor:

a. Collaborates with agencies, organizations and individuals in the community in the best interest of students and without regard to personal reward or remuneration.

b. Extends his/her influence and opportunity to deliver a comprehensive school-counseling program to all students by collaborating with community resources for student success.

E. Responsibilities to Self

E.1. Professional Competence

The professional school counselor:

a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.

b. Monitors personal well being and effectiveness and does not participate in any activity that may lead to inadequate professional services or harm to a student.

c. Strives through personal initiative to maintain professional competence including technological literacy and to keep abreast of professional information. Professional and personal growth is ongoing throughout the counselor's career.

E.2. Diversity

The professional school counselor:

a. Affirms the diversity of students, staff and families.

b. Expands and develops awareness of his/her own attitudes and beliefs affecting cultural values and biases and strives to attain cultural competence.

c. Possesses knowledge and understanding about how oppression, racism, discrimination and stereotyping affects her/him personally and professionally.

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

F. Responsibilities to the Profession

F.1. Professionalism

The professional school counselor:

- a. Accepts the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.
- b. Conducts herself/himself in such a manner as to advance individual ethical practice and the profession.
- c. Conducts appropriate research and report findings in a manner consistent with acceptable educational and psychological research practices. The counselor advocates for the protection of the individual student's identity when using data for research or program planning.
- d. Adheres to ethical standards of the profession, other official policy statements, such as ASCA's position statements, role statement and the ASCA National Model, and relevant statutes established by federal, state and local governments, and when these are in conflict works responsibly for change.
- e. Clearly distinguishes between statements and actions made as a private individual and those made as a representative of the school counseling profession.
- f. Does not use his/her professional position to recruit or gain clients, consultees for his/her private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services.

F.2. Contribution to the Profession

The professional school counselor:

- a. Actively participates in local, state and national associations fostering the development and improvement of school counseling.
- b. Contributes to the development of the profession through the sharing of skills, ideas and expertise with colleagues.
- c. Provides support and mentoring to novice professionals.

G. Maintenance of Standards

Ethical behavior among professional school counselors, association members and nonmembers, is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues or if counselors are forced to work in situations or abide by policies that do not reflect the standards as outlined in these Ethical Standards for School Counselors, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:

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

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

4. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:

- state school counselor association
- American School Counselor Association

5. The ASCA Ethics Committee is responsible for:

- educating and consulting with the membership regarding ethical standards
- periodically reviewing and recommending changes in code
- receiving and processing questions to clarify the application of such standards; Questions must be submitted in writing to the ASCA Ethics chair.
- handling complaints of alleged violations of the ethical standards. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.

References

American School Counselor Association. (2003). *The ASCA National Model: A framework for school counseling programs*. Alexandria, VA: Author.

American School Counselor Association. (2004). *The ASCA National Model Workbook*. Alexandria, VA: Author.