

Epping School District Comprehensive School Counseling Program



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1 - What is a School Counseling Program

A school counseling program is comprehensive in scope, integrated into the entire educational program and aims to reach all students. It is developmental in nature and focuses on both prevention and intervention. The school counseling program is a collaborative effort between school counselors, school psychologists, teachers, administrators, families, and community stakeholders to create a positive school environment focused on enhancing student success.

The school counseling program addresses the following developmental domains for students:

- Academic
- Career
- Social/Emotional

The school counseling program is implemented by master's-level certified school counselors who perform the following roles:

- Provide direct services with students, including:
 - School counseling core curriculum
 - Individual student planning
 - Responsive services
- Facilitate indirect services for students, including:
 - Referrals for additional assistance
 - Consultation and collaboration with parents, teachers, other educators and community organizations
- Advocate for individual student needs to ensure that all students receive equitable access to educational opportunities

2 - Benefits of a School Counseling Program

Academic development:

- Identifies barriers to student success
- Improves student learning and behavioral outcomes
- Helps to close the achievement gap
- Improves learning behaviors including study skills, time usage and persistence
- Encourages students to have high expectations for themselves

Career development:

- Improves graduation rates
- Increases likelihood of accessing postsecondary education/training
- Improves career and college readiness
- Increases awareness of career opportunities and how they relate to student interests

Social/emotional:

- Improves positive school climate and school safety
- Increases attendance and feelings of school connectedness
- Early identification of mental health needs
- Enhances family involvement
- Improves student communication and social skills

3 - ASCA National Model

The Epping School District comprehensive school counseling program is based on the American School Counselors Association (ASCA) national model. This model provides a framework for a school counseling program that is comprehensive, data-driven and accountable. By adopting this model, Epping schools will ensure that the academic, career, and social/emotional needs of all students are addressed.



4 - Foundation

School Counseling Vision:

The vision of the Epping school counseling program is to support and educate students to better enable them to be life ready, productive citizens. Our goal is to prepare students for a successful transition from school to postsecondary education and/or work. We aim to assist students in all aspects of their day, to acquire the academic and social/emotional skills and attitudes necessary to meet their goals. Meeting these goals will empower students to reach their highest career aspirations and succeed as lifelong learners.

District Mission:

The mission of the Epping School District is to focus on the potential of every student and engage them to be passionate, confident learners who demonstrate competence and have strength of character to reach their highest aspirations and thoughtfully contribute to a diverse and changing world.

School Counseling Mission:

The mission of the Epping school counseling program is to provide integrated and comprehensive supports to enhance student achievement and promote academic, career and social/emotional development.

Beliefs:

The Epping School counseling department believes that ALL students:

- Can learn and achieve academic success
- Deserve a respectful, positive and nurturing environment that fosters academic development and social and emotional well-being
- Have the right to access services provided by the school counseling program

The Epping School counseling department believes that school counselors:

- Implement a developmental counseling program that is data-driven and designed to meet the needs of ALL students through a school counseling curriculum, individual student planning, responsive services, and system support.
- Are a vital part of multiple, collaborative teams that work to support student academic success and social and emotional well-being.
- Provide a safe space for students to share concerns, work on personal goals and celebrate accomplishments.
- Actively work to identify children who may need additional support and services.

- Comply with the professional and ethical standards of the American School Counselor Association (see Appendix III)
- Participate in professional development activities designed to increase their knowledge and skills in the school counseling field.

The Epping School Counseling Department believes that the school counseling program should:

- Focus on prevention and be developmentally appropriate for all students
- Provide instruction in all domains (academic, social/emotional, and career) in order for students to become college, career, and life ready.
- Use data to develop and evaluate all aspects of the program.
- Be created and organized by the counselors with input from all stakeholders.

Code of Ethics:

Ethical decision making models provide direction to school counselors when faced with an ethical dilemma. The use of a professionally structured decision making process ensures a consistent and fair standard of practice is used in addressing an ethical dilemma. ASCA's ethical standards include a 9 step process for ethical decision making:

1. Define the problem emotionally and intellectually.
2. Apply the ASCA ethical standards and the law.
3. Consider the student's chronological and developmental levels.
4. Consider the setting, parental rights, and minor's rights.
5. Apply the moral principles.
6. Determine your potential courses of action and their consequences.
7. Evaluate the selected action.
8. Consult
9. Implement the course of action.

(ASCA National Model: A Framework for School Counseling Programs, 2012)

Domains

The Epping School Counseling program is designed to foster student growth in three different domains. These are consistent with the standards promoted by the American Counseling Association.

1. **Academic Development** – Supporting and maximizing all student's ability to learn. (American School Counseling Association, 2014)

2. **Career Development** – Promoting students’ understanding of the connection between school and the world of work, and ability to plan for, and make, a successful transition from school to postsecondary education and/or work. (American School Counseling Association, 2014)

3. **Social/Emotional Development** – Helping students learn to manage emotions and develop and apply interpersonal skills. (American School Counseling Association, 2014)

Standards and School Policies

ASCA Standards for Students

Category 1: Mindset Standards School counselors encourage the following mindsets for all students.		
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Self-confidence in ability to succeed M 3. Sense of belonging in the school environment M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Positive attitude toward work and learning		
Category 2: Behavior Standards : Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.		
Learning Strategies	Self-Management	Social Skills
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrates the ability to work independently.	B-SS 3. Create relationships with adults that support success

B-LS 4. Apply self-motivation and self direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision making and social responsibility
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term academic, career and social/ emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

(American School Counseling Association, 2014)

Epping School District Policies

AC – NON-DISCRIMINATION

It is the policy of the Epping School Board that there will be no discrimination on the basis of age, gender, race, creed, color, religion, marital status, sexual orientation, national or ethnic origin, economic status or disability, or genetic information for employment in, participation in, admission or access to, or operation and administration of any educational program or activity in the School District.

This policy of non-discrimination is applicable to all persons employed or served by the district. Any complaints or alleged infractions of the policy, law or applicable regulations will be processed through the grievance procedure. This policy implements PL 94-142, Section 504 of the Rehabilitation Act of 1973, Title II of the American with Disabilities Act, Title VI or VII of the Civil Rights Act of 1964, Title IX of the Education Amendments

of 1972, Title II of the Genetic Information Nondiscrimination Act of 2008, and the laws of New Hampshire pertaining to non-discrimination.

JLD –COUNSELING SERVICES

The School Board is committed to ensuring a high quality school guidance program that is comprehensive, developmentally appropriate, fosters academic achievement, and personal growth, and is provided to all District students in an equitable manner.

The program will include the following:

1. Distribution of information and support to students and families about academic programming, community supports, and other relevant information.
2. Alignment with national standards.
3. Prevention, intervention, and crisis response services.
4. Promotion of personal, interpersonal, health, academic, and career development for all students through classroom programs and other services.
5. All provisions of NH Administrative Rules ED 306 Public School Standards.

It is the policy of Epping School Board that at all grade levels, school counselors collaborate with parents, students, staff, and community to remove barriers to learning and provide opportunities and supports to empower students to embrace their full potential and achieve their academic and personal aspirations. The school counselor is responsible for developing a program or plan that identifies student success in academic performance, social awareness, and career planning.

Statutory/Regulatory/Policy/Handbook Cross References

NH Code of Administrative Rules ED 306.39 (Guidance Program) Handbook
(Referenced in Handbooks)

5 - System and Delivery

School Counseling Curriculum

The school counseling curriculum consists of a planned, written program of activities and/or lessons that are comprehensive in scope, preventive in nature and developmental in design. These lessons and activities are aligned with the vision, mission and goals of the school counseling program. The curriculum promotes knowledge, attitudes and skills of student competencies in the areas of academic achievement, career development and personal/social growth. School counselors plan, design and evaluate the curriculum and it is delivered by school counselors and other educators as appropriate. Please see Appendix I for curriculum standards and delivery.

Individual Student Planning

School counselors work with students to develop personal goals and future plans in the areas of academic, career, and personal/social development. These plans are reviewed and monitored to assist students in managing their own learning. Individual planning begins at the elementary level, continues through high school, and includes discussion and planning for transition from school to school, school to work and/or post high school education/training. This process helps students acquire the knowledge and skills of the planning process while providing support for each student in his or her individualized plan. These activities are typically occur on an individual basis and/or in small groups. Parents or guardians and other teachers/staff are often included in this process as well.

Strategies for implementation:

School counselors work with students to evaluate their abilities, interests, skills and achievement in all areas. At the elementary school level they focus on self-awareness and self-reflection regarding learning style, interpersonal skills, decision-making and personal responsibility. During middle school, school counselors assist students in moving from awareness to action, helping them learn to apply what they know and understand about themselves. At this stage, students are beginning more concrete career exploration and engaging in transition planning for high school. Once in high school, students work with counselors to discuss goals and plans for high school and post-high school. This includes reviewing transcripts and test scores, planning career exploration opportunities, reviewing course plans and making a post high school transition plan.

Examples of Individual Planning Activities:

Elementary School	Middle School	High School
Goal setting Education plan Review academic progress Career awareness Academic and behavior supports (504/IEP) Functional behavior Assessments	Goal setting Education plan Career exploration Academic and behavior supports (504/IEP) Functional behavior assessments	Goal setting Course selection Education plan and transcript review Post high school planning College admission testing (PSAT, SAT, etc.) Career interest inventory Career research Academic and behavior supports (504/IEP) Functional behavior assessments

Responsive Services

Responsive services in the Epping School Counseling Program focus on meeting the immediate needs and concerns of individual students. School counselors work with students who are experiencing needs, concerns, or problems that may be interfering with, or distracting students from, their academic, career, and social/emotional development. Collaboration with teachers and other staff, as well as the involvement of parents/guardians, is critical in helping students overcome any barriers to being successful students and school community members. Parent/guardian involvement may include working with school counselors to identify specific concerns, giving permission for school services, providing help in resolving issues, and following through with referral for outside assistance.

Responsive services are implemented through:

- A. **Individual Counseling** - School counselors provide individual counseling for students who are experiencing academic difficulties, personal/social concerns, or other developmental issues. Individual counseling can help students to identify problems, causes, and solutions, and possible consequences in order to plan appropriate action
- B. **Small-Group Counseling** - School counselors provide small-group counseling on an as-needed basis to students who would benefit from a small-group setting

to address their needs and help them develop skills. These groups may focus on a short-term issue, or crisis intervention, and often deal with topics such as social skills, self-esteem, anger management, relationship issues, grief issues, and study skills.

- C. **Consultation** - School counselors work with parents/guardians, teachers, and administrators to help them understand and address the educational, social, and/or emotional needs of students. This also involves participation in building level student support teams
- D. **Crisis counseling** – Each school in the district has a crisis team to evaluate the needs of students if/when a crisis occurs. This team always includes a school counselor, school psychologist and an administrator and may also include the school resource officer and/or a school nurse as needed. Crisis counseling may be provided to students to focus on prevention, intervention, and follow-up. This is typically short term and temporary in nature. Referrals to appropriate community resources may be made as well.
- E. **Referral** - When the nature of a student's concern is outside the scope of a school program, school counselors will make a referral for services outside of the school. School counselors are familiar with community resources that deal with crises such as suicide, violence, abuse, and terminal illness. These referral sources may include mental health providers and agencies, employment and training programs, vocational rehabilitation, juvenile services, and/or social and community services.

System Support

System support involves various activities that help to maintain the effectiveness of the Epping School Counseling Program. The component is implemented through the following:

- A. **Professional Development** - School counselors regularly update their professional knowledge and skills through participation in school in-service training, as well as attending workshops and seminars, completing postgraduate coursework, and/or contributing to professional literature.
- B. **School Staff and Community Relations** - This involves providing communication on the scope of the Epping School Counseling Program to parents, staff, and the community.
- C. **Community Outreach** - Making connections and networking in the community is an important part of the school counselor's role. School counselors establish connections in the community with social service agencies to assist families in

accessing resources. School counselors periodically visit postsecondary schools and local businesses, and industries in order to gain knowledge about potential sites for extended learning opportunities, field trip sites, employment opportunities, and local labor market information.

- D. **School Climate and Enrichment Activities** - School counselors are involved in the planning or presentation of activities that recognize students' individual contributions to the school and community, encourage students' community involvement and social/emotional development, and create a positive school culture.
- E. **Program Management and Operations** - School counselors are involved in planning and management activities that support the district's comprehensive school counseling program. Such activities might include maintaining a yearly calendar of activities; developing and monitoring annual school counseling budgets; establishing priorities for the year; and, identifying resources needed to implement the program.
- F. **Professional Learning Opportunities** - School counselors participate in school- or district-wide initiatives such as curriculum committees, community committees, or advisory boards in order to support other programs in the school and community as well as to gain support for the school counseling program.

Student Advocacy

Student advocacy is the proactive involvement of school counselors to ensure equity and respect for all students. School counselors work to increase educational access and reduce barriers which prevent students from achieving success in school. The Epping School Counseling Program is designed to be sensitive to the possible educational, personal, social, institutional and systemic barriers for students with special needs including, but not limited to, the following: issues related to gender, race, language, sexual orientation, social and economic status, homelessness, blended families, substance abuse, pregnancy, parenting, giftedness, disabilities and religion.

Strategies for implementation:

- A. **Data Collection** Counselors collaborate with teachers and staff to gather data in order to highlight underserved populations. Using this data to design and implement programs, make referrals, and target specific populations in order to minimize barriers and increase opportunities for academic and personal success in school.

- B. **Ethical Standards** School counselors maintain confidentiality and professional ethical standards.
- C. **Collaboration** Counselors work closely with staff, teachers, administrators, parents and guardians and community resources to meet the needs of all students.

6 - Management and Accountability

The Epping School Counseling Program utilizes tools and organizational processes that facilitate effective and efficient management of the counseling program. In addition, in order to evaluate the effectiveness of the counseling program, school counselors, collect and analyze data to determine how student achievement, attendance and behavior is impacted by the program.

Counselor/Administration Communication

School Counselors and Administration in each building 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.

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. Data is reviewed annually to assess both program progress and impact. This can help school counselors:

1. Monitor student progress
2. Identify students who are having difficulties or behavior problems
3. Identify barriers to learning
4. Understand factors affecting student behavior
5. Identify access and equity issues
6. Close achievement, opportunity and attainment gaps
7. Assess and evaluate the effectiveness of activities within the school counseling program
8. Improve, modify or change services provided to students

Counselors use student and school site data, in the form of a school data profile to monitor student progress and determine what students need to achieve school success. This includes achievement data to measure students' academic progress and behavioral data to measure those non-academic areas that are correlated to academic achievements such as discipline referrals, attendance, participation in extracurricular activities.

School counselors also collect and analyze program results data. This includes process data, which describes the activities conducted and how many students participated; perception data through surveys such as pre-post tests, needs assessments and feedback surveys to determine attainment of competencies, changes in attitudes and beliefs and perceived gains in knowledge; and outcome data to show the impact of an activity or program, which can include data such as graduation rates, attendance rates and discipline referrals. It is not realistic that counselors collect data to monitor every activity within the school counseling program. Each year, choices will be made as to which activities may be the highest priority based on school priorities and district goals

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. School counselors will periodically assess their use of time to determine who closely they are meeting their goals in terms of time allocation. The use-of-time assessment analysis assists counselors in reflecting on the effectiveness of program delivery methods and strategies and adjusting as needed. See Appendix II

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. Mindset/Behavior to be addressed
2. Description of the activity
3. Data driving the decision to address the Mindset/Behavior
4. Timeline in which activity is to be completed
5. Person 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 calendars to keep students, parents, teachers and administrators informed. This assists in planning and promotes active participation in the program.

Program evaluation

Program evaluation has four components:

1. Self-evaluation of the school counselors' strengths and areas of improvement using the School Counselor Competencies Assessment

2. Self-analysis of the school counseling program's strengths and areas of improvement using the School Counseling Program Assessment
3. Evaluation of the school counselor's performance by an administrator
4. Review of program goals created at the beginning of the year

Appendix I: Counseling Curriculum Standards and Delivery

Mindset Standards:	I Can Statements:	Delivery:
<p>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p>	<p>K-2 I can talk about positive choices. 3-5 I can demonstrate self care skills. 6-8 I can apply individual strengths when dealing with personal challenges. 9-12 I can demonstrate multiple strategies to achieve overall wellness.</p>	<p>K-5 Individual Counseling, Group Counseling, Classroom Lessons, Epping Eagles, Farm to School, Consult, Parent/Teacher Conferences (November/March), Crisis Intervention (on going), Lunch Groups, Breakfast Club, Positive School Climate (September kick off)</p> <p>6-8 Individual Counseling, Group Counseling, Adventure Based Counseling Groups, Peer mediation, Parent / Teacher Consultation, Crisis intervention, OLWEUS Anti Bullying Meetings, Career & Interests Counseling, Extra Curricular Activities / Clubs</p> <p>9-12 Individual Counseling, Group Counseling, Seminar Lessons, Health class curriculum, Career & Interests Counseling, Extra Curricular Activities / Clubs</p>
<p>M 2. Self-confidence in ability to succeed</p>	<p>K-2 I can try my best. 3-5 I can work hard to achieve life goals. 6-8 I can work to develop a growth mindset surrounding my ability to succeed. 9-12 I can create an action plan for the steps needed to achieve my goals.</p>	<p>K-5 Individual Counseling, Group Counseling, Classroom Lessons, Epping Eagles, Consult, Parent/Teacher Conferences (November/March), Crisis Intervention (on going), Lunch Groups, Breakfast Club, Positive School Climate (September kick off), Student Achievement Report, Work Study Practices</p> <p>6-8 Individual Counseling, Group Counseling, Adventure Based Counseling Groups, Peer mediation, Parent / Teacher Consultation, OLWEUS Anti Bullying Meetings, Career & Interests Counseling, Extra Curricular Activities / Clubs</p>

		<p>9-12 Individual Counseling, Group Counseling, Seminar Lessons, Health class curriculum, Career & Interests Counseling, Extra Curricular Activities / Clubs</p>
<p>M 3. Sense of belonging in the school environment</p>	<p>K-2 I can be part of the classroom environment. 3-5 I can demonstrate my participation in the school community. 6-8 I can be a contributing member of my class and school community. 9-12 I can explain my involvement in the school community.</p>	<p>K-5 After School Programs, Individual Counseling, Group Counseling, Classroom Lessons, Epping Eagles, Farm to School, Consult, Parent/Teacher Conferences (November/March), Lunch Groups, Breakfast Club, Positive School Climate (September kick off), Peer helpers, Music Concerts, Assemblies, Artist in Residence</p> <p>6-8 Individual Counseling, Group Counseling, Adventure Based Counseling Groups, Peer mediation, Parent / Teacher Consultation, OLWEUS Anti Bullying Meetings, Career & Interests Counseling, Extra Curricular Activities / Clubs</p> <p>9-12 Individual Counseling, Group Counseling, Seminar Lessons, Health class curriculum, Extra Curricular Activities / Clubs</p>
<p>M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success</p>	<p>K-2 I can talk about what I want to be when I grow up. 3-5 I can identify different careers after high school. 6-8 I can obtain information regarding training and education for a given occupation. 9-12 I can utilize resources to explore options for post-secondary and lifelong learning.</p>	<p>K-5 Individual Counseling, Group Counseling, Classroom Lessons, Epping Eagles, Career visitors, High School/Middle School Speakers</p> <p>6-8 Individual Counseling, Group Counseling, Adventure Based Counseling Groups, Parent / Teacher Consultation, OLWEUS Anti Bullying Meetings, Career & Interests Counseling, Extra Curricular Activities / Clubs, EHS Transition Activities</p> <p>9-12 Individual Counseling, Group Counseling, Seminar Lessons,</p>

		Transition Planning, Career & Interests Counseling & Assessments
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes	<p>K-2 I can do my best work.</p> <p>3-5 I can demonstrate my understanding of my potential.</p> <p>6-8 I can reflect on my strengths and used them to drive my learning.</p> <p>9-12 I can articulate and demonstrate the correlation between effort and achievement</p>	<p>K-5 Individual Counseling, Group Counseling, Classroom Lessons, Epping Eagles, Consult, Parent/Teacher Conferences (November/March), Crisis Intervention (on going), Lunch Groups, Breakfast Club, Positive School Climate (September kick off), Student Achievement Reports, Work Study Practices</p> <p>6-8 Individual Counseling, Group Counseling, Adventure Based Counseling Groups, Peer mediation, Parent / Teacher Consultation, OLWEUS Anti Bullying Meetings, Career & Interests Counseling, Extra Curricular Activities / Clubs</p> <p>9-12 Individual Counseling, Group Counseling, Seminar Lessons, Work Study Practices Conferencing</p>
M 6. Positive attitude toward work and learning	<p>K-2 I can use positive self talk.</p> <p>3-5 I can articulate the importance of learning.</p> <p>6-8 I can actively work to improve my skills through practice and persistence.</p> <p>9-12 I can keep a positive attitude when faced with challenges.</p>	<p>K-5 Individual Counseling, Group Counseling, Classroom Lessons, Epping Eagles, Consult, Parent/Teacher Conferences (November/March), Crisis Intervention (on going), Lunch Groups, Breakfast Club, Positive School Climate (September kick off), Work Study Practices, Student Achievement Reports</p> <p>6-8 Individual Counseling, Group Counseling, Adventure Based Counseling Groups, Parent / Teacher Consultation, OLWEUS Anti Bullying Meetings, Career & Interests Counseling, Extra Curricular Activities / Clubs</p> <p>9-12 Individual Counseling, Group Counseling, Seminar Lessons,</p>

		Health class curriculum, Extra Curricular Activities / Clubs
Behavior Standards Learning Strategies:		
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	<p>K-2 I can make good choices.</p> <p>3-5 I can think about and communicate my options before I make a choice.</p> <p>6-8 I can think about and understand the potential outcome of a choice.</p> <p>9-12 I can independently arrive at a decision or solution that is well suited to the task</p>	<p>K-5 Individual Counseling, Group Counseling, Classroom Lessons, Epping Eagles, Consult, Parent/Teacher Conferences (November/March), Crisis Intervention (on going), Lunch Groups, Breakfast Club, Positive School Climate (September kick off), Student Achievement Report, Work Study Practices</p> <p>6-8 Individual Counseling, Group Counseling, Adventure Based Counseling Groups, Peer mediation, OLWEUS Anti Bullying Meetings, Career & Interests Counseling, Extra Curricular Activities / Clubs</p> <p>9-12 Individual Counseling, Group Counseling, Seminar Lessons, Health class curriculum, Career & Interests Counseling & Assessments</p>
B-LS 2. Demonstrate creativity	<p>K-2 I can complete a task using different methods.</p> <p>3-5 I can complete a task using different methods.</p> <p>6-8 I can complete a task using a variety of methods.</p> <p>9-12 I can use original and flexible thinking to communicate my ideas or construct a unique product or solution.</p>	<p>K-5 Individual Counseling, Group Counseling, Classroom Lessons, Epping Eagles, Farm to School, Consult, Parent/Teacher Conferences (November/March), Crisis Intervention (on going), Lunch Groups, Breakfast Club, Positive School Climate (September kick off), After School Programs, Artist in Residence, Winter Concerts</p> <p>6-8 Individual Counseling, Group Counseling, Adventure Based Counseling Groups, Peer mediation, OLWEUS Anti Bullying Meetings, Career & Interests Counseling, Extra Curricular Activities / Clubs</p>

		9-12 Individual Counseling, Group Counseling, Work Study Practices Conferencing, Extra Curricular Activities / Clubs
B-LS 3. Use time-management, organizational and study skills	<p>K-2 I can do my homework.</p> <p>3-5 I can complete my work in a timely manner, organize my work, and study for tests.</p> <p>6-8 I can utilize academic resources to improve study skills.</p> <p>9-12 I can demonstrate consistency, dependability, and follow through with commitments</p>	<p>K-5 Individual Counseling, Group Counseling, Classroom Lessons, Epping Eagles, Consult, Parent/Teacher Conferences (November/March), Lunch Groups, Breakfast Club, Executive Functioning Skills</p> <p>6-8 Individual Counseling, Group Counseling, Peer mediation, Parent / Teacher Consultation, OLWEUS Anti Bullying Meetings, Career & Interests Counseling, Extra Curricular Activities</p> <p>9-12 Individual Counseling, Group Counseling, Seminar Lessons, Health class curriculum, Work Study Practices Counseling, Extra Curricular Activities / Clubs</p>
B-LS 4. Apply self-motivation and self-direction to learning	<p>K-2 I can self-start.</p> <p>3-5 I can take charge of my learning.</p> <p>6-8 I can apply my own strategies to support my learning.</p> <p>9-12 I can initiate and manage my learning</p>	<p>K-5 Individual Counseling, Group Counseling, Classroom Lessons, Epping Eagles, Consult, Parent/Teacher Conferences (November/March), Lunch Groups, Breakfast Club, Positive School Climate (September kick off), Work Study Practices, Student Achievement Report, Executive Functioning Skills</p> <p>6-8 Individual Counseling, Group Counseling, Adventure Based Counseling Groups, OLWEUS Anti Bullying Meetings, Career & Interests Counseling, Extra Curricular Activities</p>
B-LS 5. Apply media and technology skills	K-2 I can learn about technology to use for my	K-5 Technology Classes and School Counseling Lessons

	<p>learning. 3-5 I can use media and technology in my learning. 6-8 I can use and understand media and technology in my learning. 9-12 I can use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding</p>	<p>6-8 Peer mediation, Parent / Teacher Consultation, OLWEUS Anti Bullying Meetings, Career & Interests Counseling, Extra Curricular Activities / Clubs</p>
<p>B-LS 6. Set high standards of quality</p>	<p>K-2 I can do my best work. 3-5 I can do my best work. 6-8 I can understand my strengths and use them to drive my learning 9-12 I can use self reflection to influence work and goals</p>	<p>K-5 Individual Counseling, Group Counseling, Classroom Lessons, Consult, Parent/Teacher Conferences, Work Study Practices</p> <p>6-8 Individual Counseling, Group Counseling, Adventure Based Counseling Groups, Peer mediation, Parent / Teacher Consultation, OLWEUS Anti Bullying Meetings, Career & Interests Counseling, Extra Curricular Activities / Clubs</p>
<p>B-LS 7. Identify long- and short-term academic, career and social/ emotional goals</p>	<p>K-2 I can learn about the meaning of goals. 3-5 I can create meaningful goals. 6-8 I can identify short term goals that will help me achieve my long term goals. 9-12 I can set individual goals and document progress toward achieving those goals</p>	<p>K-5 Individual Counseling, Group Counseling, Classroom Lessons, Consult, Parent/Teacher Conferences (November/March), Lunch Groups, Breakfast Club, Positive School Climate (September kick off)</p> <p>6-8 Individual Counseling, Group Counseling, Adventure Based Counseling Groups, Parent / Teacher Consultation, Crisis intervention, OLWEUS Anti Bullying Meetings, Career & Interests Counseling, Extra Curricular Activities / Clubs</p> <p>9-12 Individual Counseling, Group Counseling, Seminar Lessons, Health class curriculum, Career & Interests Counseling, Extra</p>

		Curricular Activities / Clubs, Work Study Practices conferencing
B-LS 8. Actively engage in challenging coursework	<p>K-2 I can be challenged with my work.</p> <p>3-5 I can be challenged with my work.</p> <p>6-8 I can understand my strengths and use them to drive my learning</p> <p>9-12 I can persevere in completing complex and challenging tasks</p>	<p>K-5 Individual Counseling, Group Counseling, Classroom Lessons, Consult, Parent/Teacher Conferences (November/March), Crisis Intervention (on going), Lunch Groups, Breakfast Club, Positive School Climate (September kick off), Student Achievement Reports, Work Study Practices</p> <p>6-8 Group Counseling, Adventure Based Counseling Groups, Peer mediation, Parent / Teacher Consultation, OLWEUS Anti Bullying Meetings, Career & Interests Counseling, Extra Curricular Activities / Clubs</p> <p>9-12 Individual Counseling, Group Counseling, Seminar Lessons, Work Study Practices Conferencing, Transition Planning</p>
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	<p>K-2 I can make good choices.</p> <p>3-5 I can ask questions to make an informed decision</p> <p>6-8 I can accept feedback and improve on these areas.</p> <p>9-12 I can determine, collect, and organize necessary information to make an informed decisions</p>	<p>K-5 Individual Counseling, Group Counseling, Classroom Lessons, Epping Eagles, Parent/Teacher Conferences (November/March), Crisis Intervention (on going), Lunch Groups, Breakfast Club, Positive School Climate (September kick off)</p> <p>6-8 Individual Counseling, Group Counseling, Adventure Based Counseling Groups, Peer mediation, Parent / Teacher Consultation, OLWEUS Anti Bullying Meetings, Career & Interests Counseling, Extra Curricular Activities / Clubs</p> <p>9-12 Individual Counseling, Group Counseling, Seminar Lessons, Health class curriculum, Career & Interests Counseling, Extra Curricular Activities / Clubs, Work</p>

		Study Practices
B-LS 10. Participate in enrichment and extracurricular activities	K-2 I can participate in afterschool activities. 3-5 I can participate in afterschool activities. 6-8 I can participate, take pride in, and be invested in afterschool activities 9-12 I can access resources to find activities related to my interests	K-5 Individual Counseling, Group Counseling, Classroom Lessons, Epping Eagles, Farm to School, After School Programs, Referrals for after school programming, Lunch Groups, Breakfast Club, Positive School Climate (September kick off) 6-8 Adventure Based Counseling Groups,, OLWEUS Anti Bullying Meetings, Career & Interests Counseling, Extra Curricular Activities 9-12 Individual Counseling, Group Counseling, Seminar Lessons, Health class curriculum, Career & Interests Counseling, Extra Curricular Activities / Clubs, Work Study Practices
Behavior Standards: Self Management Skills:		
B-SMS 1. Demonstrate ability to assume responsibility	K-2 I can take care of my belongings. 3-5 I can complete my work. 6-8 I can take responsibility for my own learning. 9-12 I can follow through on commitments	K-5 Individual Counseling, Group Counseling, Classroom Lessons, Epping Eagles, Lunch Groups, Breakfast Club, Positive School Climate (September kick off) 6-8 Individual Counseling, Group Counseling, Adventure Based Counseling Groups, Peer mediation, Parent / Teacher Consultation, OLWEUS Anti Bullying Meetings, Career & Interests Counseling, Extra Curricular Activities / Clubs 9-12 Individual Counseling, Group Counseling, Seminar Lessons, Health class curriculum, Career & Interests Counseling, Extra Curricular Activities / Clubs, Work Study Practices
B-SMS 2. Demonstrate	K-2 I can keep my hands	K-5 Individual Counseling, Group

<p>self-discipline and self-control</p>	<p>and feet to myself. 3-5 I can verbalize my feelings and maintain control of myself. 6-8 I can control my actions and emotions in a variety of school settings. 9-12 I can think before I act</p>	<p>Counseling, Classroom Lessons, Consult, Parent/Teacher Conferences (November/March), Crisis Intervention (on going), Lunch Groups, Breakfast Club, Positive School Climate (September kick off), SWISS Report/Discipline Referrals, Work Study Practices</p> <p>6-8 Individual Counseling, Group Counseling, Adventure Based Counseling Groups, Peer mediation, Parent / Teacher Consultation, Crisis intervention, OLWEUS Anti Bullying Meetings, Career & Interests Counseling, Extra Curricular Activities / Clubs</p> <p>9-12 Individual Counseling, Group Counseling, Seminar Lessons, Health class curriculum, Career & Interests Counseling, Extra Curricular Activities / Clubs, Work Study Practices</p>
<p>B-SMS 3. Demonstrate ability to work independently</p>	<p>K-2 I can do my own work. 3-5 I can do my work without prompting. 6-8 I can complete tasks without prompting 9-12 I can start and finish tasks in a timely manner without prompting.</p>	<p>K-5 Individual Counseling, Group Counseling, Classroom Lessons, Consult, Parent/Teacher Conferences (November/March), Lunch Groups, Breakfast Club, Work Study Practices, Student Achievement Report</p> <p>6-8 Individual Counseling, Group Counseling, Adventure Based Counseling Groups, Peer mediation, OLWEUS Anti Bullying Meetings, Career & Interests Counseling, Extra Curricular Activities / Clubs</p> <p>9-12 Individual Counseling, Group Counseling, Seminar Lessons, Work Study Practices</p>
<p>B-SMS 4. Demonstrate ability to delay</p>	<p>K-2 I can wait my turn. 3-5 I can focus on</p>	<p>K-5 Individual Counseling, Group Counseling, Classroom Lessons,</p>

<p>immediate gratification for long term rewards</p>	<p>individual steps to focus on a long term goal. 6-8 I can understand how my actions and behaviors impact others. 9-12 I can understand that it can take time to see the positive outcomes of working hard.</p>	<p>Consult, Parent/Teacher Conferences (November/March), Lunch Groups, Breakfast Club, Positive School Climate (September kick off), Positive Incentive Plan</p> <p>6-8 Individual Counseling, Group Counseling, Adventure Based Counseling Groups, Parent / Teacher Consultation, OLWEUS Anti Bullying Meetings, Career & Interests Counseling, Extra Curricular Activities / Clubs</p> <p>9-12 Individual Counseling, Group Counseling, Seminar Lessons, Career & Interests Counseling, Extra Curricular Activities / Clubs, Work Study Practices, Transition Planning</p>
<p>B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals</p>	<p>K-2 I can keep trying to achieve a goal. 3-5 I can identify and follow the steps needed to achieve a goal. 6-8 I can identify short term goals that will help me achieve my long term goals. 9-12 I can follow through with meeting short term goals with a long term goal in mind</p>	<p>K-5 Individual Counseling, Group Counseling, Classroom Lessons, Consult, Parent/Teacher Conferences (November/March), Lunch Groups, Breakfast Club, Positive School Climate (September kick off), Work Study Practices</p> <p>6-8 Individual Counseling, Group Counseling, Adventure Based Counseling Groups, Parent / Teacher Consultation, OLWEUS Anti Bullying Meetings, Career & Interests Counseling, Extra Curricular Activities / Clubs</p> <p>9-12 Individual Counseling, Group Counseling, Seminar Lessons, Health class curriculum, Career & Interests Counseling, Transition Planning, Work Study Practices, Extra Curricular Activities / Clubs</p>
<p>B-SMS 6. Demonstrate ability to overcome barriers to learning</p>	<p>K-2 I can ask for help. 3-5 I can use different tools for learning. 6-8 I can advocate for</p>	<p>K-5 Individual Counseling, Group Counseling, Classroom Lessons, Parent/Teacher Conferences (November/March), Crisis</p>

	<p>myself and my learning. 9-12 I can access support and use my learned skills to achieve difficult tasks</p>	<p>Intervention (on going), Lunch Groups, Breakfast Club, Positive School Climate (September kick off), Work Study Practices, Student Achievement Report</p> <p>6-8 Individual Counseling, Group Counseling, Adventure Based Counseling Groups, Peer mediation, Parent / Teacher Consultation, Crisis intervention, OLWEUS Anti Bullying Meetings, Career & Interests Counseling, Extra Curricular Activities / Clubs</p> <p>9-12 Individual Counseling, Group Counseling, Seminar Lessons</p>
<p>B-SMS 7. Demonstrate effective coping skills when faced with a problem</p>	<p>K-2 I can use my words when I have a problem. 3-5 I can use conflict resolution skills to solve a problem. 6-8 I can be flexible in the skills I use to cope with various situations. 9-12 I can effectively communicate my problem and independently access my supports to overcome the problem.</p>	<p>K-5 Individual Counseling, Group Counseling, Classroom Lessons, Parent/Teacher Conferences (November/March), Crisis Intervention (on going), Lunch Groups, Breakfast Club, Positive School Climate (September kick off)</p> <p>6-8 Individual Counseling, Group Counseling, Adventure Based Counseling Groups, Peer mediation, Parent / Teacher Consultation, Crisis intervention, OLWEUS Anti Bullying Meetings, Career & Interests Counseling, Extra Curricular Activities / Clubs</p> <p>9-12 Individual Counseling, Group Counseling, Seminar Lessons, Health class curriculum, Work Study Practices</p>
<p>B-SMS 8. Demonstrate the ability to balance school, home and community activities</p>	<p>K-2 I can tell the activity that is coming next in my day. 3-5 I can follow a schedule at school, home, and community. 6-8 I can manage my time</p>	<p>K-5 Individual Counseling, Group Counseling, Classroom Lessons, Epping Eagles, Farm to School, Consult, Parent/Teacher Conferences (November/March), Crisis Intervention (on going), Lunch Groups, Breakfast Club, Positive</p>

	<p>effectively to meet deadlines.</p> <p>9-12 I can be an active and engaged member of my home, school, and community.</p>	<p>School Climate (September kick off), Executive Functioning Skills,</p> <p>6-8 Individual Counseling, Group Counseling, Adventure Based Counseling Groups, Parent / Teacher Consultation, OLWEUS Anti Bullying Meetings, Career & Interests Counseling, Extra Curricular Activities / Clubs</p> <p>9-12 Individual Counseling, Group Counseling, Seminar Lessons, Health class curriculum, Career & Interests Counseling, Extra Curricular Activities / Clubs</p>
<p>B-SMS 9. Demonstrate personal safety skills</p>	<p>K-2 I can identify community helpers.</p> <p>3-5 I can identify tools to be safe.</p> <p>6-8 I can identify unsafe behaviors.</p> <p>9-12 I can make good decisions about my health and safety</p>	<p>K-5 Individual Counseling, Group Counseling, Classroom Lessons, Epping Eagles, Farm to School, Consult, Parent/Teacher Conferences (November/March), Crisis Intervention (on going), Lunch Groups, Breakfast Club, Positive School Climate (September kick off), Samantha Skunk Presentation, Career Visitors</p> <p>6-8 Individual Counseling, Group Counseling, Adventure Based Counseling Groups, Peer mediation, Crisis intervention, OLWEUS Anti Bullying Meetings, Extra Curricular Activities / Clubs</p> <p>9-12 Individual Counseling, Group Counseling, Seminar Lessons, Health class curriculum, Physical Education curriculum</p>
<p>B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities</p>	<p>K-2 I can be flexible when situations change.</p> <p>3-5 I can be flexible when situations change.</p> <p>6-8 I can adapt my behavior in response to my environment and audience.</p>	<p>K-5 Individual Counseling, Group Counseling, Classroom Lessons, Consult, Parent/Teacher Conferences (November/March), Crisis Intervention (on going), Lunch Groups, Breakfast Club, Positive School Climate (September kick off),</p>

	9-12 I can adapt as necessary to create a positive outcome for myself and others	<p>Work Study Practices, Positive Incentive Plan</p> <p>6-8 Individual Counseling, Group Counseling, Adventure Based Counseling Groups, Peer mediation, Parent / Teacher Consultation, Crisis intervention, OLWEUS Anti Bullying Meetings, Career & Interests Counseling, Extra Curricular Activities / Clubs</p> <p>9-12 Individual Counseling, Group Counseling, Seminar Lessons, Advisory, Health class curriculum, Career & Interests Counseling, Extra Curricular Activities / Clubs, Work Study Practices</p>
Behavior Standards: Social Skills:		
B-SS 1. Use effective oral and written communication skills and listening skills	<p>K-2 I can share my feelings by talking, drawing, or writing.</p> <p>3-5 I can listen to others concerns and share my concerns.</p> <p>6-8 I Can demonstrate positive communication skills for a healthy relationship.</p> <p>9-12 I can display effective communication skills through multiple modalities.</p>	<p>K-5 Individual Counseling, Group Counseling, Classroom Lessons, Epping Eagles, Consult, Parent/Teacher Conferences (November/March), Lunch Groups, Breakfast Club, Positive School Climate (September kick off), Student Achievement Report</p> <p>6-8 Individual Counseling, Group Counseling, Adventure Based Counseling Groups, Peer mediation, OLWEUS Anti Bullying Meetings, Career & Interests Counseling, Extra Curricular Activities / Clubs</p> <p>9-12 Individual Counseling, Group Counseling, Seminar Lessons, Health class curriculum, Career & Interests Counseling, Extra Curricular Activities / Clubs, Work Study Practices</p>
B-SS 2. Create positive and supportive relationships with other	<p>K-2 I can identify friends and include others.</p> <p>3-5 I can interact</p>	K-5 Individual Counseling, Group Counseling (friendship skills groups), Classroom Lessons, Epping Eagles,

<p>students</p>	<p>comfortably with others of both similar and different backgrounds and engage respectfully with all. 6-8 I can be supportive of, and engage respectfully with other students, regardless of our differences. 9-12 I can be supportive of, engage respectfully, and work collaboratively with other students, regardless of our differences.</p>	<p>Farm to School, Consult, Parent/Teacher Conferences (November/March), Crisis Intervention (on going), Lunch Groups, Breakfast Club, Positive School Climate (September kick off), Work Study Practices, peer helpers</p> <p>6-8 Individual Counseling, Group Counseling, Adventure Based Counseling Groups, Peer mediation, Parent / Teacher Consultation, Crisis intervention, OLWEUS Anti Bullying Meetings, Career & Interests Counseling, Extra Curricular Activities / Clubs</p> <p>9-12 Individual Counseling, Group Counseling, Seminar Lessons, Health class curriculum, Career & Interests Counseling, Extra Curricular Activities / Clubs, Work Study Practices, LOBD</p>
<p>B-SS 3. Create relationships with adults that support success</p>	<p>K-2 I can appropriately speak with adults. 3-5 I can appropriately speak with adults. 6-8 I can advocate for myself both in and out of the classroom. 9-12 I can identify the adults who will support me both in and out of the classroom.</p>	<p>K-5 Individual Counseling, Group Counseling, Classroom Lessons, Epping Eagles, Consult, Parent/Teacher Conferences (November/March), Crisis Intervention (on going), Lunch Groups, Breakfast Club, Positive School Climate (September kick off), Work Study Practices</p> <p>6-8 Individual Counseling, Group Counseling, Adventure Based Counseling Groups, Peer mediation, Parent / Teacher Consultation, Crisis intervention, OLWEUS Anti Bullying Meetings, Career & Interests Counseling, Extra Curricular Activities / Clubs</p> <p>9-12 Individual Counseling, Group Counseling, Seminar Lessons, Advisory, Health class curriculum, Career & Interests Counseling, Extra</p>

		Curricular Activities / Clubs, Work Study Practices
<p>B-SS 4. Demonstrate empathy</p>	<p>K-2 I can show that I care about my friends by helping them. 3-5 I can empathize with others by understanding different situations. 6-8 I Can promote acceptance for all individuals. 9-12 I can exhibit respect for all individuals and recognize that differences</p>	<p>K-5 Individual Counseling, Group Counseling, Classroom Lessons, Epping Eagles, Consult, Parent/Teacher Conferences (November/March), Crisis Intervention (on going), Lunch Groups, Breakfast Club, Positive School Climate (September kick off), Work Study Practices, Community Service Activities</p> <p>6-8 Individual Counseling, Group Counseling, Adventure Based Counseling Groups, Peer mediation, OLWEUS Anti Bullying Meetings, Career & Interests Counseling, Extra Curricular Activities / Clubs</p> <p>9-12 Individual Counseling, Group Counseling, Seminar Lessons, Health class curriculum, Career & Interests Counseling, Extra Curricular Activities / Clubs, LOBD</p>
<p>B-SS 5. Demonstrate ethical decision making and social responsibility</p>	<p>K-2 I can understand the difference between right and wrong. 3-5 I can understand the difference between right and wrong. 6-8 I can understand the difference between right and wrong and identify unsafe behaviors. 9-12 I can interact appropriately with others, including people from diverse backgrounds, and contribute in a positive way in my school community</p>	<p>K-5 Individual Counseling, Group Counseling, Classroom Lessons, Epping Eagles, Consult, Parent/Teacher Conferences (November/March), Crisis Intervention (on going), Lunch Groups, Breakfast Club, Positive School Climate (September kick off), SWISS Report/Discipline Referrals</p> <p>6-8 Individual Counseling, Group Counseling, Adventure Based Counseling Groups, Peer mediation, OLWEUS Anti Bullying Meetings, Career & Interests Counseling, Extra Curricular Activities / Clubs</p> <p>9-12 Individual Counseling, Group Counseling, Seminar Lessons, Advisory, Health class curriculum,</p>

		Career & Interests Counseling, Extra Curricular Activities / Clubs, Work Study Practices
B-SS 6. Use effective collaboration and cooperation skills	K-2 I can listen to others opinions/input. 3-5 I can compromise. 6-8 I can listen and be flexible and respectful when working with others. 9-12 I can work in diverse groups to achieve a common goal	K-5 Individual Counseling, Group Counseling, Classroom Lessons, Epping Eagles, Consult, Parent/Teacher Conferences (November/March), Crisis Intervention (on going), Lunch Groups, Breakfast Club, Positive School Climate (September kick off), Work Study Practices 6-8 Individual Counseling, Group Counseling, Adventure Based Counseling Groups, Peer mediation, OLWEUS Anti Bullying Meetings, Career & Interests Counseling, Extra Curricular Activities / Clubs 9-12 Individual Counseling, Group Counseling, Seminar Lessons, Health class curriculum, Career & Interests Counseling, Extra Curricular Activities / Clubs, Classroom based group work
B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams	K-2 I can work with others. 3-5 I can give my input and respect others feedback. 6-8 I can be respectful with my words and actions when working with others. 9-12 I can apply my individual strengths to enhance a group's performance	K-5 Individual Counseling, Group Counseling, Classroom Lessons, Epping Eagles, Farm to School, Consult, Parent/Teacher Conferences (November/March), Lunch Groups, Breakfast Club, Positive School Climate (September kick off), Work Study Practices, peer helpers 6-8 Individual Counseling, Group Counseling, Adventure Based Counseling Groups, Peer mediation, OLWEUS Anti Bullying Meetings, Career & Interests Counseling, Extra Curricular Activities / Clubs 9-12 Individual Counseling, Group Counseling, Seminar Lessons,

		Health class curriculum, Career & Interests Counseling, Extra Curricular Activities / Clubs, Classroom based group work
B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary	<p>K-2 I can speak up when I have a concern.</p> <p>3-5 I can speak up when I have a concern.</p> <p>6-8 I can use a variety of techniques to advocate for my personal well being.</p> <p>9-12 I can take initiative to pursue my best interests.</p>	<p>K-5 Individual Counseling, Group Counseling, Classroom Lessons, Epping Eagles, Consult, Parent/Teacher Conferences (November/March), Crisis Intervention (on going), Lunch Groups, Breakfast Club, Positive School Climate (September kick off), Work Study Practices</p> <p>6-8 Individual Counseling, Group Counseling, Adventure Based Counseling Groups, Peer mediation, OLWEUS Anti Bullying Meetings, Career & Interests Counseling, Extra Curricular Activities / Clubs</p> <p>9-12 Individual Counseling, Group Counseling, Seminar Lessons, Advisory, Health class curriculum, Career & Interests Counseling, Extra Curricular Activities / Clubs, Work Study Practice Conferences</p>
B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment	<p>K-2 I can react appropriately to different situations.</p> <p>3-5 I can react appropriately to different situations.</p> <p>6-8 I can be flexible in the skills I use to cope with various situations</p> <p>9-12 I can adapt as necessary to create a positive outcome for myself and others</p>	<p>K-5 Individual Counseling, Group Counseling, Classroom Lessons, Epping Eagles, Farm to School, Consult, Parent/Teacher Conferences (November/March), Crisis Intervention (on going), Lunch Groups, Breakfast Club, Positive School Climate (September kick off), Work Study Practices, peer helpers, community helpers</p> <p>6-8 Individual Counseling, Group Counseling, Adventure Based Counseling Groups, Peer mediation, OLWEUS Anti Bullying Meetings, Career & Interests Counseling, Extra Curricular Activities / Clubs</p>

		9-12 Individual Counseling, Group Counseling, Seminar Lessons, Health class curriculum, Career & Interests Counseling, Extra Curricular Activities / Clubs, Work Study Practice Conferencing
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Appendix II: Use of Time Assessment

	Direct Student Services			Indirect Student Services	Program Management and School Support		Non-School-Counseling Tasks
	School Counseling Core Curriculum	Individual Student Planning	Responsive Services	Referrals/ Consultation/ Collaboration	Program Foundation, Management and Accountability	Fair-Share Responsibility	Non-School-Counseling Tasks
7-7:15 a.m.							
7:16-7:30							
7:31-7:45							
7:46-8 a.m.							
8:01-8:15							
8:16-8:30							
8:31-8:45							
8:46-9							
9:01-9:15							
9:16-9:30							
9:31-9:45							
9:46-10							
10:01-10:15							
10:16-10:30							
10:31-10:45							
10:46-11							
11:01-11:15							
11:16-11:30							
11:31-11:45							
11:45 -12							
12:01-12:15							
12:16-12:30							
12:31-12:45							
12:46-1							
1:01-1:15							

1:16-1:30							
1:31-1:45							
1:46-2							
2:01-2:15							
2:16-2:30							
2:31-2:45							
2:46-3							
3:01-3:15							
3:16-3:30							
3:31-3:45							
3:46-4.							
TOTALS	0	0	0	0	0	0	0
% per topic							
% per category	0%				0%		

Appendix III: ASCA Ethical Standards for School Counselors

A. RESPONSIBILITY TO STUDENTS

A.1. Supporting Student Development

School counselors:

- a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
- b. Aim to provide counseling to students in a brief context and support students and families/guardians in obtaining outside services if the student needs long-term clinical counseling.
- c. Do not diagnose but remain acutely aware of how a student's diagnosis can potentially affect the student's academic success.
- d. Acknowledge the vital role of parents/guardians and families.
- e. Are concerned with students' academic, career and social/emotional needs and encourage each student's maximum development.
- f. Respect students' and families' values, beliefs, sexual orientation, gender identification/expression and cultural background and exercise great care to avoid imposing personal beliefs or values rooted in one's religion, culture or ethnicity.
- g. Are knowledgeable of laws, regulations and policies affecting students and families and strive to protect and inform students and families regarding their rights.
- h. Provide effective, responsive interventions to address student needs.
- i. Consider the involvement of support networks, wraparound services and educational teams needed to best serve students.
- j. Maintain appropriate boundaries and are aware that any sexual or romantic relationship with students whether legal or illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student's age. This prohibition applies to both in-person and electronic interactions and relationships.

A.2. Confidentiality

School counselors:

- a. Promote awareness of school counselors' ethical standards and legal mandates regarding confidentiality and the appropriate rationale and procedures for disclosure of student data and information to school staff.
- b. Inform students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes informed consent and clarification of the limits of confidentiality. Informed consent requires competence, voluntariness and knowledge on the part of students to understand the limits of confidentiality and, therefore, can be difficult to obtain from students of certain developmental levels, English-language learners and special-needs populations. If the student is able to give assent/consent before school counselors share confidential information, school counselors attempt to gain the student's assent/consent.
- c. Are aware that even though attempts are made to obtain informed consent, it is not always possible. When needed, school counselors make counseling decisions on students' behalf that promote students' welfare.
- d. Explain the limits of confidentiality in developmentally appropriate terms through multiple methods such as student handbooks, school counselor department websites, school counseling brochures, classroom lessons and/or verbal notification to individual students.

- e. Keep information confidential unless legal requirements demand that confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student. Serious and foreseeable harm is different for each minor in schools and is determined by students' developmental and chronological age, the setting, parental rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.
- f. Recognize their primary ethical obligation for confidentiality is to the students but balance that obligation with an understanding of parents'/guardians' legal and inherent rights to be the guiding voice in their children's lives. School counselors understand the need to balance students' ethical rights to make choices, their capacity to give consent or assent, and parental or familial legal rights and responsibilities to make decisions on their child's behalf.
- g. Promote the autonomy of students to the extent possible and use the most appropriate and least intrusive method to breach confidentiality, if such action is warranted. The child's developmental age and the circumstances requiring the breach are considered, and as appropriate, students are engaged in a discussion about the method and timing of the breach. Consultation with peers and/or supervision is recommended.
- h. In absence of state legislation expressly forbidding disclosure, consider the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:
 - 1) Student identifies partner, or the partner is highly identifiable
 - 2) School counselor recommends the student notify partner and refrain from further high-risk behavior
 - 3) Student refuses
 - 4) School counselor informs the student of the intent to notify the partner
 - 5) School counselor seeks legal consultation from the school district's legal representative in writing as to the legalities of informing the partner
- i. Request of the court that disclosure not be required when the school counselor's testimony or case notes are subpoenaed if the release of confidential information may potentially harm a student or the counseling relationship.
- j. Protect the confidentiality of students' records and release personal data in accordance with prescribed federal and state laws and school board policies.
- k. Recognize the vulnerability of confidentiality in electronic communications and only transmit student information electronically in a way that follows currently accepted security standards and meets federal, state and local laws and board policy.
- l. Convey a student's highly sensitive information (e.g., a student's suicidal ideation) through personal contact such as a phone call or visit and not less-secure means such as a notation in the educational record or an e-mail. Adhere to state, federal and school board policy when conveying sensitive information.
- m. Advocate for appropriate safeguards and protocols so highly sensitive student information is not disclosed accidentally to individuals who do not have a need to know such information. Best practice suggests a very limited number of educators would have access to highly sensitive information on a need-to-know basis.
- n. Advocate with appropriate school officials for acceptable encryption standards to be utilized for stored data and currently acceptable algorithms to be utilized for data in transit.
- o. Avoid using software programs without the technological capabilities to protect student information based upon currently acceptable security standards and the law.

A.3. Comprehensive Data-Informed Program

School counselors:

- 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 participation, Mindsets & Behaviors and outcome data and analyze the data to determine the progress and effectiveness of the school counseling program. School counselors ensure the school counseling annual student outcome goals and action plans are aligned with district's school improvement goals.
- f. Use data-collection tools adhering to confidentiality standards as expressed in A.2.
- g. Share data outcomes with stakeholders.

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

School counselors:

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

A.5. Dual Relationships and Managing Boundaries

School counselors:

- a. Avoid dual relationships that might impair their objectivity and increase the risk of harm to students (e.g., counseling one's family members or the children of close friends or associates). If a dual relationship is unavoidable, the school counselor is responsible for taking action to eliminate or reduce the potential for harm to the student through use of safeguards, which might include informed consent, consultation, supervision and documentation.
- b. Establish and maintain appropriate professional relationships with students at all times. School counselors consider the risks and benefits of extending current school counseling relationships beyond conventional parameters, such as attending a student's distant athletic competition. In extending these boundaries, school counselors take appropriate professional precautions such as informed consent, consultation and supervision. School counselors document the nature of interactions that extend beyond conventional parameters, including the rationale for the interaction, the potential benefit and the possible positive and negative consequences for the student and school counselor.
- c. Avoid dual relationships beyond the professional level with school personnel, parents/guardians and students' other family members when these relationships might infringe on the integrity of the school counselor/student relationship. Inappropriate dual relationships include, but are not limited to, providing direct discipline, teaching courses that involve grading students and/or accepting administrative duties in the absence of an administrator.

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

A.6. Appropriate Referrals and Advocacy

School counselors:

- a. Collaborate with all relevant stakeholders, including students, educators and parents/guardians when student assistance is needed, including the identification of early warning signs of student distress.
- b. Provide a list of resources for outside agencies and resources in their community to student(s) and parents/guardians when students need or request additional support. School counselors provide multiple referral options or the district's vetted list and are careful not to indicate an endorsement or preference for one counselor or practice. School counselors encourage parents to interview outside professionals to make a personal decision regarding the best source of assistance for their student.
- c. Connect students with services provided through the local school district and community agencies and remain aware of state laws and local district policies related to students with special needs, including limits to confidentiality and notification to authorities as appropriate.
- d. Develop a plan for the transitioning of primary counseling services with minimal interruption of services. Students retain the right for the referred services to be done in coordination with the school counselor or to discontinue counseling services with the school counselor while maintaining an appropriate relationship that may include providing other school support services.
- e. Refrain from referring students based solely on the school counselor's personal beliefs or values rooted in one's religion, culture, ethnicity or personal worldview. School counselors maintain the highest respect for student diversity. School counselors should pursue additional training and supervision in areas where they are at risk of imposing their values on students, especially when the school counselor's values are discriminatory in nature. School counselors do not impose their values on students and/or families when making referrals to outside resources for student and/or family support.
- f. Attempt to establish a collaborative relationship with outside service providers to best serve students. Request a release of information signed by the student and/or parents/guardians before attempting to collaborate with the student's external provider.
- g. Provide internal and external service providers with accurate, objective, meaningful data necessary to adequately assess, counsel and assist the student.
- h. Ensure there is not a conflict of interest in providing referral resources. School counselors do not refer or accept a referral to counsel a student from their school if they also work in a private counseling practice.

A.7. Group Work

School counselors:

- a. Facilitate short-term groups to address students' academic, career and/or social/emotional issues.
- b. Inform parent/guardian(s) of student participation in a small group.
- c. Screen students for group membership.
- d. Use data to measure member needs to establish well-defined expectations of group members.
- e. Communicate the aspiration of confidentiality as a group norm, while recognizing and working from the protective posture that confidentiality for minors in schools cannot be guaranteed.

- f. Select topics for groups with the clear understanding that some topics are not suitable for groups in schools and accordingly take precautions to protect members from harm as a result of interactions with the group.
- g. Facilitate groups from the framework of evidence-based or research-based practices.
- h. Practice within their competence level and develop professional competence through training and supervision.
- i. Measure the outcomes of group participation (participation, Mindsets & Behaviors 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.

A.10. Underserved and At-Risk Populations

School counselors:

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

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

A.11. Bullying, Harassment and Child Abuse

School counselors:

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

A.12. Student Records

School counselors:

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

on child abuse, suicide, sexual harassment or violence, without prior review and approval by school district legal counsel. School counselors follow district policies and procedures when contacting legal counsel.

A.13. Evaluation, Assessment and Interpretation

School counselors:

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

A.14. Technical and Digital Citizenship

School counselors:

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

A.15. Virtual/Distance School Counseling

School counselors:

- a. Adhere to the same ethical guidelines in a virtual/distance setting as school counselors in face-to-face settings.
- b. Recognize and acknowledge the challenges and limitations of virtual/distance school counseling.
- c. Implement procedures for students to follow in both emergency and nonemergency situations when the school counselor is not available.

- d. Recognize and mitigate the limitation of virtual/distance school counseling confidentiality, which may include unintended viewers or recipients.
- e. Inform both the student and parent/guardian of the benefits and limitations of virtual/distance counseling.
- f. Educate students on how to participate in the electronic school counseling relationship to minimize and prevent potential misunderstandings that could occur due to lack of verbal cues and inability to read body language or other visual cues that provide contextual meaning to the school counseling process and school counseling relationship.

B. RESPONSIBILITIES TO PARENTS/GUARDIANS, SCHOOL AND SELF

B.1. Responsibilities to Parents/Guardians

School counselors:

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

B.2. Responsibilities to the School

School counselors:

- a. Develop and maintain professional relationships and systems of communication with faculty, staff and administrators to support students.
- b. Design and deliver comprehensive school counseling programs that are integral to the school's academic mission; driven by student data; based on standards for academic, career and social/emotional development; and promote and enhance the learning process for all students.
- c. Advocate for a school counseling program free of non-school-counseling assignments identified by "The ASCA National Model: A Framework for School Counseling Programs" as inappropriate to the school counselor's role.
- d. Provide leadership to create systemic change to enhance the school.
- e. Collaborate with appropriate officials to remove barriers that may impede the effectiveness of the school or the school counseling program.

- f. Provide support, consultation and mentoring to professionals in need of assistance when in the scope of the school counselor's role.
- g. Inform appropriate officials, in accordance with school board policy, of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property while honoring the confidentiality between the student and the school counselor to the extent feasible, consistent with applicable law and policy.
- h. Advocate for administrators to place in school counseling positions certified school counselors who are competent, qualified and hold a master's degree or higher in school counseling from an accredited program.
- i. Advocate for equitable school counseling program policies and practices for all students and stakeholders.
- j. Strive to use translators who have been vetted or reviewed and bilingual/multilingual school counseling program materials representing languages used by families in the school community.
- k. Affirm the abilities of and advocate for the learning needs of all students. School counselors support the provision of appropriate accommodations and accessibility.
- l. Provide workshops and written/digital information to families to increase understanding, improve communication and promote student achievement.
- m. Promote cultural competence to help create a safer more inclusive school environment.
- n. Adhere to educational/psychological research practices, confidentiality safeguards, security practices and school district policies when conducting research.
- o. Promote equity and access for all students through the use of community resources.
- p. Use culturally inclusive language in all forms of communication.
- q. Collaborate as needed to provide optimum services with other professionals such as special educators, school nurses, school social workers, school psychologists, college counselors/admissions officers, physical therapists, occupational therapists, speech pathologists, administrators.
- r. Work responsibly to remedy work environments that do not reflect the profession's ethics.
- s. Work responsibly through the correct channels to try and remedy work conditions that do not reflect the ethics of the profession.

B.3. Responsibilities to Self

School counselors:

- a. Have completed a counselor education program at an accredited institution and earned a master's degree in school counseling.
- b. Maintain membership in school counselor professional organizations to stay up to date on current research and to maintain professional competence in current school counseling issues and topics. School counselors maintain competence in their skills by utilizing current interventions and best practices.
- c. Accept employment only for those positions for which they are qualified by education, training, supervised experience and state/national professional credentials.
- d. Adhere to ethical standards of the profession and other official policy statements such as ASCA Position Statements and Role Statements, school board policies and relevant laws. When laws and ethical codes are in conflict school counselors work to adhere to both as much as possible.
- e. Engage in professional development and personal growth throughout their careers. Professional development includes attendance at state and national conferences and reading journal articles. School counselors regularly attend training on school counselors' current legal and ethical responsibilities.
- f. Monitor their emotional and physical health and practice wellness to ensure optimal professional effectiveness. School counselors seek physical or mental health support when needed to ensure professional competence.

- g. Monitor personal behaviors and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job. School counselors are cognizant of and refrain from activity that may diminish their effectiveness within the school community.
- h. Seek consultation and supervision from school counselors and other professionals who are knowledgeable of school counselors' ethical practices when ethical and professional questions arise.
- i. Monitor and expand personal multicultural and social-justice advocacy awareness, knowledge and skills to be an effective culturally competent school counselor. Understand how prejudice, privilege and various forms of oppression based on ethnicity, racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity expression, family type, religious/spiritual identity, appearance and living situations (e.g., foster care, homelessness, incarceration) affect students and stakeholders.
- j. Refrain from refusing services to students based solely on the school counselor's personally held beliefs or values rooted in one's religion, culture or ethnicity. School counselors respect the diversity of students and seek training and supervision when prejudice or biases interfere with providing comprehensive services to all students.
- k. Work toward a school climate that embraces diversity and promotes academic, career and social/emotional development for all students.
- l. Make clear distinctions between actions and statements (both verbal and written) made as a private individual and those made as a representative of the school counseling profession and of the school district.
- m. Respect the intellectual property of others and adhere to copyright laws and correctly cite others' work when using it.

C. SCHOOL COUNSELOR ADMINISTRATORS/SUPERVISORS

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

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

D. SCHOOL COUNSELING INTERN SITE SUPERVISORS

Field/intern site supervisors:

- a. Are licensed or certified school counselors and/or have an understanding of comprehensive school counseling programs and the ethical practices of school counselors.
- b. Have the education and training to provide clinical supervision. Supervisors regularly pursue continuing education activities on both counseling and supervision topics and skills.
- c. Use a collaborative model of supervision that is on-going and includes, but is not limited to, the following activities: promoting professional growth, supporting best practices and ethical practice, assessing supervisee performance and developing plans for improvement, consulting on specific cases and assisting in the development of a course of action.

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

E. MAINTENANCE OF STANDARDS

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

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

F. ETHICAL DECISION MAKING

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

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