

Geneseo Central School District

Comprehensive School Counseling Program



The mission of the Geneseo Central School District is to provide an exceptional, high quality educational environment where all learners are empowered to succeed.

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Introduction

Our School District

The Geneseo Central School District, founded in 1974, is located in Livingston County and encompasses the Towns of Geneseo and Groveland. It is 60 miles east of Buffalo, N.Y. and 30 miles south of Rochester, N.Y. The District covers approximately 74 square miles and has an estimated population of 10,000. The School District is served by New York State Route 20A, Route 39 and New York Interstate Highway 390. Although the School District is primarily rural in nature, only a small percentage of its residents are employed in agriculture. Residents commute to Rochester for employment making Geneseo a bedroom community for white collar workers. Because of its close proximity to Rochester and Buffalo, Geneseo has attained an urban flavor in a rural area, providing an exposure to a wide range of culture and social activities.

The Geneseo Central School District offers a small school environment with big opportunities for our 850 students in both academic and extracurricular areas. Geneseo MS/HS (grades 6-12) houses 450 students and 73 staff members. The MS/HS has a very diverse and vast course catalog that allows student to challenge themselves and expand their horizons. Geneseo Elementary School (grades K-5) houses 400 students and 80 staff members. Geneseo Elementary prides itself on creating a unified school culture that promotes learning and exhibits positive staff, students, and community relationships.

Our Community

Geneseo's location in Western New York offers access to some of the best recreation and scenic areas within New York State. Geneseo is within a short drive from attractions such as the NYS Finger Lakes Region, the Great Lakes of Erie and Ontario, and NY State Parks, Letchworth and Stony Brook. Geneseo continues to have a strong agricultural base and combines the advantages of small town life with proximity to the cultural, educational, recreational, and athletic benefits of over 50 area public and private Colleges and Universities.

Geneseo provides a village community setting including neighborhoods of historic homes, new residential developments, and apartment complexes, together with an expanding business base. There are many local recreational facilities, including swimming, golf courses and ski centers nearby.

Much of district life centers around the school community and there is a strong support of all athletic, music, and extracurricular programs.

Board of Education Mission, Vision, & District Goals

Mission Statement

The mission of Geneseo Central School District is to provide an exceptional, high quality educational environment where all learners are empowered to succeed.

Vision Statement

Geneseo Central School District is a world class community of learners who exceed core local, state, national, and international standards.

Belief Statements

- An inclusive, safe, and healthy learning environment
- The value of each student and staff member
- Strong ties with families and community
- High expectations
- The importance of continuous improvement
- A full range of educational opportunities
- Taking pride in our schools, district, and community
- People who are engaged in and challenged by suitable, rigorous academic work that prepares them for success each day and in the future
- People who are self-reflective and exhibit a sense of leadership, responsibility, collaboration, tolerance, cooperation, and caring
- Independent, effective decision makers
- The development of unique individual talents
- Inspiring a life-long love of learning and a sense of inquisitiveness
- Work that is meaningful, relevant, requires a strong ability to obtain, process, and produce information and incorporates 21st century skills
- Creating and adopting fiscally responsible school budgets that reflect the district mission and adequately address program and student needs

K-12 Counseling Program Overview

Counseling is a profession that focuses on the relations and interactions between students and their environment with the expressed purpose of reducing barriers that impede academic success. The profession fosters conditions that ensure educational equity, access, and academic success for all students. To accomplish this, the counselor must be an advocate creating opportunities for all students to accomplish their goals. The counseling department serves as leaders and effective team members working with teachers, administrators, and other staff, helping students succeed. Finally, the district's mental health team serves as consultants to the students' families so they can act on behalf of their children, by helping them access various community resources.

Geneseo Central School District

Counseling Team and Administration

Counseling Team:

Beki Kaye	School Counselor (Grades K-5)
Teresa Holt	School Counselor (Grades 6-9)
Suzanne Scholand	School Counselor (Grades 10-12)
Theresa McDonald	School Psychologist (Grades K-5)
Jodie Robyn	School Psychologist (Grades 6-12)

Administration:

Cindy Flowers	Superintendent of Schools
Rick Riggi	Business Administrator
John Holt	Director of Technology
Mike Salatel	MS/HS Principal
Craig Veley	MS/HS Assistant Principal
Kelly Sattora	Elementary Principal
Tom Curtain	Director of Buildings and Grounds
Jay Ballard	Director of Transportation
Robert Flynn	Director of Food Services

Geneseo CSD K-12 School Counseling Program Activities & Timeline

Objective 1:

Perform an annual review of each student's education program & career plans

Activities – Procedures/Steps	National Standard	Elementary School	Middle School	High School			
				9 th	10 th	11 th	12 th
1. Individual meetings with students for 4-year planning	A:B2		X	X	X	X	X
2. Individual meetings with students to review academic progress and diploma options, plan course selections, educational and career planning	A:B1 A:B2 A:B2 C:C1	X	X	X	X	X	X
3. Individual senior year planning meetings focusing on post-secondary plans	A:B2 C:B2						X
4. Committee on Special Education Meetings, annual reviews, and transition services for IEP & 504 students	A:B2 C:C2	X	X	X	X	X	X
5. Junior Achievement – In class career prep lessons	C:1.1-1.9 C:2.1-2.8	X					
6. 6 th Grade Career Day	C:1.1-1.9 C:2.1-2.8	X					

Objective 2:

Prepare students to participate successfully in their current and future educational program.

Activities – Procedures/Steps	National Standard	Elementary School	Middle School	High School			
				9 th	10 th	11 th	12 th
7. Schedule changes/conflicts, teacher requests/concerns/ groupings and review and adjust for course failures	PS:B1 A:B2	X	X	X	X	X	X
8. Grade Level Team meetings and Professional Learning Communities	A:B2 A:A3	X	X	X	X	X	X

9. Staffings/PST meetings	A:B2 PS:B1 PS:C1	X	X	X	X	X	X
10. New student records review, placement and planning	A:B2	X	X	X	X	X	X
11. Conduct classroom lessons	A:B1, A:B2 A:A1, C:A2 PS:C1	X	X	X	X	X	X
12. College Admissions Representative Visits (Rochester Area College Fair)	C:A1.1					X	X
13. Assist in UPK & Kindergarten transitions	A:A3	X					
14. Open House	A:A3	X	X	X	X	X	X
15. Conduct UPK & Kindergarten Screenings	A:B2	X					
16. 5 th Grade to Middle School transition	A:A2, A:A3 PS:A1 PS:A2	X	X				
17. Transition visits for special needs students moving into MS/HS	A:A2, A:A3 PS:A1 PS:A2	X	X				
18. Self-Exploration through direct and indirect contact	PS:1	X	X	X	X	X	X
19. Job shadowing / internships for interested students	C:A1.9		X	X	X	X	X
20. Career Education utilizing career interest inventories and surveys	C:A1 C:B1 PS:B1	X	X	X	X	X	X
21. Dissemination of scholarship information	A:B2					X	X
22. PSAT and Pre-ACT: Information presentations in English classes	C:C1 C:C2 A:B2				X	X	
23. Administer PSAT and Pre-ACT	A:B2 C:B2				X	X	
24. Scholarship applications	A:B1						X
25. Future BOCES tour for 10 th graders	C:A.9				X		
26. Dissemination of FAFSA information	PS:B1 A:C1					X	X

27. Financial Aid Night for Juniors, Seniors, and parents	PS:B1 A:C1						X	X
28. National College Fair Field Trip	C:B.1						X	
29. Academic Intervention Services / Response to Intervention Scheduling	A:A1, A:A2, A:A3, A:B1	X	X	X	X	X	X	X
30. ASVAB Career Exploration Program	C:A1 C:C2					X	X	X
31. Facilitate registration of dual credit college courses	A:B1					X	X	X
32. Local Scholarship and Awards Committee meetings	C:C.2						X	X
33. Teacher consultation and collaboration	A:B1	X	X	X	X	X	X	X
34. Parent consultation and collaboration	PS:B1 A:A2	X	X	X	X	X	X	X
35. Master Schedule set-up, planning and coordination	C:1.5	X	X	X	X	X	X	X
36. Award Ceremonies – High School Awards Night, Graduation	A:3.4						X	X
37. Diploma verification	A:B2.9							X
38. Character Education planning and Implantation. KCC, Character Crew, Class Meetings	PS:A1.1-1.1 2 PS:2.1-2.8	X						
39. Personal Safety / Drug Awareness: TGFV/D, Internet Safety-NetSmartz	All Standards	X						
40. Social Skills training & class lessons	PS:A1.1-1.1 2 PS:A2.1-2.8	X						

Objective 3:

Provide advisory and individual/group counseling assistance to enable students to benefit from the curriculum.

	National Standard	Elementary School	Middle School	High School			
Activities – Procedures/Steps		K – 5 th	6 th -8 th	9 th	10 th	11 th	12 th

41. Individual and group counseling sessions	All standards per individual need	X	X	X	X	X	X
42. Multiple venues of communication to students and parents, including mass emails and website updates	All standards per individual need	X	X	X	X	X	X
43. Identification and monitoring of student goals for Individual Education Plans	A:B2, PS:C1 PS:B1 C:A1	X	X	X	X	X	X
44. Review attendance concerns	A:A3 PS:B1	X	X	X	X	X	X
45. Review academic concerns	A:B1 A:B2 C:C1	X	X	X	X	X	X
46. Progress reports for IEP mandated individual student counseling goals (Quarterly)	A:B1, A:B2 C:C1, PS:B1, PS:A1	X	X	X	X	X	X
47. Crisis counseling and TIG Plan Development and Implementation	PS:C1 PS:B1	X	X	X	X	X	X
48. Contacting families about end of year failures with academic program recommendations and summer school information	A:B2	X	X	X	X	X	X
49. Home to School Support: Home visits, food, clothing, transportation and financial (holiday) assistance as needed	PS:B 1.2-1.5, 1.11, 1.12	X	X	X	X	X	X

Objective 4:

To provide a liaison between the school and professional school counseling and mental health counseling resources, agencies, and/or organizations to further enhance the District School Counseling Program.

Activities – Procedures/Steps	National Standard	Elementary School	Middle School	High School			
				9 th	10 th	11 th	12 th
50. Referrals and collaboration with outside agencies and providers	C:A2 PS:A1 PS:A2 PS:C1 PS:1.1-1.12	X	X	X	X	X	X

51. Internal Collaboration – Administration, School Psychologists, Teachers, School Nurses, Teacher Aides, CSE Chairperson, Transportation Supervisor, Curriculum and Technology Coordinator	PS:1.1-1.12	X	X	X	X	X	X
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Objective 5:

Conduct an annual review of the K-12 School Counseling Plan and program review consistent with career/educational planning procedures.

Activities – Procedures/Steps	National Standard	Elementary School	Middle School	High School			
				9 th	10 th	11 th	12 th
52. Counselor/Administration meetings (Student Support Team/PPS)		K – 5 th	6 th -8 th				
		X	X	X	X	X	X
53. Collaboration and communication with school counselors from other districts							
		X	X	X	X	X	X
54. Year End review of School Counseling Plan							
		X	X	X	X	X	X

References

The Geneseo Central School 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 Geneseo Central 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 of the Commissioner's Regulations, school counseling/guidance programs are defined as follows:

- (1) Public Schools: Each school district shall have a guidance program for all students
 - (i) In grades K-5, 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 education students concerning avoidance of child sexual abuse and to encourage parental involvement.
 - (ii) In grades 6-12, the guidance program shall include the following activities and services:
 - (a) An annual review of each student's education progress and career plans, with such reviews to be conducted with each student individually or with small group by personnel certified or licensed as school counselors;
 - (b) Instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors.
 - (c) Other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary educational and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parent 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 shall be provided by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and
 - (d) The services of personnel certified or licensed as school counselors. 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 objective, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specifications of staff members and other resources assigned to accomplish the objectives; provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made necessary.

Office of Elementary, Middle, Secondary, and Continuing Education/Part 100/100.2a/2002

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

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

A:A2 Acquire Skills for Improving Learning

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

A:A3 Achieve School Success

- .1 Take responsibility for their actions
- .2 Demonstrate the ability to work independently, as well as the ability to work
- .3 Cooperatively with other students
- .4 Develop a broad range of interests and abilities
- .5 Demonstrate dependability, productivity, and initiative
- .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

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

A:B2 Plan to Achieve Goal

- .1 Establish challenging academic goals in elementary, middle, and high school
- .2 Develop an initial four-year plan
- .3 Update and modify the four-year plan
- .4 Use assessment results in educational planning

- .5 Develop and implement annual plan of study to maximize academic ability and
- .6 Apply knowledge of aptitudes and interest to goal setting
- .7 Use problem-solving and decision-making skills to assess progress toward education goals
- .8 Understand the relationship between classroom performance and success in school
- .9 Identify post-secondary options consistent with interests, achievements, 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

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

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

C:A2 Develop Employment Readiness

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

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

C:B2 Identify Career Goals

- .1 Demonstrate awareness of the education and training need to achieve career goals
- .2 Assess and modify their educational plan to support career
- .3 Select course work that is related to career interests
- .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

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

C.C2 Apply Skills to Achieve Career Goals

- .1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals
- .2 Learn how to use conflict management skills with peers and adults
- .3 Learn to work cooperatively with others as a team member
- .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

- .1 Develop positive attitudes toward self as a unique and worthy person
- .2 Identify values, attitudes, and beliefs

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

PS:A2 Acquire Interpersonal Skills

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

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

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

Preamble

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

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

ALL STUDENTS HAVE THE RIGHT TO:

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

PURPOSE

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

The purpose of this document is to:

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

A: RESPONSIBILITY TO STUDENTS

A.1 Supporting Student Development

School counselors:

- a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
- b. Aim to provide counseling to students in a brief context and support students and families/guardians in obtaining outside services if the student needs long-term clinical counseling.
- c. Do not diagnose but remain acutely aware of how a student's diagnosis can potentially affect the student's academic success.
- d. Acknowledge the vital role of parents/guardians and families.
- e. Are concerned with students' academic, career, and social/emotional needs and encourage each student's maximum development.
- f. Respect students' and families' values, beliefs, sexual orientation, gender identification/expression, and culture 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, and techniques and rules of procedures 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 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 policies.
- l. Convey a students' 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 the 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 practice. School counselors encourage parents to interview outside professionals to make a personal decision regarding the best source of assistance for their child.
- 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, and 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 school 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

- 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/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 violations.
- b. Report suspected case 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 student's 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 are 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 of 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 maintain confidentiality of student information and education 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 students' 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/admission officers, physical therapists, occupational therapists, speech pathologists, and 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 as a 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 organization policies, regulations, and procedures to ensure practices are consistent with 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(s) 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:
 - 1. State school counselor association
 - 2. 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 Street, Suite 310, Alexandria, VA 22314)

F. Ethical Decision Making

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

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

Benefits of a Comprehensive School Counseling Program

Comprehensive developmental school counseling programs provide a system that encourages and promotes academic, career, and personal/social development in preparation for the challenges of the 21st century. School counseling programs have a positive impact on students, parents/guardians, teachers, administrators, boards of education, school counselors, and the community.

Benefits for Students:

- Prepares students for the challenges of the 21st century by acquiring knowledge and skills in academic, career, and personal/social development
- Connects the educational program to future success
- Ensures student access to the school counseling program
- Promotes a rigorous academic curriculum for every student
- Promotes commitment to learning
- Supports development of skills to increase student success
- Ensures equitable access to educational opportunities
- Monitors data to facilitate student improvement
- Fosters advocacy for students
- Facilitates career exploration and development

Benefits for Parents:

- Prepares their children for the challenges of the 21st century through academic, career, and personal/social development
- Provides support for parents in advocating for their child's academic, career, and personal/social development
- Develops a systematic approach for their child's long-range planning and learning
- Increases opportunities for parent/school interaction
- Provides training and informational workshops

Benefits for Teachers:

- Promotes an interdisciplinary team approach to address student needs and educational goals
- Positively impacts school climate and the learning community
- Supports classroom instruction
- Increases teacher accessibility to the counselor as a classroom presenter and resource person
- Provides a system for co-facilitation of classroom guidance lessons
- Encourages positive, calendared activities and supportive working relationships
- Analyzes data to improve school climate and student achievement

Benefits for School Counselors:

- Provides a clearly defined role and function in the educational system
- Eliminates non-counseling functions
- Provides direct service to every student
- Provides a tool for program management and accountability
- Recognizes the school counselors as leaders, advocates, and change agents
- Ensures the school counseling program's contribution to the school's mission

Benefits for Administrators:

- Aligns the school counseling program with the school's academic mission
- Assists administration to use school counselors effectively to enhance learning and development for all students
- Provides a proactive school counseling curriculum addressing the students' needs and enhancing school climate
- Uses data to jointly develop school counseling goals and school counselor responsibilities
- Provides a means of evaluating the effectiveness of the school counseling program
- Demonstrates school counseling accountability

Benefits for Board of Education:

- Provides a rationale for implementing a comprehensive developmental counseling program in the school system
- Provides assurance that a quality school counseling program is available to every student
- Informs the community about the school counseling program
- Provides data about improved student achievement
- Demonstrates the necessity of appropriate levels of funding for implementation

Benefits for Student Services Personnel:

- Provides school psychologists and other professional student services personnel with a clearly defined role of the school counselor
- Fosters a positive team approach, which enhances cooperative working relationships
- Maximizes collaborative teaming to ensure individual student success
- Uses school counseling program data to maximize benefit to individual student growth

Benefits for the Community:

- Provides an increased opportunity for collaboration and participation of community members with the school program
- Creates community awareness and visibility of the school counseling program
- Connects the community to the needs of the school and the school to the needs of the community
- Enhances economic development through quality preparation of students for the world of work

Benefits for Business and Industry:

- Increases opportunities for business and industry to participate actively in the total school program
- Provides increased opportunity for collaboration among counselors, business, and industry
- Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity

*Adapted from the New York State School Counselor Association (2005). The New York State Model for Comprehensive K-12 School Counseling Programs.

*FNSBSD Comprehensive Counseling Program: 7 Benefits of a Comprehensive Counselling Program (June 2009)