

West Hempstead Union Free School District

K-12 Comprehensive School Counseling Plan

Adopted May 18, 2021

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New York State Part 100 Regulations - School Counseling Programs

The West Hempstead Comprehensive Counseling Plan aligns with the amended Part 100 of the Commissioner's Regulations.

The Program

1. The West Hempstead School District's comprehensive developmental counseling programs includes all students K-12.
2. All West Hempstead students K-12 have access to a certified school counselor.
3. The West Hempstead K-12, counseling program is designed in coordination with the teaching staff to prepare students to effectively participate in their current and future educational programs; address multiple student competencies including career/college readiness standards, academic, and social/emotional development standards. For students in grades K-5, the program is designed by a certified school counselor in coordination with instructional staff.

The Services

1. The West Hempstead K-5 counseling program is designed:
 1. To prepare students to participate effectively in their current and future educational programs,
 2. To provide information related to college and careers,
 3. To assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns, and
 4. Where appropriate, to make a referral to a properly licensed professional and/or certified pupil personnel service provider for more targeted supports.
2. Certified school counselors provide students at West Hempstead Grades 6-12 with an annual individual progress review plan, which reflects each student's educational progress and career plans; for a student with a disability, the plan shall be consistent with the student's individual education program.
3. For students in all grades K-12 the program includes the following activities or services:
 - a. School counseling core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills, and social/emotional development by a certified school counselor.
 - b. Direct student services to enable students to benefit from the curriculum
 - i. Responsive services
 - ii. Crisis response
 - iii. Group counseling
 - iv. Individual counseling, appraisal, assessment and advisement
 - v. Assisting students to develop and implement postsecondary education and career plans

- vi. Assisting students who exhibit attendance, academic, behavioral or adjustment concerns
 - vii. Encouraging parental involvement
- c. Indirect student services that enable student to benefit from their education
- i. Referrals to appropriately licensed or certified individuals
 - ii. Consultation and/ or collaboration with others
 - iii. Leadership, advocacy, and teaming activities

The Plan

1. The West Hempstead UFSD has developed a district-wide & building level comprehensive school counseling plan that complies with the regulation requirements and is in accordance with the following:
 - a. Developed by or under the direction of a certified school counselor
 - b. The plan will be updated annually & a report will be presented to the board of education
 - c. The plan is filed in the district office and is available for review by any individual
 - d. The plan presents program objectives, which describe expectations of what students will learn
 - e. Activities to accomplish the objectives; specifications of the staff members and other resources assigned to accomplish the objectives; provisions for the annual assessment of the program results

Counseling Advisory Council (CAC)

1. The West Hempstead School District will develop and maintain a counseling program advisory council.
2. Membership will include representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel service providers in the district including school social workers and/or school psychologists).
3. The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program.
4. The purpose of the council is to provide feedback on program goals (developed and explained by the school counselor), review program results (based on data presentations by the school counselors), make recommendations about the school counseling program, and serve as advocates for the program.

5. The charge of the **CAC** is to address key paradigm shifts that pertain to quality control (doing the right things), quality assurance (ensuring what is done meets the needs of customers) and strategic positioning.
6. Recommendations shall be formulated, documented and made available to the school administration and counseling staff to solidify a plan for completion. Further, the recommendations and corresponding action plan shall be shared with the superintendent, who shall then share said documentation with the Board of Education.
7. The **CAC** shall present at a designated Board of Education meeting at least twice (2) per year, providing an overview of progress and plans for continued work of the **CAC**.

Board of Education Policy Authorization

In accordance with BOE policy, West Hempstead has developed a comprehensive, standards-based counseling program. West Hempstead School Counseling Program values results-based best practices in order to better serve our students. The counseling support systems are goal oriented and developmental in nature, based on various types of student data (attendance, grades and behavior). More importantly, data is collected from students and parents via surveys, focus groups and individual meetings to assist in informing annual goals set by the counseling department. These services aim to help all students, no matter their individual circumstances, to maximize their potential and to develop the skills necessary to become contributing members of a global society.

West Hempstead's 21st Century School Counseling Plan

This plan has been designed to meet the educational demands of the 21st century in order to better serve the West Hempstead school community. A 21st century counseling program is one that is results-based, comprehensive, developmentally-appropriate, proactive in nature, and designed to reach every student. When developing and implementing such a program, it is necessary that school counselors hold a wide range of skills that go beyond the essential counseling skills. In order to provide a data-driven program that aims to improve student achievement, school counselors must demonstrate the skills of leadership, advocacy, collaborations and data analysis. With this in mind, the West Hempstead school counselors have utilized a variety of professional development opportunities to further develop their skills. By focusing on these areas, they are also capable of carrying out the needs of a 21st Century school counseling plan.

The West Hempstead school counselors are divided among five buildings, ranging from elementary school to high school. Our counselors are seen as leaders, advocates and vital educators in not only their assigned building, but within the entire West Hempstead school community as well. This is because the counselors are held to high standards of collaboration when it comes to the planning and implementation of our comprehensive school counseling program. This collaboration is guided by the belief that students should always be put first, a belief that has been woven into every aspect of the school counseling plan. In order to promote student success and close existing achievement gaps, the comprehensive plan incorporates a variety of direct and indirect support services, academic advising, skill development supports, and classroom guidance plans.

Our comprehensive school counseling model values content, process and accountability. School counselors are integral participants in collaborative programs that guide student achievement. Collaborating with teachers, administrators, community members, and families provides school counselors with information that can direct their programs. New York State school counselors with the support of superintendents, principals, and local boards of education can analyze and assess school counseling programs, implement programs through a variety of delivery systems, and maintain an accountability system that demonstrates effectiveness.

The *National Standards for School Counseling Programs* (1997) and the *National Model for School Counseling Programs*, both developed by the American School Counseling Association (ASCA), have shifted the focus of school counseling from a student-by-student system to a comprehensive and developmental program that focuses on academic, career, postsecondary options, and personal/social development for every K–12 student. It is also recommended that specialized school counselors, such as at-risk counselors, have no more than an 8% ratio of the school building's population. The West Hempstead School Counseling Department strives to meet these recommendations and to provide research-based services in order to better serve our community. All staffing decisions are determined within the district's fiscal parameters and overall priorities.

The transformations that have occurred to the comprehensive school counseling program at West Hempstead continues to help meet the demands of the 21st century educational system and will increase the continuity of services that are provided to our students in all five buildings. The services provided by our school counselors play significant roles in the closing of a variety of achievement gaps and are a benefit to student learning. We believe our program, which will continue to adapt with educational changes and data results, can and will profoundly contribute to helping New York maintain its position as one of the finest educational systems in our country.

The Comprehensive Model

The comprehensive school counseling program is a framework for the systematic development, implementation, and evaluation of school counseling programs. The comprehensive school counseling plan was designed in a way that:

- Acknowledges the work of school counselors as advocates for students.
- Creates results-based counseling programs that support diverse student populations.
- Help to close learning gaps.
- Aims to reach all students through the use of exemplary strategies that assess academic, career, and social/emotional progress.
- Is guided by developmentally appropriate and goal-oriented student competencies.

The process for delivery of the National Standards linked to the Common Core Standards is accomplished by utilizing each of the four components of the comprehensive model. The four main components of the model are:

1. **The foundation** of the program which addresses the belief and mission that every student will benefit from the school counseling program.
2. **The management system** that presents the organizational process and tools needed to deliver a comprehensive school counseling program. These processes and tools include: agreements or responsibilities, use of data, action plans, time and task analysis, and monthly calendars.
3. **The delivery system** which defines the implementation process and the components of the comprehensive model (guidance curriculum, individual planning with students, responsive services and system support).
4. **The accountability system** which helps school counselors demonstrate the effectiveness of their work in measurable terms such as impacts over time, performance evaluation, and a program audit.

The National Model for School Counseling Programs speaks to the importance of accountability and having an organizational framework that documents and demonstrates **“how students are different as a result of the school counseling programs.”** A commitment to accountability shifts public perception from questions such as “what do school counselors really do?” to showing how school counselors are key players in the academic success for all students. While we will use the model as a guide, we will be progressive in our thinking and always evaluate and update what we are doing based on what is in the best interest of the students.

West Hempstead U.F.S.D. School Counseling Department Foundation

School District Mission Statement

The West Hempstead Union Free School District recognizes the unique value of each student. It is dedicated to the success of each student based on the highest standards of excellence in education. Each student will be challenged to achieve mastery in all subject areas in an educational atmosphere that strives to build positive self-esteem, mutual respect for others, and life-long quest for learning.

Counseling Mission Statement

The mission of the West Hempstead School Counseling Department is to meet the individual needs of all students by providing them with support, information, resources, and guidance through a comprehensive developmental school counseling program. The services provided by the West Hempstead school counselors empower students to develop the knowledge, skills, abilities and character needed to pursue their individual goals and become contributing members of our society.

Counseling Vision Statement

It is the vision that students graduating from West Hempstead High School will be college and career ready and will have the skills needed to maximize their academic success and social/emotional development. The comprehensive school counseling program supports students through a rigorous curriculum while providing a variety of opportunities for self-directed growth to become contributing and healthy members of a competitive global society.

West Hempstead School Counselor Belief Statements

Counselors at West Hempstead believe that students learn best when:

- Counselors serve as active, positive role models following ethical standards
- Counselors advocate for all students
- They are challenged and actively involved through methods of instruction
- Counselors are responsive to their developmental needs
- Personal responsibility for learning is cultivated and developed
- The subject matter is relevant and taught by motivated and well-prepared staff
- Clear academic and behavioral expectations are communicated and understood
- Their individual strengths and efforts are encouraged and recognized, and specific and timely feedback on their performance is provided
- A school community where respect, acceptance for differences, and civility are modeled by all
- Their families are encouraged to take an active, supportive role in their education and basic human needs (shelter, nutrition) are met
- Valid data is used to inform decisions

Student Mindsets and Behaviors

As a result of a comprehensive counseling program, students should demonstrate the following mindsets and behaviors as outlined by ASCA:

- **Academic Development** – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student’s ability to learn.
- **Career Development** – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan.
- **Social/Emotional Development** – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

School counselors use these standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential. To operationalize the standards, school counselors select competencies that align with the specific standards and become the foundation for classroom lessons, small groups and activities addressing student developmental needs. The competencies directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the school’s academic mission.

Professional Competencies

Counselor Competencies and Ethics -The West Hempstead school counselor will reference the ASCA School Counselor Competencies (2010) as an outline of the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate their comprehensive, developmental, results-based school counseling programs.

The West Hempstead school counselor will reference West Hempstead Board of Education Policy 4100 Ethical Conduct for West Hempstead UFSD Public Officers (2018) and Employees and the ASCA Ethical Standards for School Counselors (2010) for specific ethical behaviors necessary to maintain, the highest standard of integrity, leadership and professionalism.

Annual Goals

Program goals are developed annually in alignment with the vision, mission and the goals of the district, school and department. The goals will serve to guide the curriculum and corresponding action plans. A draft of yearly goals may be developed for each counselor at the beginning of the school year as part of their APPR.

West Hempstead U.F.S.D. School Counseling Department Management System

The management system incorporates organizational processes and tools to ensure that the West Hempstead school counseling program is organized, concrete, clearly delineated, and reflective of the school's needs.

Program Implementation

Each counseling department level in collaboration with the building principal will decide how students will be assigned to counselors to ensure that each student has access to the counseling program. In addition, counselors will allocate time to:

- Deliver guidance lessons
- Provide individual student planning
- Provide responsive services
- Manage system support

During the school year, counselors should monitor their time and determine the percentage of time spent in each component of the school counseling program.

Use of Time

District counselors recognize the value of delivery of services to students. It is recommended that school counselors spend 80% of their time in **Delivery of Services to Students**. The remaining time is spent in Foundation, Management & Accountability.

Component	Elementary	Middle	High
Direct Delivery of Services	70% - 90%	70% - 90%	70% - 90%
Indirect Delivery of Services	10% - 15%	10%-15%	10%-15%
Foundation	5%	5%	5%
Management	10%-15%	10%-15%	10%-15%
Accountability	5%	5%	5%

Use of Calendar

Monthly calendars are used by counselors to guide program delivery. The West Hempstead School Counseling Department's annual calendars reflect the school's mission and the vision of having a comprehensive school counseling curriculum. The annual calendar provides a framework for the school counseling programs and helps guide the counselors in their individual daily and weekly calendars.

Use of Data

A comprehensive school counseling program is data driven. School counselors must show that each activity implemented is part of the program, and was developed from analysis of the students' needs, achievements, and/or related data. To do this, school counselors need to evaluate process, perception, and results data.

At each level (Elementary, Middle, and High School), school counselors will review and discuss data driven needs for the student population. This may include review of graduation rates, attendance, student behavior, and standardized test scores. For every desired competency and result there must be a plan how the desired competency will be achieved. Each action plan should include: competencies addressed, description of activity, timeline in which the activity will be completed, who is responsible for delivery, means of evaluating student success, expected results.

Each counseling department will decide on a plan of action to meet student need. Counselors and the school district leadership team will agree on how services will be assigned to specific counselors.

West Hempstead U.F.S.D. School Counseling Department Delivery System

Direct Student Services

The counseling curriculum provides developmental activities that address academic, career and personal/social needs of students K-12. This is accomplished through:

- Classroom Activities: school counselors present lessons in the classroom.
- Group Activities: school counselors conduct group activities outside of the classroom to address student needs.
- Curriculum Maps: The West Hempstead counseling department has developed detailed curriculum maps. Each program level identifies desired results, assessment evidence, and a learning plan. The curriculum maps are active and ongoing documents with annual updates recommended.

Individual Student Planning

Counselors monitor students' progress so they may achieve success in academic, personal/social, and career areas. This may be accomplished through:

- Individual or Small Group Appraisal: Work with students in analyzing and evaluating abilities, interests, skills, and achievement.
- Individual or Small Group Advisement: Work directly with students on achieving success in personal/social, academic, and career areas.
- Case Management: Monitor individual student's progress.
- Placement: Collaborate with school staff in determining the best educational setting for students as they meet their academic and social goals.

Responsive Services

School counselors provide support and interventions to meet the needs of students. This is accomplished through:

- Individual and Small Group Counseling: Counseling is provided for students experiencing social, emotional, personal, or academic difficulties.
- Crisis Counseling: Short term counseling that is provided to students, families or staff as an immediate intervention to a crisis.

Indirect Student Services

- Referrals: School counselors provide families with a variety of resources, both inside and outside of school, to better serve our students.
- Consultation: School counselors collaborate with families, school staff and community agencies to develop interventions for students.
- Interdisciplinary Activities: School counselors collaborate with school staff to implement curriculum across content areas.

System Support

School counselors assess the effectiveness of the counseling program. This is accomplished through:

- **Teaming:** School counselors participate in district wide and building committees.
- **Professional Development:** School counselors regularly participate in training, conferences, and meetings to update knowledge and skills.
- **Program Promotion:** School Counselors provide orientation and information regarding the programs to the greater community via websites, counseling newsletters and presentations.
- **Program Management and Evaluation:** School counselors regularly collect and analyze data to evaluate the program and continue updating program activities.

MIDDLE SCHOOL SCOPE AND SEQUENCE

	August	September	October	November	December	January	February	March	April	May	June
Unit											
Individual Academic Counseling											
Individual Counseling Social Emotional											
New Student Individual Tour and Orientation											
PST, RTI, CSE, Team Meetings											
Character Education											
Student Support Groups											
Middle School Orientation											

Program											
School Counselor Newsletter											
State Testing											
8th Grade Orientation Evening Program											
Individual Scheduling & Annual Review 7-8											
Individual Needs Assessment											
8th Grade Group Career Curriculum											
7th Grade Group Career Curriculum											
HS 101/Transition Planning											
Black and Gold RAM Leaders											

Program											
Cyber Safety and Your Digital Footprint											
6 Grade Articulation											
ENL Buddy Program											
Bullying Lessons											

HIGH SCHOOL SCOPE AND SEQUENCE

	August	September	October	November	December	January	February	March	April	May	June
Unit											
Individual Academic Counseling											
Individual Counseling Social Emotional											
New Student Individual Tour and Orientation											
ICT, RTI, CSE, Team & Consultation Meetings											
Freshmen Orientation Program											
School Counselor Newsletter											
Scholarship News Letter and Info Table											
Individual Senior College Planning											

Freshman Individual Meetings											
College Information Sessions											
College Board & ACT Testing Program											
Financial Aid Evening Program											
Senior College & Career Group Meetings											
Senior Parent College Evening Program											
Individual Scheduling & Annual Review 9-11											
Armed Services Career Day											
Group Scheduling Meetings											

9-12 Naviance Evening Program											
Junior Parent Evening Program											
Junior College & Career Naviance Curriculum											
Individual Junior College Conference											
Sophomore College & Career Curriculum											
Sophomore Group Career Program											
Transition Planning: Alumni Return Day											

West Hempstead U.F.S.D. School Counseling Department Accountability System

To achieve the best results for students, West Hempstead school counselors will regularly evaluate their program to determine its effectiveness. West Hempstead school counselors use accountability strategies to monitor student achievement and to evaluate and improve the school counseling program. The school counseling program components may be accessed through data analysis, program results and evaluation and improvement.

Data Analysis - Counselors collect, analyze, and report data by specific subgroups and ensure that decisions about student instruction and learning are driven by achievement data for every subgroup. The process begins with needs and strengths assessment and moves through what changes need to be made. The use of data replaces hunches and hypotheses with factual information instead and guides the school counselor and student support staff in planning and delivering learning support programs for all students.

Program Results - Counselors analyze the school counseling program using information collected through process, perception, or outcomes data samples. This data will be used to inform decisions related to program improvements. The West Hempstead School Counseling Advisory Council at the high school along with each counseling department will review the programs to identify trends and areas of success and areas in need of improvement.

Evaluation and Improvement - Program evaluation and improvement has four components: self-analysis of the school counselor's strengths and areas of improvement using the School Counselor Competencies Assessment, self-analysis of the school counseling program's strengths and areas of improvement, evaluation of the school counselor's performance using the West Hempstead APPR document, and review of program goals created at the beginning of the year.

School Counseling Program Activities and Timeline

Objective: Perform an annual review of each student's educational program and career plans.							
	National Standard	Elementary School	Middle/	High School			
Activities – Procedures/Steps		K-6	7 - 8	9 th	10 th	11 th	12 th
1. Individual meetings with students for 4year planning. Parents invited to attend.	A:B2		X				
2. Individual meetings with students to review academic progress and diploma options, plan course selections, educational and career planning, including NCAA requirements. Parents invited to attend.	A:B1, A:B2, A:B2, C:C1		X	X	X	X	X
3. Individual senior year planning meetings focusing on post-secondary plans with parents invited to attend.	A:B2,C:B2					X	X
4. Committee on Special Education Meetings, annual reviews, and transition services for IEP and 504 students	A:B2,C:C2	X	X	X	X	X	X

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

	National Standard	Elementary School	Middle School	High School			
				9 th	10 th	11 th	12 th
Activities – Procedures/Steps		K-6	7-8				
5. Schedule changes/conflicts, and review and adjust for course failures	PS:B1, A:B2	X	X	X	X	X	X
6. Grade Level Team meetings	A:B2, A:A3	X					
7. Intervention Team meetings	A:B2, PS:B1, PS:C1	X	X	X	X	X	X
8. New student records review, placement and planning	A:B2	X	X	X	X	X	X
9. School Counseling/Guidance core curriculum instruction	A:B1,A:B2, A:A1, C:A2, PS:C1	X	X	X	X	X	X
10. College Admissions Representative Presentations						X	X
11. Assist in Kindergarten transitions	A:A3	X					
12. Meet the Teacher night/Open House	A:A3	X	X	X	X	X	X
13. Conduct Kindergarten screenings	A:B2	X					
14. 6th grade to 7th grade transition	A:A2, A:A3, PS:A1, PS:A2	X	X				
15. Transition visits for special needs students moving to middle/high school	A:A2, A:A3, PS:A1, PS:A2	X	X	X			
16. Naviance Career Survey	C:A1, C:B1, PS:B1		X	X	X		
17. Career and College Fair	C:A1, C:B1, PS:B1		X	X	X	X	X
18. Career Education: Utilization of Various Career Interest Programs	C:A1, C:B1, PS:B1		X	X	X	X	X
19. Dissemination of Scholarship Information	A:B2			X	X	X	X

20. Pre-College (PSAT/SAT/ACT) Testing	C:C1, C:C2, A:B2				X	X	
21. Administer Pre-College Testing	A:B2, C:B2				X	X	
22. Scholarship applications	A:B1					X	X
23. BOCES Information Dissemination					X	X	
24. Naviance College and Career Exploration	A:A2, PS:A1, A:B2		X	X	X	X	X
25. Dissemination of FAFSA Information	PS:B1, A:C1					X	X
26. Financial Aid Night for Seniors and Parents	PS:B1, A:C1						X
27. High School 101			X				
28. Guidance Newsletter		X	X	X	X	X	X
29. Military Awareness Day				X	X	X	X
30. Academic Intervention Services/Response to Intervention Scheduling	A:A1,A:A2, A:A3, A:B1	X	X	X	X	X	X
31. Advanced Placement exam	A:B2				X	X	X
32. Course Selection and Requests		X	X	X	X	X	X
33. Local Scholarship Committee Meetings							X
34. Schedule Counseling Sessions		X	X	X	X	X	X
35. Master Schedule set-up, Planning and Coordination			X	X	X	X	X
36. Award Ceremonies and Dinners – Inside and Outside of School.			X	X	X	X	X
37. Review Diploma Status and Academic Standing				X	X	X	X

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

Activities – Procedures/Steps	National Standard	Elementary School	Middle/	High School			
				9 th	10 th	11 th	12 th
38. Individual counseling sessions addressing attendance, academic, behavioral and adjustment problems	All standards per individual need.	X	X	X	X	X	X
39. Individual and group counseling sessions – (Including AIS, IEP, and 504 referrals)	All standards per individual need.	X	X	X	X	X	X
40. Multiple venues of communication to students and parents, including mass emails, website updates, social media.		X	X	X	X	X	X
41. Identification and monitoring of student goals for Individual Education Plans	A:B2, PS:C1, PS:B1, C:A1	X	X	X	X	X	X
42. Review attendance concerns	A:A3, PS:B1	X	X	X	X	X	X
43. Review academic concerns	A:B1, A:B2, C:C1	X	X	X	X	X	X
44. Progress reports for individual student counseling goals. (Quarterly)	A:B1, A:B2, C:C1, PS:B1, PS:A1	X	X	X	X	X	X
45. Crisis counseling	PS:C1, PS:B1	X	X	X	X	X	X
46. Behavior Intervention plans	A:A3, PS:A1, PS:B1, PS:A2	X	X	X	X	X	X
47. End of year failure letters/summer school information	A:B2		X	X	X	X	X

Objective: To provide a liaison between the school and professional guidance and counseling resources, agencies and/or organizations to further enhance the Comprehensive Plan.

Activities – Procedures/Steps	National Standard	Elementary School	Middle/	High School			
				9 th	10 th	11 th	12 th
48. Referrals – Services, Agencies, Camps	C:A2, PS:A1, PS:A2, PS:C1	X	X	X	X	X	X
49. Referrals and Collaboration with Agencies	C:A2, PS:A1, PS:A2, PS:C1,	X	X	X	X	X	X
50. Internal Collaboration – Administration, School Support Staff and Faculty		X	X	X	X	X	X

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

Activities – Procedures/Steps	National Standard	Elementary School	Middle	High School			
				9 th	10 th	11 th	12 th
51. Counselor/Administration meetings		X	X	X	X	X	X
52. Collaboration and communication with school counselors: Nassau Counselor’s Association , National Association of School Counselors, New York State Association of School Counselors.		X	X	X	X	X	X
53. Year end review of guidance plan		X	X	X	X	X	X
54. Advisory Council Meeting bi-annually.		X	X	X	X	X	X

References

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

Part 100 and School Counseling Programs

As per the New York State Education Department, listed in Part 100 of the Commissioner's Regulations, school counseling/guidance programs are defined as follows:

- (1) Public Schools: Each school district shall have a guidance program for all students
 - (i) In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse and to encourage parental involvement.
 - (ii) In grades 7-12, the guidance program shall include the following activities and services:
 - a. An annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;
 - b. Instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;
 - c. Other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary educational and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling shall be provided by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and
 - d. The services of personnel certified or licensed as school counselors.
 - (iii) Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specifications of staff members and other resources assigned to accomplish the objectives; provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

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

AMERICAN SCHOOL COUNSELORS ASSOCIATION

National Standards for School Counseling Programs

ACADEMIC DEVELOPMENT

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

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

A:A1 Improve Academic Self-concept

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

A:A2 Acquire Skills for Improving Learning

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

A:A3 Achieve School Success

- A:A3. 1 Take responsibility for their actions
- A:A3.2 Demonstrate the ability to work independently, as well as the ability to work
- A:A3.3 Cooperatively with other students
- A:A3.4 Develop a broad range of interests and abilities
- A:A3.5 Demonstrate dependability, productivity, and initiative
- A:A3.6 Share knowledge

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

A:B1 Improve Learning

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

A:B2 Plan to Achieve Goal

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

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

A:C1 Relate School to Life Experiences

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

CAREER DEVELOPMENT

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

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

C:A1 Develop Career Awareness

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

C:A2 Develop Employment Readiness

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

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

C:B1 Acquire Career Information

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

C:B2 Identify Career Goals

- C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
- C:B2.2 Assess and modify their educational plan to support career
- C:B2.3 Select course work that is related to career interests
- C:B2.4 Maintain a career planning portfolio

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

C:C1. Acquire Knowledge to Achieve Career Goals

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

C:C2 Apply Skills to Achieve Career Goals

- C:C2.1 Demonstrate how interests, abilities and achievements relate to achieving personal, social, educational, and career goals
- C:C2.2 Learn how to use conflict management skills with peers and adults

- C:C2.3 Learn to work cooperatively with others as a team member
- C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences

PERSONAL/SOCIAL DEVELOPMENT

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

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

PS:A1 Acquire Self-Knowledge

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

PS:A2 Acquire Interpersonal Skills

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

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

PS:B1 Self-Knowledge Application

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

STANDARD C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

- PS:C1.1 Demonstrate knowledge of personal information (i.e. telephone number. Home address, emergency contact)
- PS:C1.2 Learn about the relationship between rules, laws, safety, and the protection of rights of the individual
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
- PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help

- PS:C1.6 Identify resource people in the school and community, and know how to seek their help
- PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- PS:C1.8 Learn how to cope with peer pressure
- PS:C1.9 Learn techniques for managing stress and conflict
- PS:C1.10 Learn coping skills for managing life events

ASCA Code of Ethics

Preamble

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

- **Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations regardless of ethnic/racial status, age, economic status, special needs, English as a second language or other language group, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.**

- **Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services: students of color, low socio-economic students, students with disabilities and students with non-dominant language backgrounds.**

- **Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.**

- **Each person has the right to privacy and thereby the right to expect the counselor-student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.**

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

- **Serve as a guide for the ethical practices of all professional school counselors regardless of level, area, population served or membership in this professional association;**

- Provide self-appraisal and peer evaluations regarding counselor responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and

- Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

A.1. Responsibilities to Students

The professional school counselor:

- a. Has a primary obligation to the student, who is to be treated with respect as a unique individual.

- b. Is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student.

- c. Respects the student's values and beliefs and does not impose the counselor's personal values.

- d. Is knowledgeable of laws, regulations and policies relating to students and strives to protect and inform students regarding their rights.

A.2. Confidentiality

The professional school counselor:

- a. Informs students of the purposes, goals, techniques and rules of procedure under which they may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes the limits of confidentiality such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are defined in developmentally appropriate terms to students.

- b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information be revealed. Counselors will consult with appropriate professionals when in doubt as to the validity of an exception.

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

- Student identifies partner or the partner is highly identifiable

- **Counselor recommends the student notify partner and refrain from further high-risk behavior**

- **Student refuses**

- **Counselor informs the student of the intent to notify the partner**

- **Counselor seeks legal consultation as to the legalities of informing the partner**

d. Requests of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.

e. Protects the confidentiality of students' records and releases personal data in accordance with prescribed laws and school policies. Student information stored and transmitted electronically is treated with the same care as traditional student records.

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

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

A.3. Counseling Plans

The professional school counselor:

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

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

A.4. Dual Relationships

The professional school counselor:

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

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

A.5. Appropriate Referrals

The professional school counselor:

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

A.6. Group Work

The professional school counselor:

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

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

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

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

A.7. Danger to Self or Others

The professional school counselor:

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

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

A.8. Student Records

The professional school counselor:

- a. Maintains and secures records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.**
- b. Keeps sole-possession records separate from students' educational records in keeping with state laws.**
- c. Recognizes the limits of sole-possession records and understands these records are a memory aid for the creator and in absence of privilege communication may be subpoenaed and may become educational records when they 1) are shared with others in verbal or written form, 2) include information other than professional opinion or personal observations and/or 3) are made accessible to others.**
- d. Establishes a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Careful discretion and deliberation should be applied before destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.**

A.9. Evaluation, Assessment and Interpretation

The professional school counselor:

- a. Adheres to all professional standards regarding selecting, administering and interpreting assessment measures and only utilizes assessment measures that are within the scope of practice for school counselors.**
- b. Seeks specialized training regarding the use of electronically based testing programs in administering, scoring and interpreting that may differ from that required in more traditional assessments.**
- c. Considers confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.**
- d. Provides interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the student(s) can understand.**
- e. Monitors the use of assessment results and interpretations, and takes reasonable steps to prevent others from misusing the information.**

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

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

A.10. Technology

The professional school counselor:

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

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

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

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

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

A.11. Student Peer Support Program

The professional school counselor:

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

B. Responsibilities to Parents/Guardians

B.1. Parent Rights and Responsibilities

The professional school counselor:

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

B.2. Parents/Guardians and Confidentiality

The professional school counselor:

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

C. Responsibilities to Colleagues and Professional Associates

C.1. Professional Relationships

The professional school counselor:

- a. Establishes and maintains professional relationships with faculty, staff and administration to facilitate an optimum counseling program.**
- b. Treats colleagues with professional respect, courtesy and fairness. The qualifications, views and findings of colleagues are represented to accurately reflect the image of competent professionals.**
- c. Is aware of and utilizes related professionals, organizations and other resources to whom the student may be referred.**

C.2. Sharing Information with Other Professionals

The professional school counselor:

- a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.**
- b. Provides professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.**
- c. If a student is receiving services from another counselor or other mental health professional, the counselor, with student and/or parent/guardian consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the student.**
- d. Is knowledgeable about release of information and parental rights in sharing information.**

D. Responsibilities to the School and Community

D.1. Responsibilities to the School

The professional school counselor:

- a. Supports and protects the educational program against any infringement not in students' best interest.**
- b. Informs appropriate officials in accordance with school policy of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property while honoring the confidentiality between the student and counselor.**
- c. Is knowledgeable and supportive of the school's mission and connects his/her program to the school's mission.**
- d. Delineates and promotes the counselor's role and function in meeting the needs of those served. Counselors will notify appropriate officials of conditions that may limit or curtail their effectiveness in providing programs and services.**
- e. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.**
- f. Advocates that administrators hire only qualified and competent individuals for professional counseling positions.**
- g. Assists in developing: (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet students' developmental needs and (3) a systematic evaluation process for comprehensive, developmental, standards-based**

school counseling programs, services and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services.

D.2. Responsibility to the Community

The professional school counselor:

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

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

E. Responsibilities to Self

E.1. Professional Competence

The professional school counselor:

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

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

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

E.2. Diversity

The professional school counselor:

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

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

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

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

F. Responsibilities to the Profession

F.1. Professionalism

The professional school counselor:

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

F.2. Contribution to the Profession

The professional school counselor:

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

G. Maintenance of Standards

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

1. The counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.

2. When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.

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

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

- state school counselor association**
- American School Counselor Association**

5. The ASCA Ethics Committee is responsible for:

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