COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Created 2024, Adopted by RISE School Board May, 2024
Based on ASCA National Model:
A Framework for School Counseling Programs
Fourth Edition

RISE Charter School
Kimberly
School District
Kimberly, Idaho

Contents

Introduction

RISE Charter School began in August of 2021. The design, implementation and assessment of a comprehensive counseling program holds unique considerations and challenges for the following reasons:

- It has unprecedented financial and management connections to the Kimberly School District. However, it maintains its own school board, policies, and procedures.
- It maintains intentionally small class sizes; typically, 25 students per grade.
- It educates students from 4th grade to 10th (currently) but will extend through 12th grade by 2025. Thereby requiring all three levels of counseling: elementary, middle, and high school.
- It utilizes a national online curriculum called Summit Learning which has "built-in" social-emotional learning parameters called "The 16 Habits of Success" and daily structured mentor time.
  (see Appendix A)
- It is a small staff, especially administration, requires the school counselor to adopt duties and responsibilities not normally recommended by ASCA.
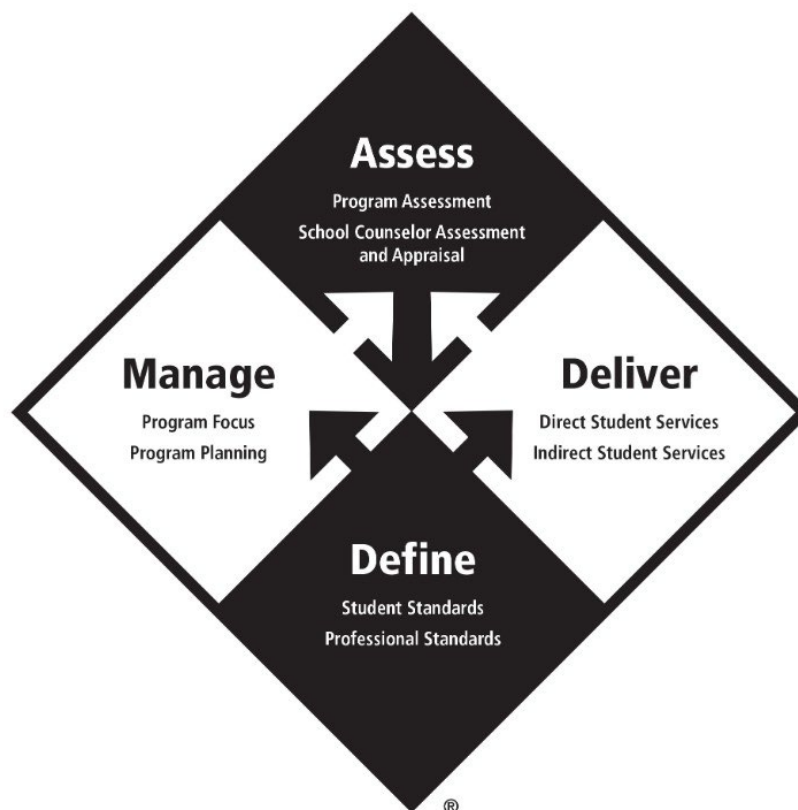
Define

School Counselors and Their Role

School counselors are certified/licensed educators who improve student success for all students by implementing a data-informed school counseling program. School counselors play an essential role in creating an equitable, inclusive school culture promoting success for all.

School Counselors help all students:

• apply academic achievement strategies

• manage emotions and apply interpersonal skills

• plan for postsecondary options (higher education, military, work force)

Appropriate duties of a school counselor include providing:

• individual student academic planning and goal setting

• school counseling classroom lessons based on student success standards

• short-term counseling to students

• referrals for long-term support

• collaboration with families/teachers/administrators/community for student success

• advocacy for students at individual education plan meetings and other student-focused meetings

• data analysis to identify student issues, needs and challenges

School counselors must hold, at minimum, a master's degree in school counseling and meet the state certification/licensure standards. They should fulfill continuing education requirements and uphold ASCA ethical and professional standards.

(see Appendix B)

Ideally, school counselors should not exceed a caseload ratio of 250:1.

(see Appendix C)

RCS Charter and Policy

RISE Charter's original Charter documents lists among its Strategies for Serving all Students, "Employing a counselor to provide academic guidance and social-emotional support." (Charter Document, n.d., p. 24)

Guidance and Counseling – Policy 2300
The Board recognizes that guidance and counseling are an important part of the total

program of instruction and should be provided in accordance with state laws and regulations, Board policies and procedures, and available staff and program support.

The general goal of this program is to help students achieve the greatest personal value from their educational opportunities. Such a program should:

1. Provide staff with meaningful information that can be utilized to improve the educational services offered to individual students;
2. Provide students with planned opportunities to develop future career and educational plans;
3. Refer students with special needs to appropriate specialists and agencies;
4. Aid students in identifying options and making choices about their educational program;
5. Assist teachers and administrators in meeting academic, social, and emotional needs of students:
6. Provide for a follow-up of students who further their education and/or move into the world of work;
7. Solicit feedback from students, staff, and parents for purposes of program improvement; and
8. Assist students in developing a sense of belonging and self-respect.

All staff shall encourage students to explore and develop their individual interests in career and vocational-technical programs and employment opportunities without regard to gender, race, marital status, national origin, or handicapping conditions, including reasonable efforts, and encouraging students to consider and explore "nontraditional" occupations.

Legal References:
I.C. § 33-1212 Elementary School Counselors
I.D.A.P.A. 08.02.03.108 Guidance Programs

Policy History:
Adopted on: June 14, 2021

(Policy 2300 - Guidance and Counseling, n.d.)

ASCA Student Standards: Mindsets & Behaviors for Student Success

School counselors use the standards to assess student growth and development, create culturally sustaining strategies and activities and build a program that helps students achieve their highest potential. The ASCA Student Standards can be aligned with initiatives at the district, state and national levels to reflect local priorities.

To operationalize the standards, school counselors write or select measurable learning objectives that align with specific mindsets or behaviors, which become the foundation for classroom instruction, appraisal and advisement, and counseling activities addressing student developmental needs. The learning objectives directly reflect the school counseling program's vision, mission and goals, as well as the school's academic mission.

Research-Based Standards

The ASCA Student Standards are based on a review of research and college-, career- and life-readiness documents that identify strategies influencing student achievement and academic performance. The ASCA Student Standards are organized on the framework of noncognitive factors presented in the critical literature review "Teaching Adolescents to Become Learners," conducted by the University of Chicago Consortium on Chicago School Research (2012). This literature review recognizes that content knowledge and academic skills are only part of the equation for student success. "School performance is a complex phenomenon, shaped by a wide variety of factors intrinsic to students and the external environment" (University of Chicago, 2012, p. 2). The ASCA Student Standards are based on the evidence of the importance of these factors.

All 36 standards can be applied to any of the three school counseling domains of academic, career and social/emotional development. The school counselor selects a domain and standard based on the needs of the school, classroom, small group or individual.

The standards are arranged within general categories of noncognitive factors related to academic performance as identified in the University of Chicago 2012 literature review. These categories synthesize the "vast array of research literature" (p. 8) on noncognitive factors including mindsets, learning strategies, self-management skills and social skills for success.

Category 1: Mindset Standards – Includes standards related to students' psycho-social attitudes or beliefs about themselves in relation to academic work. These make up the student's belief system as exhibited in behaviors.

Category 2: Behavior Standards – These standards include behaviors commonly associated with being a successful student. The behaviors are visible, outward signs that a student is engaged as well as putting forth effort to learn. The behaviors are grouped into three subcategories.

a. Learning Strategies: Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.

b. Self-management Skills: Continued focus on a goal despite obstacles and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures.

c. Social Skills: Acceptable behaviors that improve social interactions, such as those among peers or between students and adults.

(see Appendix D)

Domains

The ASCA Student Standards can be applied to three broad domains: academic, career and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college-, career- and life-readiness for every student. The domain definitions are as follows:

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.

(American School Counselor Association, 2019, pp. 2-4)

Summit Learning's 16 Habits of Success

Academic Tenacity

The beliefs and skills that allow students to look beyond short-term concerns to longer-term or higher-order goals, and withstand challenges and setbacks to persevere toward these goals.

Agency

A student's individual decision-making and autonomous actions.

Attachment

A deep and enduring emotional bond that connects one person to another across time and space.

Curiosity

The desire to engage and understand the world, interest in a wide variety of topics, and preference for a complete understanding of a complex topic or problem.

Empathy

The ability to take the perspective of, and immerse oneself in the feelings and experiences of others from diverse backgrounds and cultures, including understanding social and ethical norms for behavior, and internalizing family, school and community resources and supports.

Executive Functions

The set of cognitive control functions needed to control behavior, particularly utilized for choosing and monitoring behaviors in the service of attaining specific goals. Core executive function processes include attention, cognitive flexibility, inhibition (self-control, self-regulation) and working memory. More complex executive functions include problem-solving, reasoning and planning.

Growth Mindset

Wherein students ascribe to the belief: my ability and competence grow with my effort.

Purpose

A student's understanding of their interests, values, and skills, and the articulation of a credible path after high school for translating those interests, values, and skills into fulfilled lives.

Relevance of School

A student's sense that the subject matter he or she is studying is interesting and holds value.

Resilience

Positive adaptation during or following exposure to adversities that have the potential to harm development: (a) developing well in the context of high cumulative risk for developmental problems (beating the odds, better than predicted development), (b) functioning well under currently adverse conditions (stress-resistance, coping) and (c) recovery to normal functioning after catastrophic adversity (bouncing back, self-righting) or severe deprivation (normalization).

Self-Regulation

Regulation of attention, emotion and executive functions for the purposes of goal-directed actions.

Self-Awareness

The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Stress Management

Constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person.

Self-Direction

A process in which learners take the initiative in planning, implementing and evaluating their own learning needs and outcomes, with or without the help of others.

Self-Efficacy

The perception that one can do something successfully and effectively.

Sense of Belonging

A sense that one has a rightful place in a given academic setting and can claim full membership in a classroom community.

(see appendix A)

Manage

Program Focus

Beliefs

School Counselors believe:

M1. Every student can learn, and every student can succeed.

M2. Every student should have access to and opportunity for a high-quality education.

M3. Every student should graduate from high school prepared for postsecondary opportunities.

M4. Every student should have access to a school counseling program.

M5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators and education stakeholders.

M6. School counselors are leaders in the school, district, state and nation.

M7. Comprehensive school counseling programs promote and enhance student academic, career and social/emotional outcomes.

(American School Counselor Association, 2019, p. 30)

RISE Charter School Vision and Mission

In our school, every student matters.

We embrace our mistakes as opportunities to learn.

We strive to see the connections between our learning and the real world.

Together we will create an inspiring community!

(see appendix E)

RISE Counseling Program Vision and Mission

At RISE, the social/emotional development, academic achievement, and career planning of every student matters.

Failure is embraced and students/staff are supported in their striving to overcome challenges for learning and growth.

Academic achievement and the Habits of Success prepare students for careers in the real world.

We create a school culture that is positive, resilient, and inspiring.

Habits of Success aligned with ASCA Mindset and Behaviors

Whereas the Habits of Success and their accompanying curriculum comprehensively address the Mindset and Behaviors outlined by ASCA, the RISE Charter School

Counseling Program integrates them. As students are mastering the Habits of Success through lessons within their core curriculum, and monthly counselor guidance lessons, the coordinating ASCA standards are being met. (see Appendix F)

Program Planning

School Strategic Planning

RISE's goals for 2022-25 are as follows:

- Positive Culture – widely promote safe and inspiring environment
- Academic Excellence – high levels of academic growth from all students
- Quality Governance – productive relationships between administration, school board and community foster community success
- Fiscal Responsibility – resources wisely used to foster student success

(see Appendix G)

Annual Program Goals

School counselor sets annual goals with administration that align with RISE's strategic planning goals, RISE's vision and mission and the counseling program's mission and vision. These are data informed goals which include both program management and student success goals. Review of these goals with administration should happen in monthly/weekly collaboration meetings. Goals are discussed with advisory council each year. Goals to be assessed by administration during end-of-year evaluation.

Data

School counselors consistently review school data. They should be proficient in the collection, analysis and interpretation of student achievement, attendance and disciplinary data. (American School Counselor Association, 2019, p. 32)

RISE currently collects and analyzes data utilizing the following programs/methods:

- PowerSchool – grades, attendance, behavior
- Summit Learning Platform – progress, mastery, grades
- NWEA Map testing – standardized testing three times annually in Reading, Language Usage, Math and Science
- EdHub – behavior, interventions, education plans
- SWIS – behavior, interventions
- Microsoft Forms – informal surveys

School counselors typically collect and analyze three types of data to document the effectiveness of the school counseling program:

- Participation data
- Mindset & Behavior data
- Outcome data
  (American School Counselor Association, 2019, p. 35)

School counselors participate with tiered support teams and positive behavior intervention teams to collaboratively use data to create individualized behavior and support plans for struggling students. School counselors should be integral in the process of identifying, referring and determining interventions for students needing Tier 2 and 3 support.

Advisory Council

The school counseling program should have a council that meets at least twice annually. The council should consist of a variety of stakeholders in the school such as, teachers, administration, parents, etc. The advisory council discusses and supports the program goals and receives reports and data regarding the program's effectiveness.

Calendar/Scheduling

School counselors maintain a current calendar of events that include their guidance lesson schedule, small group meeting times and school-wide activities. Communication with teachers and administration regarding these events is critical to school communication and culture.

School counselors work closely with administration and teachers to create a master schedule that supports student success and graduation progress. Counselors advise in this process and assist in student scheduling for the purpose of meeting graduation requirements.

Use of Time

ASCA recommends that school counselors spend 80% of their time in direct and indirect student services. The remaining 20% is set aside for program management and support services. Specific allocation of time may vary by the needs of the school. (American School Counselor Association, 2019, p. 63) The size and nature of RISE Charter School creates unique circumstances for the school counselor, as previously discussed in the Introduction. It is imperative that the school counselor advocates for what appropriate activities will support their program and what inappropriate activities may be outside of their expertise or be an ineffective use of their time.

(see Appendix H)

Deliver

Direct student service

Effective delivery of direct student services means that school counselors take a pro-active approach. This approach closely aligns with the RTI/MTSS tiered intervention models.

Instruction/Classroom Guidance Lessons (Tier One RTI/MTSS intervention)

All students will interact with the school counselor at least once a month. This is typically accomplished through planned classroom guidance lessons taught during scheduled mentor time. These lessons are carefully crafted around the ASCA Mindsets and Behaviors. The following curriculum are currently implemented to support the outlined standards and deliver required SEL curriculum.

Habits of Success -- https://www.summitlearning.org/learn/

Sources of Strength -- https://sourcesofstrength.org/

Career Exploration and Planning -- https://nextsteps.idaho.gov/

Healthy Relationships -- https://www.joinonelove.org/

Appraisal and Advisement (Tier Two/Three RTI/MTSS intervention)

Students identified through the RTI/MTSS process will be referred for small-group counseling, individual counseling, and responsive services.

Small-group counseling

Students may be referred for the quarterly counseling groups through the RTI process, parents, and/or staff. Groups of no more than 8 students cover a variety of topics connected to any of the 16 Habits of Success and could include but are not limited to: Empathy & Relationship Skills, Executive Function, or Resilience. Groups are divided into age-appropriate sections, last 6-8 weeks with 30–45-minute sessions per week. Data is tracked using entry and exit surveys and activities throughout the sessions. Data should be entered into the school's SIS to support PBIS, Special Education, grants and other programs that benefit from this intervention.

Individual Counseling

School counselors provide short-term solution-focused counseling. Weekly "check-ins" are appropriate for students needing regular social-emotional support. Sessions typically last less than 15 minutes and continue for 6 weeks or less. Students needing continued support beyond that limitation will be moved into a counseling group and/or be referred for therapeutic counseling outside of school.

Students may also receive individual counseling regarding academic and/or college/career issues. School counselors work with RTI teams to support students who struggle with school skills to determine interventions that support a student's individual needs. Interventions may include counseling

check-in for academic skill building. College/career individual counseling may include guidance regarding dual credit opportunities, college research and selection, internship opportunities, trade and technical career paths, scholarship searches, etc.

Responsive Services

Immediate Intervention

Counseling is used to support students during and after a crisis. A crisis is defined as a significant time of intense difficulty, distress or danger and requires an immediate response. When students require long-term counseling to address mental health issues or to provide long-term support after a crisis, school counselors collaborate with families and other professionals and make referrals to appropriate community resources. (American School Counselor Association, 2019, p. 80)

Risk Assessment

When the school counselor receives information that a student's mental and/or physical well-being is at risk, they should administer a formalized risk assessment in order to determine the level of risk and respond with appropriate involvement of parents, administration, health professionals, law enforcement, etc. Administration of an assessment of this kind requires parental permission given at the inception of each school year through the RISE Charter School Student Handbook. A sample of these assessments may be found in Appendix I.

Safety Plan

A student demonstrating risk to self and/or others should be placed on a formalized safety plan. The creation of this plan should involve the school counselor, the student (where appropriate), parents/guardians, administration, and local law enforcement, if necessary. A sample safety plan may be found in Appendix J.

School Crisis Plan

School counselors work with administrators, teachers, other school staff, families, and community members to provide immediate and follow-up intervention to meet urgent needs and prevent situations from becoming more severe. Crisis response provides leadership and organization to crisis situations and supplements the direct student service of counseling. When responding to a crisis, school counselors follow written procedures or guidelines provided by the school or district (American School Counselor Association, 2019, p. 82). School counselors may also be used for consultation for the creation of such policy and procedure.

College and Career Advisement

Credit tracking

School counselors track high school students' progress toward graduation and communicate with students, parents/guardians, teachers, and administration. This may be done through the school's SIS and/or manually, however written communication is best practice.

Future Planning Meetings

School counselors meet with each student individually (preferably with parents/guardians) in 8th and 10th grade for graduation tracking, course scheduling and post-graduate career/college planning. Counselors work meet with 9th, 11th and 12th grade students individually as needed/requested. This process usually takes place in early spring.

Year-long Self-directed Project

School counselors support students with their year-long self-directed projects by advising students through their research, planning, and accumulation of required hours. (See **Individual Counseling**)

Dual-credit Program and Courses

School counselors coordinate opportunities for students to receive both high school and college credit where possible based on each student's ability to be successful. They work with institutions offering the courses and the students to register, become oriented, complete the course, receive funding, and complete proctored/non-proctored tests.

College/Career Planning, Letters of Recommendation and Scholarships

School Counselors guide and encourage students in their individual research regarding their post-secondary plans. School counselors provide resources and direction for students to explore their career paths and collegiate choices. They may also give resources for students to find Workforce or scholarship opportunities. School counselors may also give guidance on FAFSA completion and complete necessary letters of recommendation for college/job applications. School counselors do not complete college/job applications, FAFSA, or scholarship applications for students.

Indirect student services

Indirect student services support the promotion of equity and access for all students, systemic change, and the gathering and sharing information and data. (American School Counselor Association, 2019, p. 81) Indirect student services are delivered through the following strategies:

Consultation

School counselors both provide and seek consultation. As experts in academic achievement, college/career access and social/emotional development, school counselors share strategies that support student success with families, teachers, other educators, administrators, and community organizations through consultation (American School Counselor Association, 2019, pp. 81-82).

SEL Curriculum Integration

RISE Charter School integrates the Habits of Success throughout daily curriculum both directly and indirectly. School counselors are responsible for ensuring the integrity of the delivery of this curriculum as it directly relates to ASCA's Mindsets and Behaviors (see Appedix F). "Habits" are presented weekly by administrators to students for their learning and consideration during Bulldog Breakfast. Additionally, teachers infuse the Habits in their content curriculum. (see Appendix A).

Sources of Strength curriculum is used for monthly guidance lessons in the elementary grades. This is generally presented by the school counselor, however it is supported and sometimes taught by content teachers. (Sources of Strength, 2021)

Master Schedule/Course Offerings/Scheduling

While school counselors should not be tasked with the creation of the master schedule in its entirety, they should consult with administration regarding the needs of the students for courses needed toward graduation requirements. To that end, school counselors should be involved in the creation of individual student schedules, as well. School counselors should have specific awareness of the courses necessary for all students to fulfill Idaho, Kimberly School district and RISE Charter school graduation requirements.

Student Advocacy

School counselors promote equitable treatment of all students by:

- Using data to identify gaps in achievement, opportunity and attainment
- Advocating for rigorous course and higher education for underrepresented groups
- Maintaining professional knowledge of the ever-changing and complex world of students' culture
- Maintaining knowledge and skills for working in a diverse and multicultural work setting
- Informing school staff of changes regarding different groups within the community
- Promoting the development of school policies leading to equitable treatment of all students and opposing school policies hindering equitable treatment of any student

- Promoting access to rigorous standards-based curriculum, academic courses and learning paths for college and career for all students
- Developing plans to address over- or underrepresentation of specific groups in programs such as special education, honors, Advanced Placement and International Baccalaureate
- Creating an environment that encourages any student or group to feel comfortable to come forward with problems
- Collaborating with families in seeking assistance services for financial literacy, job skills and placement and free services (such as childcare assistance) as well as providing parents educational opportunities to assist them in supporting their students' education
- Acting as a liaison between home and school promoting an understanding and encouraging creative solutions for students handling multiple responsibilities beyond a typical load (https://www.schoolcounselor.org/standards-positions, 2023)

Collaboration

School counselors prioritize student needs and "work toward a common goal and share responsibility for the associated tasks" (American School Counselor Association, 2019, p. 82)

Teaming and Partnerships

School counselors work with teachers, administrators, families, and community members to provide for students' academic, developmental, and social/emotional needs. This may include committees, teams, and focus groups on which their expertise could be utilized.

Student Organizations

As leaders in the school, school counselors may be assigned to coordinate and advise student leadership organizations such as student council, peer leadership, humanitarian groups, etc.

Specialized Education Support

School counselors provide professional insight to individualized education plans and 504 accommodation plans. They attend meetings for students and serve on the teams as plans are created and implemented. School counselors do not coordinate IEPs or 504s, but may provide services for students according to their specific plans.

Administrative Support

School counselors serve as leaders and advocates. They may be considered administrators and support the daily operations of the school and help make systemic decisions. However, school counselors should not be placed in the position of imparting discipline to students as it could negatively impact their relationships with students. (see Appendix H)

Referrals

School counselors use referrals to provide support for students and families when their needs extend beyond their role and/or responsibilities. They may refer for academic, college/career or social/emotional issues. They should have a current system of referral and be aware of available community resources or have a willingness to research them for the student/family.

Coordination of Services

Parents/guardians may request that school counselors coordinate services between outside therapists/doctors. In the event that this could be beneficial to the student, a parent would need to complete and sign a Release of Information form allowing the school counselor to speak directly to the provider. (see Appendix K)

Child Protective Services

Unfortunately, occasion demands that teachers, administrators, and school counselors refer situations to child protective services. When the school counselor is not the direct reporter, they should consult and support the reporter and informed of the referral, as should the administration. Documentation of the report should be shared with all involved. (see Appendix L)

Assess

Program Assessment

The comprehensive school counseling program is multifaceted and requires continuous assessment to ensure it is meeting the needs of all students. The design and delivery of the program, as well as its impact on students, should be assessed at least annually.

The following questions should be answered through thorough assessment:

- Who participated in what activities through instruction, appraisal, advisement and counseling?
- What ASCA Mindsets & Behaviors/16 Habits of Success did students learn through participation in school counseling activities?
- How did the learning affect students' attendance, achievement or discipline? (American School Counselor Association, 2019, p. 85) (see sample Assessment, Appendix N)

Annual Calendaring and Goal-Setting

School counselors use their time efficiently and effectively. Calendaring is key to ensuring that all students receive instruction, appraisal, advisement and counseling appropriately. As outlined in Direct Student Services (p 11), school counselors should be in the classrooms monthly. Time and goals should be managed to appropriately support identified students using appraisal, advisement and counseling services according to the that same section.

Habits of Success Inventory

With the alignment of the ASCA Mindsets & Behaviors with Summit's 16 Habits of Success (see Appendix F) the school counselor should utilize the Habits of Success Inventory (see Appendix M) in order to assess what students and their improvement in those standards and behaviors. The inventory should be given to all students 6th grade and older at the beginning and end of the school year. The data should be compared for improvement as part of the annual assessment.

Attendance, Achievement and Discipline Data

School counselors gather individual and group-counseling data, as well as school-wide data to support the assessment of their program. Data sources mentioned in Data (p.9) should be utilized to annually assess the comprehensive counseling program.

School Counselor Professional Appraisal

The school counselor's annual performance appraisal should be done with administration and be congruent with ASCA's Mindsets & Behaviors for school counselors. (American School Counselor Association, 2019, p. 104) (see Appendix O)

References

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Appendix
Appendix A

Habits of Success Definitions and Considerations

Description: This document lists, defines, and provides considerations for the 16 Habits of Success.

How to Use this Resource: Educators can use this resource to deepen understanding of the Habits of Success and promote conversations about the integration of these Habits of Success into the planning, instruction, and the culture of classrooms and schools.

Habit of Success	Original Definition (Academic)	Definition (Simplified)	Considerations
Academic Tenacity	The beliefs and skills that allow students to look beyond short-term concerns to longer-term or higher-order goals, and withstand challenges and setbacks to persevere toward these goals.[1]	I look beyond short term concerns and withstand challenges to persevere towards long term academic goals.	• How does my work emphasize work towards long term goals over short term success? • How does my work celebrate perseverance towards a goal rather than the accomplishment of a goal?
Agency	A student's individual decision-making and autonomous actions.[2]	I make decisions and act for myself.	• How does my work empower students to make selections and choices for themselves? • How does my work encourage students to boldly share decisions they've made?
Attachment	A deep and enduring emotional bond that connects one person to another across time and space.[3]	I have a deep emotional connection to another person that lasts across time and space.	• How does my work honor and promote time to build emotional connections? • How does my work provide opportunities to maintain connections that already exist?
Curiosity	The desire to engage and understand the world, interest in a wide variety of topics, and preference for a complete understanding of a complex topic or problem.[4]	I take an interest in a wide variety of topics and desire deep and complete understanding of complex topics.	• How does my work expose students to a variety of ideas, topics and problems? • How does my work build excitement for students to deepen their understanding of complex things?

[1] Dweck, et al., (2011).
[2] Toshalis, E. & Nakkula, M.J. (2012).
[3] Ainsworth, M. D. S. (1973).
[4] Goff, M., & Ackerman, P. (1992).

Habits of Success Definitions and Considerations

1

Empathy	The ability to take the perspective of, and immerse oneself in the feelings and experiences of others from diverse backgrounds and cultures, including understanding social and ethical norms for behavior, and internalizing family, school and community resources and supports.[5]	I try on diverse perspectives and use these viewpoints to share the feelings and experiences of others, and act or make decisions accordingly.	• How does my work promote diverse perspective taking? • How does my work encourage students to use perspective to relate to others? • How does my work promote acceptance and tolerance of diverse behavioral norms?
Executive Functions	The set of cognitive control functions needed to control behavior, particularly utilized for choosing and monitoring behaviors in the service of attaining specific goals. Core executive function processes include attention, cognitive flexibility, inhibition (self-control, self-regulation) and working memory. More complex executive functions include problem-solving, reasoning and planning.[6]	I use my mind to control my impulses, make reasonable decisions, solve problems, remember important information, details or events and plan ahead.	• How does my work allow students to practice cognitive control? • How does my work provide opportunities for students to make decisions, solve problems, rely on memory and/or plan ahead?
Growth Mindset	Wherein students ascribe to the belief: my ability and competence grow with my effort.[7]	I can grow my abilities and my competence with effort. I'm not done learning and growing.	• How does my work encourage mistakes and risk-taking so that students learn from doing things incorrectly? • How does my work celebrates the growth and progress over arrival and completion?
Purpose	A student's understanding of their interests, values, and skills, and the articulation of a credible path after high school for translating those interests, values, and skills into fulfilled lives.	I understand myself and use that knowledge to create a path that leads to a fulfilled life.	• How does my work expose students to a variety of experiences? • How does my work promote a diverse definition of fulfillment in life?
Relevance of School	A student's sense that the subject matter he or she is studying is interesting and holds value.[8]	I am interested, and find value in what I learn.	• How does my work connect learning to real world experience?

[5] Payton, J., et al. (2008).
[6] Diamond, A. Lee, K. (2011)
[7] Farrington, et al., (2012).

			• How does my work teach students to take joy in the journey of learning, even if it means slowing down?
Resilience	Positive adaptation during or following exposure to adversities that have the potential to harm development: (a) developing well in the context of high cumulative risk for developmental problems (beating the odds, better than predicted development), (b) functioning well under currently-adverse conditions (stress-resistance, coping) and (c) recovery to normal functioning after catastrophic adversity (bouncing back, self-righting) or severe deprivation (normalization).[9]	I recover quickly and adapt when faced with challenges to exceed the expectations of others.	• How does my work teach students to anticipate failure and plan for challenges? • How does my work integrate strategies for overcoming challenges?
Self Regulation	Regulation of attention, emotion and executive functions for the purposes of goal-directed actions.[10]	I control my attention and emotions so that I can take actions that drive towards a goal.	• How does my work consistently draw attention to the end goal? • How does my work break complex tasks into smaller pieces that lead toward the end goal? • How does my work provide strategies and tools for managing attention for small amounts of time?
Self Awareness	The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.[11]	I recognize my own emotions and thoughts and see how they influence my behaviors and impact others.	• How does my work promote reflection? • How does my work encourage students to look beyond themselves when making choices, and consider the impact they have on other people?

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[8] Farrington, et al., (2012).
[9] Masten, A., (2007).
[10] Blair, C., & Ursache, A. (2011).
[11] Payton, J., et al. (2008).

Stress Management	Constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person.[12]	I adjust my thinking and behaving to manage stress and demands on my resources.	- How does my work provide opportunities to identify when there are additional demands on resources? - How does my work support students when they need to adjust their behavior and/or thinking because of stress? - How does my work encourage students to recognize stress? - How does my work celebrate students' efforts to manage stress?
Self Direction	A process in which learners take the initiative in planning, implementing and evaluating their own learning needs and outcomes, with or without the help of others.[13]	I have a desired outcome, backwards plan, take action and evaluate the effectiveness of my choices and make adjustments to move towards my goals.	- How does my work provide time and opportunity for determining an outcome and making a plan towards it? - How does my work encourage reflection on work towards a goal? - How does my work encourage students to make adjustments?
Self Efficacy	The perception that one can do something successfully and effectively.[14]	I believe in my abilities to perform tasks or show knowledge successfully.	- How does my work allow students to do things on their own? - How does my work provide opportunities for students to feel success and accomplishment? - How does my work celebrate incremental growth and change?
Sense of Belonging	A sense that one has a rightful place in a given academic setting and can claim full membership in a classroom community.[15]	I take ownership of my community, and in it, I have a rightful place as a member.	- How does my work make students shared owners in the classroom community? - How does my work encourage students to explore their individual and unique contributions in the classroom?

[12] Kraag, G., Zeegers, M. P., Kok, G.; Hosman, C., & Abu-Saad, H. H. (2006).

[13] Knowles, M. S. (1975).

[14] Farrington, et al., (2012).

[15] Farrington, et al., (2012).

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Appendix B

ASCA Ethical Standards for School Counselors

(Adopted 1984; revised 1992, 1998, 2004, 2010, 2016, 2022)

Preamble

The American School Counselor Association (ASCA) is a professional organization supporting school counselors, school counseling students/interns, school counseling program directors/supervisors and school counselor educators. These standards are the ethical responsibility of all school counseling professionals.

School counselors have unique qualifications and skills to implement a comprehensive school counseling program that addresses pre-K–12 students' academic, career and social/emotional development needs. School counselors are leaders, advocates, collaborators and consultants who create systemic change to ensure equitable educational outcomes through the school counseling program. School counselors demonstrate the belief that all students have the ability to learn by advocating for and contributing to an education system that provides optimal learning environments for all students.

All students have the right to:

- Be respected and treated with dignity.

- A physically and emotionally safe, inclusive and healthy school environment, both in-person and through digital platforms, free from abuse, bullying, harassment, discrimination and any other forms of violence.

- Equitable access to a school counseling program that promotes academic, career and social/emotional development and improves student outcomes for all students, including students historically and currently marginalized by the education system.

- Equitable access to school counselors who support students from all backgrounds and circumstances and who advocate for and affirm all students regardless of but not limited to ethnic/racial identity; nationality; age; social class; economic status; abilities/disabilities; language; immigration status; sexual orientation; gender identity; gender expression; family type; religious/spiritual identity; and living situations, including emancipated minor status, wards of the state, homelessness or incarceration.

- Information and support needed to enhance self-development and affirmation within one's group identities.

- Critical, timely information, beginning with pre-K through grade 12, on how college/university, career and technical school, military, workforce and other postsecondary options can have an impact on their educational choices and future opportunities.

- Privacy that is honored to the greatest extent possible, which at times may be limited by school counselors' balance of other competing interests (e.g., best interests of students, the safety of others, parental rights) and adherence to laws, policies and ethical standards pertaining to confidentiality and disclosure in the school setting.

Purpose

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

The purpose of this document is to:

- Serve as a guide for the ethical practices of all individuals serving in a school counseling capacity, including school counselors, school counseling students/interns, supervisors/directors of school counseling programs and school counselor educators regardless of grade level, geographic area, population served or ASCA membership.

- Provide support and direction for self-assessment, peer consultation and performance appraisal regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, school district and employees, communities and the school counseling profession.

- Inform all educational stakeholders, including but not limited to students, parents/guardians, teachers/staff, administrators, community members, legal professionals and courts of justice, regarding the ethical practices, values and expected behaviors of the school counseling professional.

A. RESPONSIBILITY TO STUDENTS

A.1 Supporting Student Development

School counselors:

a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.

b. Foster and affirm all students and their identity and psychosocial development.

c. Support all students and their development by actively working to eliminate systemic barriers or bias impeding student development.

d. Provide culturally responsive instruction and appraisal and advisement to students.

e. Provide culturally responsive counseling to students in a brief context and support students and families/guardians in obtaining outside services if students need long-term clinical/mental health counseling.

f. Do not diagnose but recognize how a student's diagnosis and environment can potentially affect the student's access, participation and ability to achieve academic, postsecondary and social/emotional success.

g. Acknowledge the vital role and rights of parents/guardians, families and tribal communities.

h. Respect students' and families' values, beliefs and cultural background, as well as students' sexual orientation, gender identity and gender expression, and exercise great care to avoid imposing personal biases, beliefs or values rooted in one's religion, culture or ethnicity.

i. Are knowledgeable of local, state and federal laws, as well as school and district policies and procedures affecting students and families and strive to protect and inform students and families regarding their rights.

j. Advocate for equitable, anti-oppressive and anti-bias policies and procedures, systems and practices, and provide effective, evidence-based and culturally sustaining interventions to address student needs.

k. Involve diverse networks of support, including but not limited to educational teams, community and tribal agencies and partners, wraparound services and vocational rehabilitation services as needed to best serve students.

l. Maintain appropriate boundaries and are aware that any sexual or romantic relationship with students (whether legal or illegal in the state of employment) is a grievous breach of ethics and is prohibited regardless of a student's age or consent. 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, rules and procedures under which they may receive counseling. Disclosure includes informed consent and clarification of the limits of confidentiality.

c. Recognize that informed consent requires competence, voluntariness and knowledge on students' part to understand the limits of confidentiality and, therefore, can be difficult to obtain from students of certain developmental levels and special-needs populations. The school counselor should make attempts to gain assent appropriate to the individual student (e.g., in the student's preferred language) prior to disclosure.

d. Are aware that even though attempts are made to obtain informed consent, it is not always possible. When needed, school counselors make decisions on students' behalf that promote students' welfare.

e. Explain the limits of confidentiality in developmentally appropriate terms through multiple methods, such as student handbooks; classroom lessons; verbal notification to individual students; and school counseling department websites, brochures and social media accounts.

f. Keep information confidential unless legal requirements demand confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student or others. Serious and foreseeable harm is different for each minor in schools and is determined by a student's developmental and chronological age, the setting, parental/guardian rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.

g. 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.

h. Collaborate with and involve 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 professional peers and/or supervision is recommended.

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 of personal data in accordance with prescribed federal and state laws and district and school 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 school 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 email. Adhere to federal, state and local laws 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 legal specifications and currently acceptable security standards.

p. Advocate for physical and virtual workspaces that are arranged to protect the confidentiality of students' communications and records.

A.3. Comprehensive School Counseling Program

School counselors:

a. Provide students with a culturally responsive school counseling program that promotes academic, career and social/emotional development and equitable opportunity and achievement outcomes for all students.

b. Collaborate with administration, teachers, staff and stakeholders for equitable school improvement goals.

c. Use data-collection tools adhering to standards of confidentiality as expressed in A.2.

d. Review and use school and student data to assess and address needs, including but not limited to data on strengths and disparities that may exist related to gender, race, ethnicity, socioeconomic status, disability and/or other relevant classifications.

e. Deliver research-based interventions to help close achievement, attainment, information, attendance, discipline, resource and opportunity gaps.

f. Collect and analyze participation, ASCA Mindsets & Behaviors and outcome data to determine the progress and effectiveness of the school counseling program.

g. Share data outcomes with stakeholders.

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

School counselors:

a. Collaborate with a community of stakeholders to create a culture of postsecondary readiness.

b. Provide and advocate for all students' pre-K–postsecondary career awareness, exploration, and postsecondary planning and decision-making to support students' right to choose from the wide array of career and postsecondary options, including but not limited to college/university, career and technical school, military or workforce.

c. Identify and examine gaps in college and career access and address both intentional and unintentional biases in postsecondary and career counseling.

d. Provide opportunities for all students to develop a positive attitude toward learning, effective learning strategies, self-management and social skills and an understanding that lifelong learning is part of long-term career success.

e. Address their personal biases related to students' postsecondary choices.

f. Address any inequitable systemic policies and practices related to students' postsecondary choices.

A.5. Sustaining Healthy Relationships and Managing Boundaries

School counselors:

a. Engage in professional roles and relationships with students and stakeholders that foster wellness and student success.

b. Recognize that establishing credibility, rapport and an effective working alliance with some students and stakeholders may be facilitated by developing relationships that extend beyond the school day and building (e.g., attending community events, advocating for community improvement for and with students and stakeholders, joining community enhancement organizations).

c. Assess potential risks and benefits prior to extending relationships beyond the school building and school hours (e.g., attending students off-site extracurricular activities, celebrations honoring students, hospital visits, funerals).

d. Document the nature of relationship extensions, including the rationale, potential benefit and possible consequences for the student and school counselor.

e. Act to eliminate and/or reduce the potential for harm to students and stakeholders in any relationships or interactions by using safeguards, such as informed consent, consultation, supervision and documentation.

f. Prevent potential harm to students and stakeholders with whom the school counselor's judgment may be compromised (e.g., family members, children of close friends) by helping facilitate the provision of alternative services or resources when available.

g. Adhere to legal, ethical, district and school policies and guidelines regarding relationships with students and stakeholders.

h. Refrain from the use of personal social media, text and email accounts to interact with students unless sanctioned by the school district. Adhere to legal, ethical, district and school policies and guidelines when using technology with students and stakeholders.

i. Avoid inappropriate roles and relationships such as providing direct discipline, teaching courses that involve grading students and accepting administrative duties in the absence of an administrator.

j. Strive to avoid a conflict of interest through self-promotion that would benefit the school counselor personally and/or financially (e.g., advertising their products and/or services).

A.6. Appropriate Collaboration, Advocacy and Referrals for Counseling

School counselors:

a. Collaborate with all relevant stakeholders, including students, school faculty/staff and parents/guardians, when students need assistance, including when early warning signs of student distress are identified.

b. Provide a list of outside agencies and resources in their community, or the closest available, to students and parents/guardians when students need or request additional support. School counselors provide multiple referral options or the district-vetted list of referrals options and are careful not to indicate an endorsement or preference for one individual or practice. School counselors encourage parents/guardians to research outside professionals' skills/experience to inform their 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 conducted in coordination with the school counselor or to discontinue counseling services with the school counselor while maintaining an appropriate relationship that may include participation in 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 cultural identities and worldviews. School counselors pursue additional training and supervision when their values are discriminatory in nature (e.g., sexual orientation, gender identity, gender expression, reproductive rights, race, religion, ability status). 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 and meaningful data necessary to adequately assess, counsel and assist students.

h. Ensure there is not a conflict of interest in providing referral resources. School counselors do not refer or accept a referral to counsel students from their school if they also work in a private counseling practice.

A.7. Group Work

School counselors:

a. Offer culturally sustaining small-group counseling services based on individual student, school and community needs; student data; a referral process; and/or other relevant data.

b. Provide equitable access to participation in groups, including alleviating physical, language and other obstacles.

c. Assess student needs to determine if participating in the group is appropriate for the student.

d. Inform parents/guardians of student participation in and the purpose of the small group.

e. Facilitate short-term groups to address students' academic achievement, postsecondary and career exploration, and social/emotional well-being.

f. Use data to inform group topics, establish well-defined expectations and measure the outcomes of group participation.

g. Reflect on group outcomes and determine adjustments that may improve future group interventions.

h. Communicate the aspiration of confidentiality as a group norm, while recognizing and working from the protective posture that confidentiality for students in small groups cannot be guaranteed.

i. Select topics for groups with the clear understanding that some topics are not suitable for groups in schools (e.g., incest survivorship, eating disorders, dating violence) and accordingly take precautions to protect members from harm as a result of interactions with the group.

j. Facilitate culturally sustaining groups from the framework of evidence-based or research-based practices.

k. Practice within their competence level and develop professional competence through training and supervision.

l. Provide necessary follow-up and/or referrals to additional resources for group members.

A.8. Student Peer-Support Program

School counselors:

a. Share the student peer-support program's goal and purpose with stakeholders.

b. Safeguard the welfare of students participating in peer-to-peer programs under their direction.

c. Strive to protect the confidentiality of students receiving peer support services by not sharing or disclosing personal information (e.g., special education services, academic information).

d. Work to select peer helpers who reflect the diversity of the population to be served.

e. Facilitate equitable access, representation and cultural sustainability in peer-support programs.

f. Develop, train and supervise students in school counseling peer-support programs, using culturally relevant frameworks that promote inclusion and belonging.

g. Inform peer-support students about when students need to report information to a responsible adult at school.

A.9. Serious and Foreseeable Harm to Self and Others

School counselors:

a. Inform parents/guardians and school administration when a student poses a serious and foreseeable risk of harm to self or others. This notification is to be done after careful deliberation and consultation with appropriate professionals, such as other school counselors, the school nurse, school psychologist, school social worker, school resource officer or child protective services. Even if the danger appears relatively remote, parents/guardians must be notified. The consequence of the risk of not giving parents/guardians a chance to intervene on behalf of their child is too great.

b. Recognize the level of suicide risk (e.g., low, medium, high) is difficult to accurately quantify. If required to use a risk assessment, it must be completed with the realization that it is an information-gathering tool and only one element in the risk-assessment process. When reporting risk-assessment

results to parents/guardians, school counselors do not negate the risk of students' potential harm to self even if the assessment reveals a low risk, as students may minimize risk to avoid further scrutiny and/or parental/guardian notification. The purpose of reporting any risk-assessment results to parents/guardians is to underscore the need for parents/guardians to act, not to report a judgment of risk.

c. Collaborate with school administration to ensure a student has proper supervision and support. If parents/guardians will not provide proper support, the school counselor takes necessary steps to underscore to parents/guardians the necessity to seek help and, at times, may include a report to child protective services.

d. Provide culturally responsive mental health resources to parents/guardians.

e. Report to administration and/or appropriate authorities (e.g., law enforcement) when a student discloses a perpetrated or a perceived threat to another person's physical or mental well-being. This threat may include but is not limited to verbal abuse, physical abuse, sexual abuse, dating violence, bullying or harassment. The school counselor follows applicable federal and state laws and school and district policy.

A.10. Marginalized Populations

School counselors:

a. Advocate with and on behalf of students to ensure they remain safe at home, in their communities 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.

b. Actively work to establish a safe, equitable, affirming school environment in which all members of the school community demonstrate respect, inclusion and acceptance.

c. Identify and advocate for resources needed to optimize and support academic, career and social/emotional development opportunities.

d. Collaborate with parents/guardians when appropriate and strive to establish consistent, constructive two-way communication in their preferred language to ensure students' needs are met.

e. Understand and advocate for all students' right to be treated in a manner that honors and respects their identity and expression, including but not limited to race, gender identity, gender expression, sexual orientation, language and ability status, and to be free from any form of discipline, harassment or discrimination based on their identity or expression.

f. Advocate for the equitable right and access to free, appropriate public education for all youth in which students are not stigmatized or isolated based on race, gender identity, gender expression, sexual orientation, language, immigration status, juvenile justice/court involvement, housing, socioeconomic status, ability, foster care, transportation, special education, mental health and/or any other exceptionality or special need.

g. Advocate for access to and inclusion in opportunities (e.g., Advanced Placement, International Baccalaureate, gifted and talented, honors, dual enrollment) in which students are not stigmatized, isolated or excluded based on race, gender identity, gender expression, sexual orientation, language, immigration status, juvenile justice/court involvement, housing, socioeconomic status, ability, foster care, transportation, special education, mental health and/or any other exceptionality or special need.

h. Actively advocate for systemic and other changes needed for equitable participation and outcomes in educational programs when disproportionality exists regarding enrollment in such programs by race, gender identity, gender expression, sexual orientation, language, immigration status, juvenile justice/court involvement, housing, socioeconomic status, ability, foster care, transportation, special education, mental health and/or any other exceptionality or special need.

i. Recognize the strengths of students with disabilities as well as their challenges and provide best practices in supporting their academic, career and social/emotional needs.

A.11. Bullying, Harassment, Discrimination, Bias and Hate Incidents

School counselors:

a. Recognize that bullying, discrimination, bias and hate incidents rooted in race, gender, sexual orientation and ethnicity are violations of federal law and many state and local laws and district policies.

b. Advocate for schoolwide policies, protocols and training for response to bullying, harassment and bias incidents centered in safety, belonging and justice.

c. Advocate for accessible, effective tools for students or community to report incidents of bullying, hate or bias.

d. Report all incidents of bullying, dating violence or harassment to the administration, recognizing these behaviors may fall under Title IX of the Education Amendments of 1972 or other federal and state laws as illegal and require administrator intervention.

e. Recognize that bias incidents are not only potentially traumatizing for students but can lead to significant damage and disruption of the school environment. Facilitate and monitor schoolwide prevention of bullying, harassment, discrimination, hate and bias through active practices that support a positive school climate, culture and belonging.

f. In response to a hate or bias incident (e.g. discrimination, explicit bias, hate speech), collaborate with administrative teams to ensure safety, provide support for targeted students, facilitate effective communication, provide education, connect students to resources and promote healing and recovery within the school community.

g. In developmentally appropriate ways and in the context of the incident, support victims, and encourage growth and provide tools for accountability and change (e.g. restorative practices) in perpetrators, and promote healing in the school community while deferring to administration for all discipline issues or any other violation of federal and state laws or district and school policies.

h. Actively respond to incidents of bias or hate, demonstrating a commitment to equity and promoting a safe, inclusive school community.

A.12 Child Abuse

School counselors:

a. Report to the proper authorities, as mandated by the state, all suspected cases of child abuse and neglect, recognizing that certainty is not required, only reasonable suspicion. School counselors are held to a higher standard regarding their absolute duty as a mandated reporter to report suspected child abuse and neglect.

b. Develop and maintain the expertise to recognize the signs of child abuse and neglect. Advocate for training to enable students and staff to have the knowledge and skills needed to recognize the signs and to whom they should report suspected child abuse and neglect.

c. Take reasonable precautions to protect the privacy of students for whom abuse or neglect is suspected from those who do not have a legitimate need to know.

d. Know current state laws and the school system's procedures for reporting child abuse and neglect and methods to advocate for students' physical and emotional safety following abuse/neglect reports.

e. Connect students who have experienced abuse and neglect with services provided through the local school district and community agencies.

A.13. 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/guardians the right to review the records 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 adhering to FERPA's definition 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.14. Evaluation, Assessment and Interpretation

School counselors:

a. Use only valid and reliable research-based tests and assessments that are culturally sensitive, in the student's preferred language and free of bias.

b. Adhere to all professional standards and regulations when selecting, administering and interpreting standardized assessment tools, and only use assessment instruments that are within the scope of practice for school counselors and for which they are licensed, certified, competent and trained to use.

c. Follow confidentiality guidelines when using paper or electronic assessment instruments and programs.

d. Consider the student's developmental age, language skills, home language and competence level when determining an assessment's appropriateness.

e. Use multiple data points, both quantitative and qualitative whenever possible, to provide students and families with complete and accurate information to promote students' well-being.

f. Provide interpretation, in the student's preferred language, of the nature, purpose, results and potential impact of assessment/evaluation measures in terms students and parents/ guardians can understand.

g. Monitor the use of assessment results and interpretation, and take reasonable steps to prevent others from misusing the information.

h. Use caution when selecting or using assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.

i. Conduct and disseminate the results of school counseling program assessments to determine the effectiveness of activities supporting students' academic, college/career and social/ emotional development through accountability measures, especially examining efforts to close opportunity gaps.

A.15. Technical and Digital Citizenship

School counselors:

a. Advocate for equitable access to technology for all students.

b. Demonstrate appropriate selection and equitable use of culturally sustaining technology and software applications to enhance students' academic, career and social/emotional development. Attention is given to the legal and ethical considerations of technological applications, including confidentiality concerns, security issues, potential limitations and benefits, and communication practices in electronic media.

c. Take appropriate and reasonable measures to maintain the 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.

d. Promote the safe and responsible use of technology in collaboration with educators and families.

e. Promote the benefits and clarify the limitations of various appropriate technological applications.

f. Use established and approved means of communication with students, maintaining appropriate boundaries, and help educate students about appropriate communication and boundaries.

g. Understand challenges with confidentiality when using email and establish protocols and boundaries for responding to emails.

h. Advocate for the use of virtual learning tools that include safeguards and protocols protecting highly sensitive student information.

i. Advocate against alert tools or apps requiring constant monitoring by school personnel. These tools are not aligned with the nature and function of school counseling.

A.16. Virtual/Distance School Counseling

School counselors:

a. Adhere to the same legal and ethical standards in a virtual/distance/hybrid setting as in face-to-face settings.

b. Recognize, acknowledge and problem-solve the unique challenges and limitations of virtual/distance/hybrid school counseling.

c. Establish procedures, in collaboration with school administrators and other support staff, for students to follow in both emergency and nonemergency situations when the school counselor is not available.

d. Recognize and address the limitation of virtual/distance/hybrid school counseling confidentiality, which may include unintended viewers or recipients.

e. Inform both students and parents/guardians of the benefits and limitations of virtual/distance/hybrid school 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 relationship.

g. Recognize the challenges in virtual/distance/hybrid settings of assisting students considering suicide, including but not limited to identifying their physical location, keeping them engaged on the call or device, contacting their parents/guardians and getting help to their location.

B. RESPONSIBILITIES TO PARENTS/GUARDIANS, SCHOOL AND SELF

B.1. Responsibilities to Parents/Guardians

School counselors:

a. Recognize, honor and respect the importance of parents/guardians when providing services to students in a school setting and 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 to facilitate and advocate for students' maximum growth in the areas of academic, career and social/emotional development.

c. Promote equity and inclusion through culturally affirming and sustaining practices honoring the diversity of 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.

d. Inform parents of the school counseling program's mission and standards in academic, career and social/emotional domains that promote and enhance the learning process and outcomes for all students.

e. Adhere to the Protection of Pupil Rights Amendment when using universal screeners, surveys or needs assessments by informing parents/guardians prior to their use in accordance with school district policies and local, state and federal law.

f. Engage a diverse sample of parents/guardians and caregivers to provide opportunities for meaningful contributions to the school counseling program.

g. Adhere to federal, state and local laws; district policy; and ethical practice when assisting parents/guardians experiencing family difficulties interfering with their student's welfare.

h. Inform parents/guardians of the confidential nature of the school counseling relationship between the school counselor and student, while recognizing parents/guardians have inherent legal rights to student information.

i. Respect the privacy of parents/guardians in accordance with the student's best interests.

j. Provide parents/guardians with accurate, comprehensive and relevant information in a caring manner as appropriate and consistent with legal and ethical responsibilities to the students and parents/guardians. Exercise due diligence in a timely, efficient manner to communicate concerns that affect the students' safety and welfare.

k. Follow the directions and stipulations of the legal documentation in divorce, separation or custody cases, maintaining focus on the student. Adhere to clear boundaries and a position of neutrality when working with parents/guardians.

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, informed by analysis of student data, based on the ASCA National Model.

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."

d. Exercise leadership to create systemic change to create a safe and supportive environment and equitable outcomes for all students.

e. Collaborate with appropriate officials to remove barriers that may impede the effectiveness of the school and/or the school counseling program in promoting equitable student outcomes.

f. Provide support, consultation and mentoring to professionals in need of assistance when appropriate to enhance school climate and student outcomes.

g. Inform appropriate officials, in accordance with federal and state law and school and district policy, of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property, while honoring the confidentiality between students and school counselors to the extent possible.

h. Advocate for administrators to place licensed/certified school counselors who are competent, qualified and hold a master's degree or higher in school counseling from an accredited institution.

i. Advocate for equitable school counseling program policies and practices for all students and stakeholders.

j. Advocate for the use of vetted, bilingual/multilingual translators to represent languages used by families in the school community and support broader cultural communication and engagement.

k. Affirm the abilities of all students and advocate for their learning needs, supporting the provision of appropriate accommodations and accessibility.

l. Provide culturally responsive information to families to increase understanding, improve communication, promote engagement and improve student outcomes.

m. Promote culturally sustaining practices to help create a safe and inclusive school environment with equitable outcomes for all students.

n. Adhere to educational/psychological research practices, confidentiality safeguards, security practices and school district policies when conducting research.

o. Use school and community resources to promote equity and access for all students.

p. Use inclusive language in all forms of communication and ensure students and stakeholders have access to materials in their preferred languages when possible.

q. Collaborate as needed to provide optimum services with other school and community professionals with legitimate educational interests (e.g., school nurse, school psychologist, school social worker, speech-language pathologist), following all local, state and federal laws.

r. Strive to address and remedy the work environment and conditions that do not reflect the school counseling profession's ethics, using advocacy and problem-solving skills.

B.3. Responsibilities to Self

School counselors:

a. Have earned a master's degree or higher in school counseling or the substantial equivalent from an accredited institution.

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.

c. Accept employment only for positions for which they are qualified by education, training, supervised experience and state/national professional credentials.

d. Adhere to the profession's ethical standards 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 routine, content-applicable professional development to stay up to date on trends and needs of students and other stakeholders, and regularly attend training on current legal and ethical responsibilities.

f. Explore and examine implicit biases and the impact on practice and interaction with students; apply learning to program practice and development.

g. Develop knowledge and understanding of historic and systemic oppression, social justice and cultural models (e.g., multicultural counseling, anti-racism, culturally sustaining practices) to further develop skills for systemic change and equitable outcomes for all students.

h. Recognize the potential for stress and secondary trauma. Practice wellness and self-care through monitoring mental, emotional and physical health, while seeking consultation from an experienced school counseling practitioner and/or others when needed.

i. 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.

j. Apply an ethical decision-making model and seek consultation and supervision from colleagues and other professionals who are knowledgeable of the profession's practices when ethical questions arise.

k. Honor the diversity and identities of students and seek training/supervision when prejudice or biases interfere with providing comprehensive school counseling services to all pre-K–12 students. School counselors will not refuse services to students based solely on personally held beliefs/values rooted in one's religion, culture or ethnicity. School counselors work toward a school climate that embraces diverse identities and promotes equitable outcomes in academic, career and social/emotional development for all students.

l. Have an awareness of and make clear distinctions between actions and statements (verbal or written) made as a private individual versus those made as a representative of the school counseling profession and of the school district/school entity.

m. Respect the intellectual property of others and adhere to copyright laws and correctly cite others' work when using it.

C. SCHOOL COUNSELOR DIRECTORS/ ADMINISTRATORS/SUPERVISORS

School counselor directors/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 school counseling program and meet students' needs and the school community's needs.

b. Advocating for fair and open distribution of resources among programs supervised, using an allocation procedure that is nondiscriminatory, equitable, informed by comprehensive data and consistently applied.

c. Taking reasonable steps to ensure school and other resources are available to provide staff supervision and training.

d. Providing opportunities for professional development in current research related to school counseling practices, competencies 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 laws and ethics related to the school counseling profession or equitable outcomes for students.

f. Monitoring school and organizational policies, regulations and procedures to ensure practices are consistent with the ASCA Ethical Standards for School Counselors.

g. Using and/or advocating for a performance appraisal instrument aligned with the ASCA School Counselor Professional Standards & Competencies that assesses school counselors' knowledge, skills and attitudes.

h. Understanding the ASCA Ethical Standards for School Counselors, the ASCA National Model and the ASCA School Counselor Professional Standards & Competencies.

i. Providing staff with opportunities and support to develop knowledge and understanding of historic and systemic oppression, social justice and cultural models (e.g., multicultural counseling, anti-racism, culturally sustaining practices) to further develop skills for systemic change and equitable outcomes for all students.

j. Collaborating and consulting with school counseling graduate programs to support appropriate site placement for supervisees and ensure high-quality training that is essential for school counselor preparation.

D. SCHOOL COUNSELING PRACTICUM/ INTERNSHIP SITE SUPERVISORS

Practicum/internship site supervisors:

a. Are licensed or certified school counselors with an understanding of school counseling programs and school counselors' ethical practices.

b. Have the education and training to provide school counseling supervision and regularly pursue continuing education activities on both counseling and supervision topics and skills.

c. Use a model of supervision that is developmental, ongoing and includes but is not limited to 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. Engage in culturally affirming supervision, maintain cultural competence and consider cultural and historic factors and power dynamics that may have an impact on the supervisory relationship.

e. Avoid supervisory relationships with individuals with whom they have the inability to remain objective (e.g., family members or 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 and negative outcomes.

h. Provide information about how and when virtual supervisory services will be utilized, and provide school counselors with reasonable access to pertinent applications.

i. Ensure performance evaluations are completed in a timely, fair and considerate manner; base evaluations on clearly stated criteria; and use data when available.

j. Ensure supervisees are aware of policies and procedures related to supervision and evaluation and provide due-process procedures if supervisees appeal their evaluations.

k. Understand supervisee limitations and communicate concerns to the university/college supervisor in a timely manner.

l. Help supervisees select appropriate professional development based on identified needs.

m. Contact university/college supervisors and consult with school administrators to recommend assistance or dismissal when supervisees are unable to demonstrate competence as a school counselor as defined by the ASCA School Counselor Professional Standards & Competencies. Document recommendations and ensure supervisees are aware of such decisions and the resources available to them.

n. Recognize and acknowledge the specific roles of school counselor educators, site supervisors and the practicum/ internship student. Supervisors ensure that supervisees are able to participate in a variety of academic, college/career and social/emotional activities through individual, group and classroom interventions.

E. MAINTENANCE OF STANDARDS

When the absence of a settled opinion or conviction exists as to the ethical behavior of a colleague(s), the following procedures may serve as a guide:

a. School counselors confidentially consult with professional colleagues to discuss the potentially unethical behavior and determine if the situation is an ethical violation.

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. School counselors understand mandatory reporting responsibilities in their respective districts and states.

d. School counselors take appropriate action in the following sequence if the matter remains unresolved at the school, school district, state department of education and/or professional practice/standards commission level:

   1. Contact the state school counselor association's ethics committee if applicable.

      i. If no such committee exists, contact the state school counselor association leadership.

      ii. If the issue remains unresolved, proceed to step 2.

   2. Contact the American School Counselor Association. Formal documentation of the steps taken and the response of the complainant and respondent should be submitted in hard copy to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 277 S. Washington St., Suite 390, 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.

a. Define the ethical dilemma.

b. Identify potential cultural, religious and worldview factors and power dynamics that are present within a potential ethical dilemma.

c. Apply the ASCA Ethical Standards for School Counselors and the relevant district policies and procedures.

d. Consult with appropriate professionals (e.g., supervisors, other student service professionals, school counseling peers, cultural experts).

e. Consider the student's chronological age and developmental level.

f. Consider parental/guardian and student rights

g. Apply the ethical principles of:

   • Beneficence: working for the good of the individual and society by promoting mental health and well-being

   • Autonomy: fostering the right to control the direction of one's life

   • Nonmaleficence: avoiding actions that cause harm

   • Justice: treating individuals equitably and fostering fairness and equality

   • Fidelity: honoring commitments and keeping promises, including fulfilling one's responsibilities of trust in professional relationships

   • Veracity: dealing truthfully with individuals with whom school counselors come into professional contact

h. Determine potential courses of action and their consequences.

i. Evaluate the selected action.

j. Implement the course of action and analyze the outcome.

k. Identify any inconsistencies in school/district policy for potential revision.

l. See other ethical decision-making models:

   • Intercultural Model of Ethical Decision Making, Luke et al., (2013)

   • Solutions to Ethical Problems in Schools (STEPS), Stone (2003)

   • Ethical Justification Model, Kitchener (1984)

GLOSSARY OF TERMS

Advocate
a person who speaks, writes or acts to promote the well-being of students, parents/guardians, school and community stakeholders, and the school counseling profession. School counselors advocate to create and maintain equitable systems, policies and practices.

Anti-Racist
one who expresses the idea that race is a social construct and does not biologically exist while supporting policy that eliminates racial inequity and fighting against racism.

Assent
to demonstrate agreement when a student is not competent to give informed consent to counseling or other services the school counselor is providing.

Assessment
collecting in-depth information about a person to develop a comprehensive plan that will guide the collaborative counseling and service provision process.

Bias Incident
use of hateful imagery, language or acts that are often noncriminal in nature motivated by bigotry, prejudice or hate toward individuals because of the targets' perceived disability, ethnicity, gender, gender identity, nationality, race, sex or sexual orientation.

Boundaries
something that indicates or affixes an extent or limits.

Breach
disclosure of information given in private or confidential communication such as information given during counseling.

Bullying
intentional, repeated harmful acts, words or other behavior such as name calling, threatening and/or shunning committed by one or more children against another. These negative acts are not intentionally provoked by the victims, and for such acts to be defined as bullying, an imbalance in real or perceived power must exist between the bully and the victim. Bullying may be physical, verbal, emotional or sexual in nature.

Competence
the quality of being competent; adequacy; possession of required skill, knowledge, qualification or capacity.

Confidentiality
the ethical duty of school counselors to responsibly protect a student's private communications shared in counseling.

Conflict of Interest
a situation in which a school counselor stands to personally profit from a decision involving a student.

Consent
permission, approval or agreement; compliance.

Consultation
a professional relationship in which individuals meet to seek advice, information and/or deliberation to address a student's need.

Conventional Parameters
general agreement or accepted standards regarding limits, boundaries or guidelines.

Cultural Sensitivity
a set of skills enabling you to know, understand and value the similarities and differences in people; modify your behavior to be most effective and respectful of students and families; and deliver programs that fit diverse learners' needs.

Culturally Sustaining School Counseling
policies and practices that affirm and embrace cultural pluralism, promote cultural dexterity and actively advocate for equitable systems and outcomes.

Custodial and Noncustodial
physical custody: a phrase used to determine which parent a minor student lives with as a result of a court order. A custodial parent has physical custody of the minor child while a noncustodial parent does not have physical custody of the minor child, as the result of a court order.

Legal custody: both custodial and noncustodial parents have educational rights to their child's records unless noted by court documentation.

Data Dialogues
inquiry with others around student information to uncover inequities, promote informed investigations and assist in understanding the meaning of data and the next steps to have an impact on data.

Data Informed
accessing data, applying meaning to it and using data to have an impact on student success.

Developmental Level/Age
the age of an individual determined by degree of emotional, mental and physiological maturity as compared with typical behaviors and characteristics of that chronological age.

Disclosure
the act or an instance of exposure or revelation.

Diversity
the inclusion of individuals representing more than one national origin, gender identity, gender expression, ethnicity, religion, socioeconomic stratum, sexual orientation and the intersection of cultural and social identities.

Dual Relationship
a relationship in which a school counselor is concurrently participating in two or more roles with a student.

Empathy
the action of understanding, being aware of, being sensitive to and vicariously experiencing the feelings, thoughts and experience of another without having the feelings, thoughts and experience fully communicated in an objectively explicit manner.

Emancipated Minors
minors who are legally freed from control by their parents/guardians, and the parents/guardians are freed from any and all responsibility toward the children.

Encryption
process of putting information into a coded form to control and limit access to authorized users.

Equity
treated fairly; educational equity occurs when educators provide all students with the high-quality instruction and support they need to reach and exceed a common standard.

Ethics
the norms and principles of conduct and philosophy governing the profession.

Ethical Behavior
actions defined by standards of conduct for the profession.

Ethical Obligation
a standard or set of standards defining the course of action for the profession.

Ethical Rights
the fundamental normative rules about what is allowed of people or owed to people, according to some legal system, social convention or ethical theory.

Feasible
capable of being done, affected or accomplished easily or conveniently.

Gender Expression
the ways in which students manifest masculinity or femininity in terms of clothing, communication patterns and interests, which may or may not reflect the student's gender identity.

Gender Identity
one's personal experience of one's own gender. When one's gender identity and biological sex are not congruent, the student may identify as transgender.

Guardian Ad Litem
a guardian appointed by a court to watch after someone during a case.

Harassment
the act of systematic and/or continued unwanted disturbing or troubling persecution.

Informed Consent
assisting students in acquiring an understanding of the limits of confidentiality, the benefits, facts and risks of entering into a counseling relationship.

Intervention
to provide modifications, materials, advice, aids, services or other forms of support to have a positive impact on the outcome or course of a condition.

Legal Mandates
a judicial command or precept issued by a court or magistrate, directing proper behavior to enforce a judgment, sentence or decree.

Legal Rights
those rights bestowed onto a person by a given legal system.

Mandatory Reporting
the legal requirement to report to authorities.

Minors
persons under the age of 18 years unless otherwise designated by statute or regulation.

Oppression
unjust or cruel exercise of authority or power.

Perception
a mental image or awareness of environment through a physical sensation; a capacity for understanding or a result of an observation.

Peer Helper
peer-to-peer interaction in which individuals who are of approximately the same age take on a helping role assisting students who may share related values, experiences and lifestyles.

Peer Support
programs enhancing the effectiveness of the school counseling program while increasing outreach and raising student awareness of services.

Privacy
the right of an individual to keep oneself and one's personal information free from unauthorized disclosure.

Privileged Communication
conversation that takes place within the context of a protected relationship, such as that between an attorney and client, spouses, a priest and penitent, a doctor and patient and, in some states, a school counselor and student.

Professional Development
the process of improving and increasing capabilities through access to education and training opportunities.

Racial Bias
a personal and unreasoned judgment made solely on an individual's race.

Racism
when individuals, systems or institutions show more favorable evaluation or treatment of an individual or group based on race or ethnicity.

Relationship
a connection, association or involvement.

Risk Assessment
a systematic process of evaluating potential risks.

School Counseling Supervisor
a qualified professional who provides guidance, teaching and support for the professional development of school counselors and school counseling candidates.

Serious and Foreseeable Harm
when a reasonable person can anticipate significant and harmful possible consequences.

Sole-Possession Records
records used only as a personal memory aid that are kept in the sole possession of the maker of the record and are not accessible or revealed to any other person except a temporary substitute for the maker of the record and provide only professional opinion or personal observations. Sole-possession records are exempted from the definition of educational records and FERPA protection.

Stakeholder
a person or group sharing an investment or interest in the students and/or school community (e.g., parents/guardians, school staff, administrators, business and community interest groups, school board members, etc.).

Systemic Change
change affecting the entire system; transformational; change affecting more than an individual or series of individuals; focused upon the dynamic of the environment, not the individual.

Supervision
a collaborative relationship in which one person promotes and/or evaluates the development of another.

Title IX of the Education Amendments of 1972
a law that demands that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving federal financial assistance.

Universal Screener
gathers information regarding behavioral and mental health issues by either reviewing existing data/input from educators or by asking questions directly of students. Schools receiving federal funding that use a universal screener asking even one question from one of the eight protected areas under the Protection of Pupil Rights Amendment (PPRA) must obtain active consent from parents/guardians if a student is required to complete the screening and passive consent if the screening is voluntary (U.S. Department of Education, PPRA, 2022).

Virtual/Distance Counseling
counseling by electronic means.

Appendix C

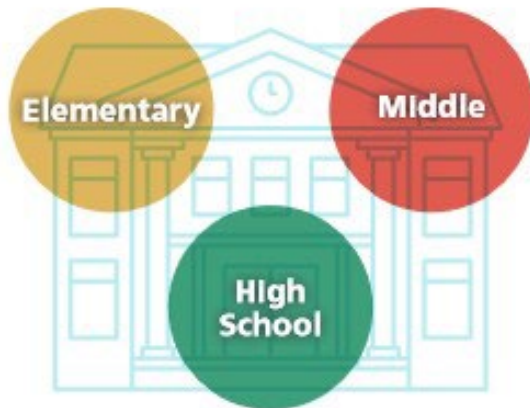# The Role of the School Counselor

American School Counselor Association

Who are School Counselors?

School counselors are certified/licensed educators who improve student success for ALL students by implementing a comprehensive school counseling program.

EMPLOYED AT ALL LEVELS

Elementary

Middle

High School

Also employed in district supervisory positions; and school counselor education positions

SCHOOL COUNSELOR QUALIFICATIONS

▶ Hold, at minimum, a master's degree in school counseling

▶ Meet the state certification/licensure standards

▶ Fulfill continuing education requirements

▶ Uphold ASCA ethical and professional standards

American School Counselor Association

For more information, resources please visit www.schoolcounselor.org

LEADERSHIP TEAM MEMBERS

School counselors work to maximize student success, promoting access and equity for all students. As vital members of the school leadership team, school counselors create a school culture of success for all.

▶ **School counselors help all students:**
- apply academic achievement strategies
- manage emotions and apply interpersonal skills
- plan for postsecondary options (higher education, military, work force)

▶ **Appropriate duties include providing:**
- individual student academic planning and goal setting
- school counseling classroom lessons based on student success standards
- short-term counseling to students
- referrals for long-term support
- collaboration with families/teachers/ administrators/ community for student success
- advocacy for students at individual education plan meetings and other student-focused meetings
- data analysis to identify student issues, needs and challenges
- acting as a systems change agent to improve equity and access, achievement and opportunities for all students

IDEAL CASELOAD

250 students per school counselor

250:1

The School Counselor's Role

School counselors design and deliver school counseling programs that improve student outcomes. They lead, advocate and collaborate to promote equity and access for all students by connecting their school counseling program to the school's academic mission and school improvement plan. They uphold the ethical and professional standards of ASCA and promote the development of the school counseling program based on the following areas of the ASCA National Model: define, deliver, manage and assess.

DEFINE

School counselors create school counseling programs based on three sets of standards that define the profession. These standards help school counselors develop, implement and assess their school counseling program to improve student outcomes.

Student Standards –
ASCA Student Standards: Mindsets & Behaviors for Student Success

Professional Standards –
- ASCA Ethical Standards for School Counselors
- ASCA School Counselor Professional Standards & Competencies

MANAGE

To be delivered effectively, the school counseling program must be efficiently and effectively managed. School counselors use program focus and planning tools to guide the design and implementation of a school counseling program that gets results.

Program Focus
- Beliefs
- Vision Statement
- Mission Statement

Program Planning
- School Data Summary
- Annual Student Outcome Goals
- Action Plans
  - Classroom and Group
  - Closing the Gap

School counselors work to create a future world where all students thrive.

- Lesson Plans
- Annual Administrative Conference
- Use of Time
- Calendars
  - Annual
  - Weekly
- Advisory Council

DELIVER

School counselors deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counselor's interaction with others.

These activities and services help students develop the ASCA Student Standards: Mindsets & Behaviors for Student Success and improve their achievement, attendance and discipline. Through the school counseling program, school counselors ensure equitable academic, career and social/emotional development opportunities for all students.

Direct Services with Students
Direct services are in-person interactions between school counselors and students and include the following:
- Instruction
- Appraisal and Advisement
- Counseling

Indirect Services for Students
Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including:
- Consultation
- Collaboration
- Referrals

ASSESS

To achieve the best results for students, school counselors regularly assess their program to:
- determine its effectiveness in helping all students succeed
- inform improvements to their school counseling program design and delivery
- show how students are different as a result of the school counseling program

School counselors also self–assess their own mindsets and behaviors to inform their professional development and annually participate in a school counselor performance appraisal with a qualified administrator. The ASCA National Model provides the following tools to guide assessment and appraisal.

Program Assessment
- School Counseling Program Assessment
- Annual Results Reports

School Counselor Assessment and Appraisal
- ASCA School Counselor Professional Standards & Competencies Assessment
- School Counselor Performance Appraisal Template

For research on the effectiveness of school counseling programs, go to *https://www.schoolcounselor.org/effectiveness*
For more information about the role of the school counselor, go to *https://www.schoolcounselor.org/role*

Updated 2023

Appendix D

The ASCA Student Standards: Mindsets & Behaviors for Student Success describe the knowledge, attitudes and skills students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts.

ASCA Student Standards: Mindsets & Behaviors for Student Success
K-12 College-, Career- and Life-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

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. Sense of acceptance, respect, support and inclusion for self and others in the school environment
M 3. Positive attitude toward work and learning
M 4. Self-confidence in ability to succeed
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success

Category 2: Behavior Standards
School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:

Learning Strategies		Self-Management Skills		Social Skills	
B-LS 1.	Critical thinking skills to make informed decisions	B-SMS 1.	Responsibility for self and actions	B-SS 1.	Effective oral and written communication skills and listening skills
B-LS 2.	Creative approach to learning, tasks and problem solving	B-SMS 2.	Self-discipline and self-control	B-SS 2.	Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3.	Time-management, organizational and study skills	B-SMS 3.	Independent work	B-SS 3.	Positive relationships with adults to support success
B-LS 4.	Self-motivation and self-direction for learning	B-SMS 4.	Delayed gratification for long-term rewards	B-SS 4.	Empathy
B-LS 5.	Media and technology skills to enhance learning	B-SMS 5.	Perseverance to achieve long- and short-term goals	B-SS 5.	Ethical decision-making and social responsibility
B-LS 6.	High-quality standards for tasks and activities	B-SMS 6.	Ability to identify and overcome barriers	B-SS 6.	Effective collaboration and cooperation skills
B-LS 7.	Long- and short-term academic, career and social/emotional goals	B-SMS 7.	Effective coping skills	B-SS 7.	Leadership and teamwork skills to work effectively in diverse groups
B-LS 8.	Engagement in challenging coursework	B-SMS 8.	Balance of school, home and community activities	B-SS 8.	Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9.	Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	B-SMS 9.	Personal safety skills	B-SS 9.	Social maturity and behaviors appropriate to the situation and environment
B-LS 10.	Participation in enrichment and extracurricular activities	B-SMS 10.	Ability to manage transitions and adapt to change	B-SS 10.	Cultural awareness, sensitivity and responsiveness

Overview

The 36 ASCA Student Standards are broad standards that identify and describe the knowledge, attitudes and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the standards to assess student growth and development, create culturally sustaining strategies and activities and build a program that helps students achieve their highest potential. The ASCA Student Standards can be aligned with initiatives at the district, state and national levels to reflect local priorities.

To operationalize the standards, school counselors write or select measurable learning objectives that align with specific mindsets or behaviors, which become the foundation for classroom instruction, appraisal and advisement, and counseling activities addressing student developmental needs. The learning objectives directly reflect the school counseling program's vision, mission and goals, as well as the school's academic mission.

Research-Based Standards

The ASCA Student Standards are based on a review of research and college-, career- and life-readiness documents that identify strategies influencing student achievement and academic performance. The ASCA Student Standards are organized on the framework of noncognitive factors presented in the critical literature review "Teaching Adolescents to Become Learners," conducted by the University of Chicago Consortium on Chicago School Research (2012).

This literature review recognizes that content knowledge and academic skills are only part of the equation for student success. "School performance is a complex phenomenon, shaped by a wide variety of factors intrinsic to students and the external environment" (University of Chicago, 2012, p. 2). The ASCA Student Standards are based on the evidence of the importance of these factors.

All 36 standards can be applied to any of the three school counseling domains of academic, career and social/emotional development. The school counselor selects a domain and standard based on the needs of the school, classroom, small group or individual.

The standards are arranged within general categories of noncognitive factors related to academic performance as identified in the University of Chicago 2012 literature review. These categories synthesize the "vast array of research literature" (p. 8) on noncognitive factors including mindsets, learning strategies, self-management skills and social skills for success.

Category 1: Mindset Standards – Includes standards related to students' psycho-social attitudes or beliefs about themselves in relation to academic work. These make up the student's belief system as exhibited in behaviors.

Category 2: Behavior Standards – These standards include behaviors commonly associated with being a successful student. The behaviors are visible, outward signs that a student is engaged as well as putting forth effort to learn. The behaviors are grouped into three subcategories.

a. **Learning Strategies:** Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.

b. **Self-management Skills:** Continued focus on a goal despite obstacles and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures.

c. **Social Skills:** Acceptable behaviors that improve social interactions, such as those among peers or between students and adults.

Grade-Level Learning Objectives

Grade-level learning objectives are specific, measurable expectations that students attain as they make progress toward the standards. As the school counseling program's vision, mission and annual student outcome goals are aligned with the school's academic mission, school counseling standards and learning objectives are also aligned with academic content standards at the state and district level.

Grade-level learning objectives are housed in the ASCA Student Standards database at *www.schoolcounselor.org/learningobjectives*. School counselors can search the database by keyword to quickly and easily identify learning objectives that will meet student developmental needs and align with specific ASCA Student Standards. The database also allows school counselors to contribute to the learning objectives by sharing other ways to meet or align with a specific standard.

Domains

The ASCA Student Standards can be applied to three broad domains: academic, career and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college-, career- and life-readiness for every student. The domain definitions are as follows:

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.

Implementing the ASCA Student Standards

School counselors use the ASCA Student Standards to guide the development, delivery and assessment of the three direct student services as defined by the ASCA National Model: instruction, appraisal and advisement, and counseling. The standards help school counselors determine what student knowledge, attitudes and skills will be measured as they work to help all students become college-, career- and life-ready.

School counselors deliver the ASCA Student Standards to all pre-K–12 students in classrooms, groups or individual settings in a manner that is appropriate for the students' development level/age. School counselors review achievement, attendance and discipline data to guide the selection of specific mindsets and behaviors appropriate for the individual, group or grade level, as well learning objectives to operationalize the standards.

School counselors implement the ASCA Student Standards through the following steps.

1. *Identify need.*
   School counselors identify a specific student challenge found in the school's student outcomes (achievement, attendance, discipline). Challenges could include:
   - underperformance in achievement (standardized test scores, grades, credits earned)
   - overrepresentation in discipline (offense categories, consequences)
   - higher absenteeism (absences, late arrivals, early departures, chronically absent)

   Specific developmental stages or differences may also serve as the basis for school counselor interventions. If the issue is related to underlying systemic issues, the school counselor advocates to change policies, guidelines and practices to address the systemic issues.

2. *Collect supplemental data.*
   School counselors collect supplemental data, soliciting opinions, beliefs and insights from stakeholders who are directly involved with students experiencing the identified challenge. These stakeholders include but are not limited to parents, teachers, administrators and students.

3. *Select student standard.*
   School counselors select a specific mindset or behavior that best aligns with the data and the factors suggested in the supplemental data.

4. *Write learning objectives aligned with the student standard.*
   School counselors operationalize the selected mindset or behavior by selecting or writing a measurable student learning objective(s) that will help students attain the standard. The learning objective(s) identify the specific knowledge and/or skills students need to attain that stated standard.

5. *Create pre-/post-assessment.*
   School counselors create a pre-/post-assessment based on the student learning objectives and selected student standard.

6. *Select or develop strategies.*
   School counselors select or develop strategies, activities and/or interventions that facilitate attainment of the learning objectives.

7. *Administer pre-test.*
   School counselors administer the pre-test to determine the baseline knowledge and skills of targeted students.

8. *Deliver selected or designed strategies.*
   School counselors deliver the strategies, activities and/or interventions to targeted students.

9. *Administer post-test.*
   School counselors administer the post-test, assessing the students' acquisition of the knowledge and skills.

10. *Reflect for improvement of practice.*
    School counselors reflect on the process, identifying what might be improved when next delivered.

School counselors use the ASCA Student Standards to ensure equity and improve access for all students. While the standards are based on a review of research and other college-, career- and life-readiness documents that identify strategies influencing student achievement and academic performance, learning happens within the context of the school environment. Students learn best in environments that are accepting, respectful, supportive and inclusive, and students cannot attain these standards in an inequitable environment.

As part of the implementation of a school counseling program based on the ASCA National Model, school counselors shape ethical, equitable and inclusive school environments that help all students achieve and succeed. School counselors have an ethical responsibility to provide curriculum and activities that ensure equitable academic, career and social/emotional development opportunities for all students.

Implementing the ASCA Student Standards through the lens of equity and access is essential to improving outcomes for all students. Without careful and thoughtful implementation, standards such as these can reinforce the status quo, including gaps in achievement, opportunity and attainment, and disproportionate rates of discipline and suspension for students of color. School counselors are aware that factors such as educators' beliefs, mindsets and behaviors can also perpetuate inequitable learning environments. The ASCA Student Standards should be used to promote equity and access for all students and create a school culture free of bias and oppression.

When faced with data exposing inequitable student outcomes, school counselors address the issue in two ways:

- work to help students attain the ASCA Student Standards
- use their leadership, advocacy and collaboration skills to address underlying systemic issues and create systemic change in the school

This combination of direct and indirect student services facilitates systemic change and affects students' ability to attain the ASCA Student Standards. To deliver indirect student services, school counselors:

- Advocate for policies, practices and guidelines that dismantle bias and promote equity for all
- Lead efforts to challenge policies, procedures, practices, traditions, customs or other behaviors perpetuating intentional or unintentional biased behaviors and outcomes
- Serve on school/district committees focused on ending bias, including committees addressing academic content
- Advocate for learning materials and resources in all content areas that promote diversity and inclusion and address systemic barriers
- Recognize and respond to incidents of bias among staff and students
- Collaborate with families, educators, businesses and community organizations focused on promoting opportunity and ending disparity, bias and oppression
- Present workshops for parents/families on how to foster and support respectful student behaviors

Collecting Mindsets & Behaviors Data

Collecting meaningful Mindsets & Behaviors data relies on the development of effective measures. School counselors go beyond asking if participants enjoyed the activity or if they believed it was beneficial. Rather, school counselors ask questions around the key Mindsets & Behaviors data concepts:

knowledge, attitudes and skills. Answering these questions helps school counselors communicate how students are different as a result of the school counseling program.

Asking questions that are developmentally appropriate and will lead to meaningful results requires thoughtful consideration. The mindsets and behaviors selected for the intervention or activity not only provide the basis for content but also form a basis on which questions are developed. Brainstorming statements that begin with stems such as I believe…, I know… and I can… guide question development. Once several of those statements have been written, they can be reworded into prompts that become data measures for multiple mindsets and behaviors.

Simple, meaningful questions can be most helpful in creating a data story. Measurement is less time-consuming when the mindsets and behaviors measures are easy-to-administer, easy-to-score and easy-to-analyze. No more than three to five questions or prompts are needed for any one measure. Forcing that limitation maintains the concentrated focus of both the intervention and the measure. It ensures the least amount of time is spent completing and scoring the assessment.

The ASCA Student Standards: Helping Students Become College-, Career- and Life- Ready

All students have the right to access a school counseling program that prepares them for the future and promotes equity and access for all. The ASCA Student Standards serve as the foundation for school counselors' work in direct student services for all students and describe the knowledge, attitudes and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the ASCA Student Standards to assess student growth and development, create culturally sustaining strategies and activities, and build a program that helps students achieve their highest potential.

Citation Guide

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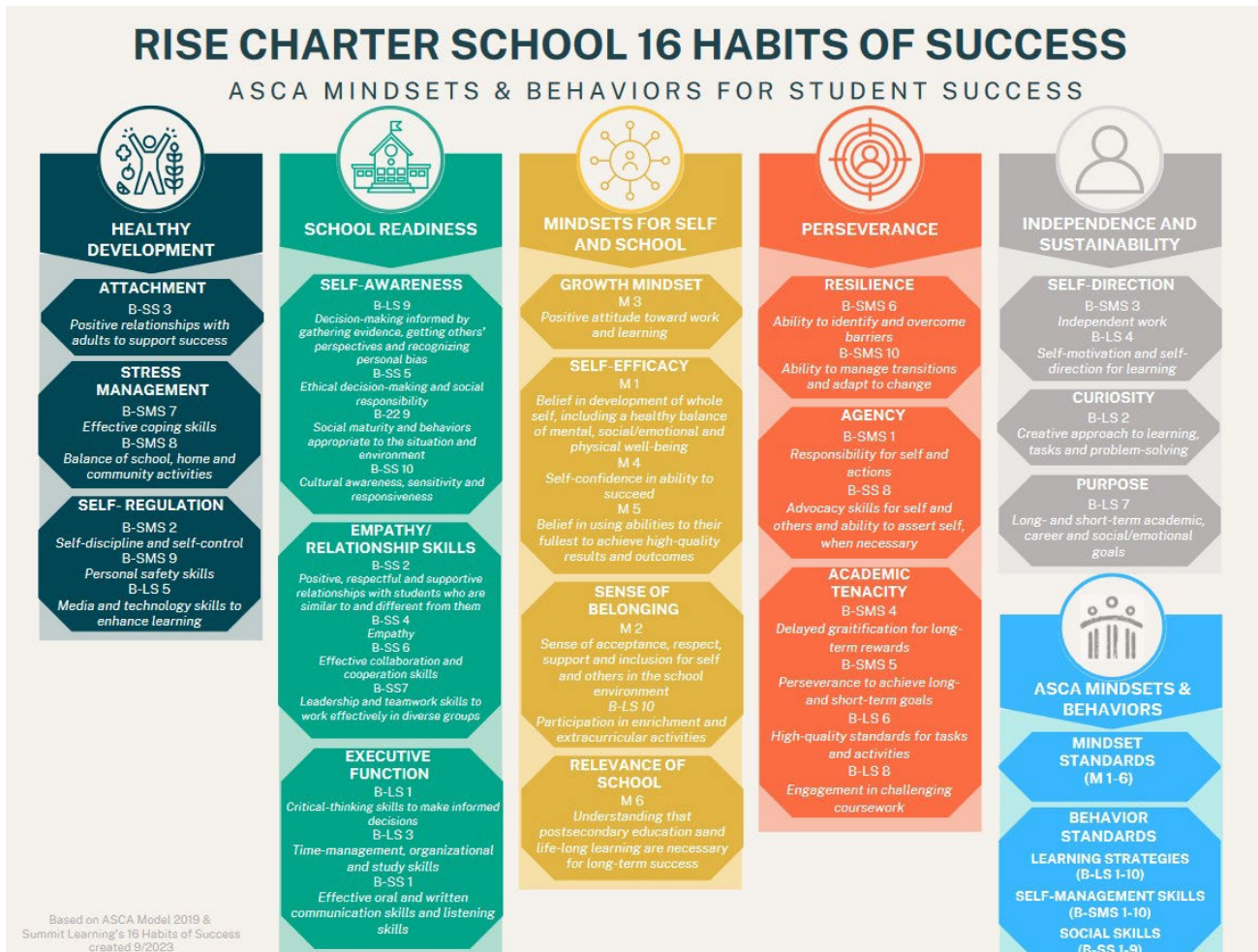
RISE Charter School

Vision Statement

In our school, every student matters!

We embrace our mistakes as opportunities to learn and connect our education to the real world.

Together, we create an inspiring learning community.

Appendix F

RISE CHARTER SCHOOL 16 HABITS OF SUCCESS

ASCA MINDSETS & BEHAVIORS FOR STUDENT SUCCESS

HEALTHY DEVELOPMENT

ATTACHMENT
B-SS 3
Positive relationships with adults to support success

STRESS MANAGEMENT
B-SMS 7
Effective coping skills
B-SMS 8
Balance of school, home and community activities

SELF-REGULATION
B-SMS 2
Self-discipline and self-control
B-SMS 9
Personal safety skills
B-LS 5
Media and technology skills to enhance learning

SCHOOL READINESS

SELF-AWARENESS
B-LS 9
Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias
B-SS 5
Ethical decision-making and social responsibility
B-22 9
Social maturity and behaviors appropriate to the situation and environment
B-SS 10
Cultural awareness, sensitivity and responsiveness

EMPATHY/ RELATIONSHIP SKILLS
B-SS 2
Positive, respectful and supportive relationships with students who are similar to and different from them
B-SS 4
Empathy
B-SS 6
Effective collaboration and cooperation skills
B-SS7
Leadership and teamwork skills to work effectively in diverse groups

EXECUTIVE FUNCTION
B-LS 1
Critical-thinking skills to make informed decisions
B-LS 3
Time-management, organizational and study skills
B-SS 1
Effective oral and written communication skills and listening skills

MINDSETS FOR SELF AND SCHOOL

GROWTH MINDSET
M 3
Positive attitude toward work and learning

SELF-EFFICACY
M 1
Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
M 4
Self-confidence in ability to succeed
M 5
Belief in using abilities to their fullest to achieve high-quality results and outcomes

SENSE OF BELONGING
M 2
Sense of acceptance, respect, support and inclusion for self and others in the school environment
B-LS 10
Participation in enrichment and extracurricular activities

RELEVANCE OF SCHOOL
M 6
Understanding that postsecondary education sand life-long learning are necessary for long-term success

PERSEVERANCE

RESILIENCE
B-SMS 6
Ability to identify and overcome barriers
B-SMS 10
Ability to manage transitions and adapt to change

AGENCY
B-SMS 1
Responsibility for self and actions
B-SS 8
Advocacy skills for self and others and ability to assert self, when necessary

ACADEMIC TENACITY
B-SMS 4
Delayed graitification for long-term rewards
B-SMS 5
Perseverance to achieve long- and short-term goals
B-LS 6
High-quality standards for tasks and activities
B-LS 8
Engagement in challenging coursework

INDEPENDENCE AND SUSTAINABILITY

SELF-DIRECTION
B-SMS 3
Independent work
B-LS 4
Self-motivation and self-direction for learning

CURIOSITY
B-LS 2
Creative approach to learning, tasks and problem-solving

PURPOSE
B-LS 7
Long- and short-term academic, career and social/emotional goals

ASCA MINDSETS & BEHAVIORS

MINDSET STANDARDS (M 1-6)

BEHAVIOR STANDARDS
LEARNING STRATEGIES (B-LS 1-10)
SELF-MANAGEMENT SKILLS (B-SMS 1-10)
SOCIAL SKILLS (B-SS 1-9)

Based on ASCA Model 2019 & Summit Learning's 16 Habits of Success created 9/2023

Appendix G

RISE Charter School Strategic Plan

RISE CHARTER SCHOOL
Strategic Plan

2022-2025 GOALS

Positive Culture
Widely promote safe and inspiring environment

Academic Excellence
High levels of academic growth from all students

Quality Governance
Productive relationships between administration, school board and community foster student success

Fiscal Responsibility
Resources wisely used to maximize student success

Appropriate and Inappropriate Activities for School Counselors

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
■ advisement and appraisal for academic planning	■ building the master schedule
■ orientation, coordination and academic advising for new students	■ coordinating paperwork and data entry of all new students
■ interpreting cognitive, aptitude and achievement tests	■ coordinating cognitive, aptitude and achievement testing programs
■ providing counseling to students who are tardy or absent	■ signing excuses for students who are tardy or absent
■ providing counseling to students who have disciplinary problems	■ performing disciplinary actions or assigning discipline consequences
■ providing short-term individual and small-group counseling services to students	■ providing long-term counseling in schools to address psychological disorders
■ consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data	■ covering classes when teachers are absent or to create teacher planning time
■ interpreting student records	■ maintaining student records
■ analyzing grade-point averages in relationship to achievement	■ computing grade-point averages
■ consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success	■ supervising classrooms or common areas
■ protecting student records and information per state and federal regulations	■ keeping clerical records
■ consulting with the school principal to identify and resolve student issues, needs and problems	■ assisting with duties in the principal's office
■ advocating for students at individual education plan meetings and 504 meetings, student study teams and school attendance review boards, as necessary	■ coordinating schoolwide individual education plans, 504 plans, student study teams, response to intervention plans, MTSS and school attendance review boards
■ analyzing disaggregated schoolwide and school counseling program data	■ serving as a data entry clerk

AMERICAN
SCHOOL
COUNSELOR
ASSOCIATION

Appendix I

SUICIDE RISK OBSERVATION

This form is designed as a tool to inform parents and community mental health agencies of concern.

This form is structured to be completed after the interview takes place. If a student maintains an attitude of non-compliance and/or hostility about answering the interview questions, the interviewer should assume moderate/high risk.

Performance/Degree	Risk Present	Moderate Risk	High Risk
SYMPTOMS			
Depression	☐ Mild, feels slightly down	☐ Moderate, some moodiness, sadness, irritability, loneliness and decrease in energy	☐ Overwhelmed with sadness and feelings of worthlessness
Stress	☐ No significant stress	☐ Moderate reaction to loss or environmental/family changes	☐ Severe reaction to loss or environmental/family changes
Demeanor	☐ Direct expression of feelings and/or suicidal intent, sadness or crying "I just don't want to feel this way anymore"	☐ Hostile or angry Example: "They'll be sorry", "I'll show them" or "I'm a burden"	☐ Flat affect, little to no emotion expressed, matter-of-fact statement of intent
Attendance	☐ No change noted, attendance pattern is not consistent	☐ Increasing number of absences over previous 6 weeks	☐ Significant absences/truancy
Hopelessness	☐ Ambivalent towards future	☐ Expresses that things will not get better	☐ Cannot offer reasons for living
Discipline/Legal	☐ No significant school discipline issues/legal involvement	☐ Prior significant school discipline issues/legal involvement	☐ Current school consequences/legal consequences
SUICIDE PLAN			
Details	☐ Vague	☐ Some specific	☐ Well thought out, knows when, where, how
Availability of means	☐ Not available, will have to get	☐ Within a few hours	☐ Have on hand
Time	☐ No specific time or in future	☐ Within a few hours	☐ Immediately
PRIOR ATTEMPTS	☐ Any reported concern (by adult or student/friend)	☐ Repeated threats	☐ Any previous attempt
MEDICAL HISTORY	☐ No significant medical history	☐ Short term illness, currently under doctor's care/prescription	☐ Chronic or debilitating illness
PROTECTIVE FACTORS			
Resources	☐ Help available, significant others concerned and willing to help	☐ Family and friends available but unable to consistently help	☐ Family and friends not available, exhausted, or unable to intervene
Coping Behaviors	☐ Daily activities continue as usual with little change	☐ Some daily activities disrupted; disturbance in eating, sleeping, school work	☐ Gross disturbances in daily functioning
Lifestyle	☐ Stable relationships, personality, and school performance	☐ Recent acting out behavior and substance abuse; acute suicidal behavior, unstable personality	☐ Suicidal behavior in unstable personality, emotional disturbance, repeated difficulty with peers, family and teachers

Copies: WHITE: Interviewer Confidential File   YELLOW: Parent/Guardian

BV-180 (Oct. 2011)

Suicide Intervention Manual 9/2011
Adapted from Dallas Independent School District Suicide Risk Assessment Worksheet: probability of attempt

Appendix B Page 1

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SUICIDE RISK OBSERVATION

Next Steps	If the student is assessed as "risk present", maintain close home/school communication, provide support and follow-up resources and community resources.	If the student is assessed as "moderate risk", contact parents to come in for meeting as soon as possible. Parents must sign "Intervention Report/ Plan of Action" before student is released from school.	If the student is assessed as "high risk", CONTACT PARENTS. Student is transported immediately for emergency assessment. Complete action plan.
	Notes:	Notes:	Notes:
Communication to Parents	Contact parent. Share results of "risk present", encourage parents to consult with doctor or therapist.	Request parent meeting TODAY. Share serious concerns of at-risk behaviors.	Parents may transport student for assessment. If parents are unavailable, Contact SRO/9-1-1/DCF for immediate intervention.
	Notes:	Notes:	Notes:

Copies: WHITE: Interviewer Confidential File   YELLOW: Parent/Guardian   BV-180 (Oct. 2011)

Suicide Intervention Manual 9/2011   Appendix B Page 2
Adapted from Dallas Independent School District Suicide Risk Assessment Worksheet: probability of attempt

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Student Self-Assessment

1. **How is your energy?**

   ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5
   Hard to get out of bed   *Best day ever*

2. **How stressed do you feel?**

   ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5
   Relaxed   *Tense*   *Overwhelmed*

3. **Do you have hope?**

   ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5
   I will always feel this bad   *I will get better*

4. **Have you thought about ways you could hurt yourself?**

   ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5
   No   *Kind Of*   *I have a detailed plan*

5. **How often have you thought about hurting yourself?**

   ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5
   Almost never   *Once or twice*   *Almost always*

6. **How do you feel right now?**

   ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5
   Strong   *Weak*

7. **How are you sleeping?**

   ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5
   Less than usual   *Like usual*   *More than usual*

INDIVIDUAL STUDENT SAFETY PLAN

An individual student safety plan, unlike a typical behavior plan, addresses specific behavior that is dangerous to the student and/or others.

Date:

Student Name:				Grade:

Special Education? ☐ No ☐ Yes If yes, Case Manager:

Other Plan? ☐ No ☐ Yes If yes, Case Manager:

Contact Information

Parent/Guardian:		
Cell Phone:	Home Phone:	Other:
Emergency Contact:		Phone:

Places Student May Be if Missing During School Hours

On School Grounds:	
Off School Grounds:	

Medical Information

Physician:		Phone:
Diagnoses:		
Medications:		
Allergies/Special Considerations:		

Description of Specific Unsafe Behaviors (why student requires a safety plan)

CRISIS RESPONSE PLAN

What to do if student exhibits above described behavior	Who will do what/backup staff

Warning Signs/Triggers	Strategies That Work	Strategies That Do Not Work

BEHAVIOR SUPPORTS	
What will staff, student, and family do to lessen the likelihood of unsafe behavior (i.e., supervision, transition planning, transportation to and from school, plan for unstructured time, closed campus, searches, etc.)?	Who / Back-up person?
How will plan be monitored?	Who/Back-up person?
How will decision be made to terminate the plan?	Who/Back-up person?

Current Agencies or Outside Professionals Involved		
Name	Agency	Phone
1.		
2.		
3.		
4.		

Student Safety Team Members		
Name/Signature	Title	Date
1.	Mother	
2.		
3.		
4.		
5.	Principal	
6.	Safety Plan Coordinator	

Next Review Date:	(approximately two weeks from initiation of plan or last review date)

Appendix K

		Fax
Authorization to Obtain or Disclose		Mailed
Protected Health Information		In Person/ID checked
		Staff Initials

RISE Charter School

Patient: _____ Date of Birth: _____

Address: _____ Telephone: _____

_____

Other names under which the Patient has been treated: _____

	RELEASE INFORMATION FROM:		**RELEASE INFORMATION TO:**
X			Family Health Services (fax or address below)
	Other (Specify facility and fax or address below)	X	Other (Specify facility and fax or address below)
			RISE Charter School Staff: Principals, Vice Principals, School Counselors, & Instructional Staff

The person(s) or entity(s) listed above may use or disclose information relating to the patient's care during the following time period: Healthcare provided between (*date*) _____ and (*date*) _____.

PURPOSE OF RELEASE:

☐ At Person's Request ☐ Legal ☐ Other_____

☑ Continued Exchange of Confidential Health Information to/from/with above.

INFORMATION TO BE RELEASED:

☐ History, clinic notes, operative reports, hospital records, labs/pathology, diagnostic test results, immunization records, diagnostic images, films or other recordings (*e.g.* X-rays, MRI scans, CT scans, *etc.*)

☐ Charges, billing and payment records, etc.

☐ Psych Evaluation/Assessment/Mental Health Notes

☐ Psychotherapy Notes: Not to be combined with any other information to be released.

☑ Other: (Specify) Coordination of services and care_____

I understand that I have the right to revoke this authorization at any time except to the extent that RISE has taken action in reliance on this authorization. To revoke this authorization, I must submit a written revocation to: RISE Charter School.

I understand that information disclosed by _____ pursuant to this authorization may be re-disclosed by the entity that receives this information and may no longer be protected by privacy regulations.

I understand the information to be released may include records related to behavioral and/or mental health care, alcohol and drug abuse treatment, HIV/AIDS, and genetics.

This authorization will expire on the following date or event: _____. **If no specific date or event is stated, this authorization will expire one (1) year from the date of this authorization.**

_____   _____
Signature   Date

_____   _____
Authority or Personal Representative   Relationship to the Patient

* Give a copy of the authorization to the Patient or Personal Representative.   *Updated 2.27.2018*

Appendix L

CPS REPORTING FORM FOR RISE CHARTER SCHOOL

Everyone in Idaho is required to report child abuse, neglect or abandonment. This includes doctors, hospital residents, therapists, interns, nurses, coroners, school teachers, daycare providers, social workers, relatives, friends, and private citizens.

The report should happen within 24 hours of becoming aware of the concerns. Reports are too often made too late to respond or not until the conditions become severe or life-threatening.

Failure to call may mean that a child is hurt. We recognize that making a report can be a difficult and scary decision. However, we need everyone to do their part to protect children. Remember, you do not need to prove your concerns before making the report.

Callers are immune from civil liability if they are reporting in good faith. If someone intentionally makes a false report, they are not protected from civil or criminal penalties and could be charged with a crime. In Idaho it is a misdemeanor if a person fails to report child abuse, neglect, or abandonment. (Idaho Dept. Of Health and Welfare)

855-552-KIDS (5437)

Please gather the following information before calling and have it available upon making the call:

Student's name:	
Parents' names:	
Name(s) of siblings living in home:	
Address:	
Phone:	
Current location of child and level of immediate danger:	
Explanation of your concerns regarding the child's safety (include date of incident):	
Description of any injury to the child and when and where the incident occurred:	
Names of people who may also have first-hand information:	
Any additional information you have that may be helpful:	
Your name, school address, school phone number, and relationship to the child:	
Date and time of report:	
Case number/case worker:	

**Please make a copy for Counselor and Principal when complete.

Appendix M

SUMMit LeArNing Program

Habits of Success: Inventory

Purpose:
- This inventory is a questionnaire that allows you to **reflect on your current behaviors and mindsets** to gain a deeper understanding of yourself and the Habits of Success. You can continue to grow and develop social and emotional skills. At any time, you may use one Habit of Success, practicing it and using what you know about it to find fulfillment. In a new situation, or changed environment, that same Habit of Success can be an area in which you need support. The inventory is divided into sections based on the Habits of Success: Arc of Development.

How to use this resource:
- Approach this inventory as an opportunity to explore your current state of being. Notice your strengths and find your growth edges (places where one can grow and push past current understanding).
- Use the tool for self-reporting or as a resource to learn about others.
- Use this with and for students and adults.
- Highlight one Habit of Success, one section, or the full assessment to gain insights on strengths and growth edges.
- Review the scoring scale below and respond to the statements appropriately.

Ways to Score This Inventory

1. Choose the section(s) of the inventory you will complete.
2. Use the "Scoring Guide" to answer the questions.
3. Record your results on the "Scoring Sheet."
4. Find the Habit of Success on the "Scoring Sheet."
5. Count up the number of points you earned on the inventory for that Habit of Success.
6. Calculate the percentage for that Habit of Success. (Divide your number of points by the total possible points and multiply by 100.)
7. Reflect on the percentage(s) using these questions:
   - How does my percentage in one Habit of Success compare to another? Does this align with my own experience?
   - How does the percentage(s) of a "Section" compare to another "Section?" Are there any take-aways that can be gleaned?
   - Considering the themes of the Habits of Success (healthy development, school readiness, mindsets for self and school, perseverance and independence and stability) what do you notice?

Scoring Guide

1 = Strongly disagree:
- I have a difficult time with this practice. I do not do this regularly.

2 = Disagree:
- I can improve in this area. I demonstrate this practice sometimes. 3 = Agree:
- I am strong in this area. I do a good job practicing this skill and use this skill most of the time.

4 = Strongly agree:
- I am very strong in this area. I do this practice almost all of the time.

Across All Sections				
Relevance of School				
	1	2	3	4
❏ I make connections between what I learn in school with my outside of school life.				
❏ I see the connection between the goals I set for school and my life.				
❏ I am excited to learn new things.				
❏ I can see how things I learn are important to my life.				
❏ I consider ways that my learning can make my life better.				
❏ I know things I learn now can be stepping stones for the future.				

Section 1: Healthy Development & School Readiness

Attachment

	1	2	3	4
❑ I can identify one or more people that make me feel safe.				
❑ I can name one or more people with whom I have a deep connection .				
❑ I know a person that I can ask for advice on my goals and future.				
❑ I can rely on a relationship for support when going through challenging circumstances.				

Self-Regulation

	1	2	3	4
❑ I use techniques and strategies to respond, thoughtfully to situations.				
❑ I manage my emotions to ensure that I don't react inappropriately to people or situations.				
❑ I can shift my attention away from one area towards another area in order to manage my feelings.				
❑ I notice my thoughts and feelings.				
❑ I notice physical changes and sensations in my body when I experience emotions.				
❑ I know how it feels to be centered, or have a sense of balance.				
❑ I can allow feelings to go, as needed, when they impact my inner experience or bring me discomfort.				

Empathy

	1	2	3	4
❑ I listen actively. in order to understand the experience and feelings of others.				
❑ I have a desire to understand the experience and feelings of others.				
❑ I recognize the way others feel.				
❑ I adjust my actions to support the emotions of others.				
❑ I choose to act in a way that benefits others.				

Executive Function

	1	2	3	4
❑ I can avoid distractions by shifting my focus and attention.				
❑ I notice if my actions are effective or not.				
❑ I check for mistakes when I'm working on a task.				
❑ I set goals.				

❏ I follow through on the goals I set.				
❏ I take in new information and ideas and make adjustments based on what I learn.				
❏ I limit impulsive (quick in the moment and without much thought) actions.				
❏ As I learn new information, I move it around in my mind to understand it better and make sense of it.				
❏ I use information to solve problems.				

Section 2: Healthy Development, School Readiness, & Mindsets for Self and School

Stress Management

	1	2	3	4
❑ I recognize when my resources are being drained.				
❑ I am aware when demands on my resources, internal or external, are rising to an uncomfortable level.				
❑ I can identify moments when I need to take care of myself (rest, take a break, spend time with a friend) in order to increase my internal resources (be refreshed).				
❑ I know techniques to help alleviate stress I feel.				
❑ I use stress management strategies.				

Self-Awareness

	1	2	3	4
❑ I can identify my strengths and growth edges (growth areas).				
❑ I can identify a set of values and beliefs I have, regardless of my environment.				
❑ I use my strengths on a daily basis.				
❑ I understand how my strengths and growth edges (areas) impact others.				
❑ I can identify patterns in my behavior.				
❑ I understand that patterns in my behavior impact my ability to interact with others.				
❑ I can identify my own bias and privilege.				

Sense of Belonging

	1	2	3	4
❑ I have positive relationships with others.				
❑ I feel energy when I interact in my relationships.				
❑ I have a desire to put effort towards developing relationships in my classroom or school.				
❑ I want to find harmony in my relationships with others.				
❑ I adjust or adapt to other people or situations when it's needed.				
❑ I feel safe, listened to, and appreciated.				
❑ My contributions to my community make it stronger.				

Growth Mindset

	1	2	3	4

❑ I try more than one way when I'm working on things.				
❑ I use what I learn to engage with tasks.				
❑ I believe that I can learn new skills over time.				
❑ When I'm faced with a challenge, I give effort many times.				
❑ I know that I will be able to do difficult things if I work hard.				
❑ I work hard to learn.				
❑ I want to learn new skills.				
❑ Hard work is for my learning, not for others observing.				

Section 4: Perseverance & independence and Sustainability				
Agency				
	1	2	3	4
❑ I explore many options when approaching a task.				
❑ I compare the impact of one choice or action to another when making decisions.				
❑ I consider the impact my choices have on myself, others and the world.				
❑ I take action with myself, others and the world in mind.				
❑ I act boldly and confidently.				
❑ I take ownership of my learning by recognizing what I can control.				
Self-Direction				
	1	2	3	4
❑ I can explain the reason I have set certain goals.				
❑ I evaluate if my goals are appropriate.				
❑ I think about the outcomes I want and plan backwards toward that outcome.				
❑ I take actions that drive towards my goals.				
❑ I monitor my progress as I move towards my goals.				
❑ I make changes when I see that I'm off track when working towards my goals.				
❑ I consider the way I learn alone and in collaboration with others.				
Curiosity				
	1	2	3	4
❑ I seek out things that are unknown.				
❑ I explore new things that I don't know about.				
❑ I connect with other people to increase my understanding.				
❑ I enjoy learning new information and new things.				
❑ I find topics to explore and learn about.				
Purpose				
	1	2	3	4
❑ I have a vision for my life.				
❑ I take actions and set goals that align to my life vision.				
❑ I can identify my interests, skills and values.				

❑ I connect my personal values to the work I do.					
❑ I have a community with which I identify.					
❑ My identity allows me to be a participant in my community.					
❑ I act and behave in ways that are impacted by my community.					
❑ I take on ways of being that are from my community.					
❑ I understand the role that I play, or need to play, in the world.					

Habits of Success: Inventory Scoring Sheet

1. Tally your totals for each Habit of Success and put this number where it says "Your Total Points."
2. Divide that number by the "Total Possible" points for that Habit of Success.
3. Record this number in "Your Percentage."
4. Write your "Total Points" in the column labeled "Overall Total Points".
5. Add "Overall Total Points" for each Habit of Success in the section together and divide by the total number of points for that section.
6. Multiply this number by 100 to find your "Overall Percentage" for this section.

Across All Sections

	Your Total Points	Total Possible	Your Percentage	Overall Total Points
Relevance of School		24		_____ / 24 =

Section 1: Healthy Development & School Readiness

	Your Total Points	Total Possible	Your Percentage	Overall Total Points
Attachment		16		
Self-Regulation		28		+
Empathy		20		+
Executive Function		36		+
Percentage Sum				_____ / 100 =
Overall Percentage				

Section 2: Healthy Development, School Readiness, & Mindsets for Self and School

	Your Total Points	Total Possible	Your Percentage	Overall Total Points
Stress Management		20		
Self-Awareness		28		+
Sense of Belonging		28		+
Growth Mindset		32		+
Percentage Sum				_____ / 108 =
Overall Percentage				

Section 3: Mindsets for Self and School & Perseverance				
	Your Total Points	Total Possible	Your Percentage	Overall Total Points
Self-Efficacy		24		
Resilience		28		+
Academic Tenacity		36		+
Percentage Sum				_____ / 88 =
Overall Percentage				

Section 4: Perseverance & independence and Sustainability				
	Your Total Points	Total Possible	Your Percentage	Overall Total Points
Agency		24		
Self-Direction		28		+
Curiosity		20		+
Purpose		36		+
Percentage Sum				_____ / 108 =
Overall Percentage				

Appendix N

School Counseling Program Assessment

ASCA National Model Components	Yes	Comments
MANAGE		
Vision Statement		
Aligned with ASCA National Model's criteria for exemplary vision statement.		
Mission Statement		
Aligned with ASCA National Model's criteria for exemplary mission statement.		
Data		
School Data summary prioritizing data points addressed through the school counseling program completed.		
Annual Student Outcome Goals		
a. School improvement plan reviewed to identify school priorities.		
b. Outcome goals created based on student, school and/or district data to close the achievement, opportunity and/or information gaps.		
c. Goals written in alignment with ASCA National Model's criteria: end date, multiple descriptors of target group, specific outcome to be changed, baseline and target data.		
Use-of-Time Calculator		
Use-of-time calculator completed at least twice a year.		
Annual Administrative Conference		
Conference held with supervising administrator. Template completed and signed by the school counselor and supervising administrator within first two months of school.		
Advisory Council		
Agendas and minutes completed from at least two meetings (one from first semester and one from second).		
Action Plans		

Updated June, 2021

Classroom and Group Mindsets & Behaviors Action Plan detailing classroom lessons and groups aligned with the ASCA Student Standards completed.		
Closing-the-Gap Action Plan aligned with the ASCA Student Standards completed.		
Lesson Plans		
Lesson plans identifying activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered and how data will be assessed to determine impact on student outcomes completed.		
Calendars (Annual and Weekly)		
Highly detailed annual calendar created (includes specific examples with dates and times for major activities) documenting all activities, events and services within the comprehensive school counseling program.		
Weekly calendars available for each school counselor.		
DELIVER		
Direct Student Services		
Classroom lessons/large-group activities are delivered and outlined using lesson plans.		
Small-group sessions are delivered and outlined using lesson/session plans.		
Indirect Student Services		
Indirect student services are reflected on weekly calendars.		
ASSESS		
Classroom and Group Mindsets & Behaviors Results Report(s) completed.		
Closing-the-Gap Results Report completed.		
ASCA School Counselor Professional Standards & Competencies assessment completed.		
School Counseling Program Assessment completed.		
School Counseling Performance Appraisal is conducted annually.		
Program results are shared with school staff and stakeholders.		

Appendix O

School Counselor Performance Appraisal

AMERICAN SCHOOL COUNSELOR ASSOCIATION

School Counselor	_____
Evaluator	_____
Position	_____
Date	_____

0=Unsatisfactory, 1=Developing, 2=Proficient, 3=Distinguished

PROFESSIONAL BELIEFS

Description	Rating 0-3
Mindsets	
Demonstrates belief that each student can succeed and should graduate prepared for postsecondary opportunities	
Demonstrates belief all students should have access and opportunity to a high-quality education	
Demonstrates belief all students should have access to the school counseling program	
Demonstrates belief that effective school counseling programs are a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders	
Demonstrates belief that school counselors are leaders in the school, district, state and nation	
Demonstrates belief that school counseling programs promote and enhance student academic, career and social/emotional outcomes	
Observations and comments:	

PROFESSIONAL RESPONSIBILITIES

Description	Rating 0-3
Behaviors: Professional Foundation	
1. Demonstrates a working knowledge of developmental, learning, counseling and education theories	
Demonstration includes: a. Articulates knowledge of human development and learning theories that affect student success b. Articulates knowledge of established and emerging counseling theories and techniques that are effective in school settings c. Articulates knowledge of career development theories for postsecondary planning d. Uses principles of multitiered systems of support within a school counseling program	

Artifacts may include: a. Programs, brochures or agendas for professional development sessions in which school counselor provided training related to theories b. School-counselor-prepared information sheets or infographics developed for dissemination among stakeholders (e.g., developmental milestones for kindergarteners, tips for students to be successful in school, how to choose a career path, age-specific information on how children/adolescents process grief) c. Classroom and group Mindsets & Behaviors action plans d. Closing-the-gap action plan/results report	
2. Demonstrates understanding of educational systems, legal issues, policies, research and educational trends	
Demonstration includes: a. Explains organizational structure/governance of the American educational system and cultural, political and social influences on current educational practices b. Explains educational systems, philosophies and theories and current trends in education, including federal and state legislation c. Explains process for development of policy and procedures at the building, district, state and national levels d. Explains the nature of academic, career and social/emotional counseling in schools and differences from other fields of counseling e. Delineates the roles of student service providers, such as school social worker, school psychologist or school nurse, and ways to collaborate f. Articulates a rationale for a school counseling program g. Uses education research to inform decisions and programming h. Uses current trends in technology to promote student success *Artifacts may include:* a. Evidence of professional advocacy activities at district, state or national level (photographs or recordings of interactions with legislators, minutes from meetings, etc.) b. Presentation slides, handouts or other documents from parent and/or teacher workshops regarding the school counselor's role c. Minutes from school counseling advisory committee meetings d. Completed ASCA National Model templates/worksheets for planning student outcome goals and interventions	
3. Applies legal and ethical principles of the school counseling profession	
Demonstration includes: a. Practices in accordance with the ASCA Ethical Standards for School Counselors b. Adheres to school counselor legal responsibilities including the unique legal and ethical principles of working with minor students in a school setting c. Adheres to the ethical and statutory limits of confidentiality d. Fulfills legal and ethical obligations to families, teachers, administrators and other school staff e. Consults with school counselors and other education, counseling and legal professionals when ethical and legal questions arise f. Resolves ethical dilemmas by employing an ethical decision-making model in accordance with the ASCA Ethical Standards for School Counselors g. Models ethical behavior h. Engages in continual professional development to inform and guide ethical and legal work *Artifacts may include:* a. Posting of specific ethical standards in school counseling office (e.g., limits of confidentiality statement or ethical decision-making process) b. Weekly calendars, regarding documentation of critical interactions with students	

c.	Completion certificates of professional development experiences	
4. Applies school counseling professional standards and competencies		
Demonstration includes: a. Stays current with school counseling research and best practices b. Conducts self-appraisal and assessment related to school counseling professional standards and competencies c. Uses personal reflection, consultation and supervision to promote professional growth and development d. Develops a yearly professional development plan to ensure engagement in professional growth opportunities related to relevant professional standards and competencies and personal limitations *Artifacts may include:* a. Membership documentation in state and national school counselor organizations b. Completed ASCA Professional Standards & Competencies self-assessment with written plans for own professional growth c. Identification of specific individuals and their contact information from whom professional consultation and supervision may be sought		
5. Uses ASCA Mindsets & Behaviors for Student Success to inform the implementation of the school counseling program		
Demonstration includes: a. Selects ASCA Mindsets & Behaviors for Student Success standards to address student needs demonstrated in data b. Prioritizes ASCA Mindsets & Behaviors for Student Success standards aligned with school improvement goals c. Selects or creates competencies aligned with the ASCA Mindsets & Behaviors for Student Success and state-specific standards *Artifacts may include:* a. Classroom and group Mindsets & Behaviors action plan b. Closing-the-gap action plan/results report c. Lesson plans		
6. Demonstrates understanding of the impact of cultural, social and environmental influences on student success and opportunities		
Demonstration includes: a. Demonstrates basic knowledge and respect of differences in customs, communications, traditions, values and other traits among students based on race, religion, ethnicity, nationality, sexual orientation, gender identity, physical or intellectual ability and other factors b. Explains how students' cultural, social and economic background may affect their academic achievement, behavior, relationships and overall performance in school c. Maintains and communicates high expectations for every student, regardless of cultural, social or economic background d. Explains the dynamics of cross-cultural communications and demonstrate the ability to communicate with persons of other cultures effectively e. Collaborates with administrators, teachers and other staff in the school and district to ensure culturally responsive curricula and student-centered instruction f. Understands personal limitations and biases, and articulates how they may affect the school counselor's work *Artifacts may include:* a. Completion certificates from professional development sessions on cultural, social or environmental influences		

b. Lesson plans, presentations, handouts from school-counselor-led sessions designed to build cultural competence of others c. Annual professional growth plan	
7. Demonstrates leadership through the development and implementation of the school counseling program	
Demonstration includes: a. Identifies sources of power and authority and formal and informal leadership b. Demonstrates professional and personal qualities and skills of effective leaders c. Applies a model of leadership to the school counseling program d. Creates the organizational structure and components of an effective school counseling program aligned with the ASCA National Model e. Applies the results of a school counseling program assessment to inform the design and implementation of the school counseling program f. Uses leadership skills to facilitate positive change for the school counseling program g. Defines the role of the school counselor and the school counseling program in the school crisis plan h. Serves as a leader in the school and community to promote and support student success i. Participates in the school improvement process to bring the school counseling perspective to the development of school goals *Artifacts may include:* a. Leadership roles in school, district or community committees focused on student success b. Participation in school counseling professional associations c. Annual student outcome goals d. Annual calendar e. Results reports f. Advisory council agendas and minutes g. Recognized ASCA Model Program (RAMP) certification	
8. Demonstrates advocacy in the school counseling program	
Demonstration includes: a. Models school counselor advocacy competencies to promote school counseling program development and student success b. Advocates responsibly for school board policy and local, state and federal statutory requirements in students' best interests c. Explains the benefits of the school counseling program for students and all stakeholders d. Provides rationale for appropriate activities for school counselors e. Provides rationale for discontinuation of inappropriate activities for school counselors f. Uses data (e.g., closing-the-gap reports) to promote reduction in student-to-school-counselor ratios and reduction of inappropriate non-school-counseling-related tasks g. Participates in school counseling and education-related professional organizations *Artifacts may include:* a. Presentations or information shared with school board and local, state or federal oversight organizations b. Presentations or information shared with faculty and staff, parents and other school stakeholders c. Reports showing how school counselor's time could be spent more effectively for student success (complete use-of-time calculator) d. Participation in school counseling professional association advocacy events e. School-counselor-developed infographics based on results reports and disseminated to school stakeholders	
9. Creates systemic change through the implementation of the school counseling program	

Demonstration includes:	
a. Acts as a systems change agent to create an environment promoting and supporting student success b. Uses data to identify how school, district and state educational policies, procedures and practices support and/or impede student success c. Uses data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps d. Develops and implements a plan to address personal and/or institutional resistance to change that better supports student success Artifacts may include: a. Reports showing change in student achievement, attendance or discipline data b. Reports showing change in course enrollment or increased access to opportunities c. Reports showing change in postsecondary success linked to National Student Clearinghouse data	
Observations and comments:	

Description	Rating 0-3
Behaviors: Direct and Indirect Student Services	
1. Designs and implements instruction aligned to ASCA Mindsets & Behaviors for Student Success in classroom/large-group, small-group and individual settings	
Demonstration includes: a. Uses student, school and district data to identify achievement, attendance and discipline issues to be addressed through instruction b. Assesses cultural and social trends when developing and choosing curricula c. Identifies appropriate evidence-based curricula aligned to the ASCA Mindsets & Behaviors for Student Success or selects/develops other materials informed by research and best practice if evidence-based materials do not exist d. Demonstrates pedagogical skills, including culturally responsive classroom management strategies, lesson planning and personalized instruction e. Creates lesson plans identifying activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered and how data will be assessed to determine impact on student outcomes f. Uses a variety of technologies in the delivery of lessons and activities g. Engages with school administrators, teachers and other staff to ensure the effective implementation of instruction h. Analyzes data from lessons and activities to determine impact on student outcomes *Artifacts may include:* a. Classroom and group Mindsets & Behaviors action plan b. Closing-the-gap action plan/results report c. Lesson plans d. Annual calendar (details of specific school counseling events for the year)	
2. Provides appraisal and advisement in classroom/large-group, small-group and individual settings	
Demonstration includes: a. Develops strategies to provide appraisal and advisement to students and families about attaining the ASCA Mindsets & Behaviors for Student Success b. Uses assessments to help students understand their abilities, values and career interests	

c. Includes career opportunities, labor market trends and global economics to help students develop immediate and long-range plans d. Helps students cross reference individual assessment results (e.g., MBTI, Holland Code, ASVAB, O*Net) with occupational/career goals e. Helps students understand how academic performance relates to the world of work, family life and community service f. Helps students understand the importance of postsecondary education and/or training as a pathway to a career g. Helps students and families navigate postsecondary awareness, exploration, admissions and financial aid processes h. Connects students to workplace experiences to deepen understandings and explore career interests *Artifacts may include:* a. Completed graduation plans b. Completed postsecondary plans c. Completed career interest inventories with lesson plans showing appraisal and advisement activities d. Completed strengths inventories with lesson plans showing appraisal and advisement activities e. Completed field trips to communication organizations, businesses and postsecondary institutions	
3. Provides short-term counseling in small-group and individual settings	
Demonstration includes: a. Uses data to identify students in need of counseling intervention b. Provides support for students, including individual and small-group counseling, during times of transition, heightened stress, critical change or other situations impeding student success c. Explains the difference between appropriate short-term counseling and inappropriate long-term therapy d. Explains the impact of adverse childhood experiences and trauma, and demonstrates techniques to support students who have experienced trauma e. Responds with appropriate intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response *Artifacts may include:* a. Classroom and group Mindsets & Behaviors action plan b. Group lesson/session plans c. Presentations to faculty/staff, parents, students, other school stakeholders on trauma-informed practices d. Crisis response "pack" or bag/box e. Participation/membership on district crisis response teams	
4. Makes referrals to appropriate school and community resources	
Demonstration includes: a. Maintains a list of current referral resources, consistent with school and district policies, for students, staff and families to effectively address academic, career and social/emotional issues b. Communicates the limits of school counseling and the continuum of mental health services c. Articulates why diagnoses and long-term therapy are outside the scope of school counseling *Artifacts may include:* a. List of school and community referral sources b. School-counselor-developed school counseling brochure	
5. Consults to support student achievement and success	
Demonstration includes: a. Gathers information on student needs from families, teachers, administrators, other school staff and community organizations to inform the selection of strategies for student success	

	b.	Shares strategies supporting student achievement with families, teachers, administrators, teachers, school staff and community organizations	
	c.	Consults with school counselors and other education and counseling professionals when questions of school counseling practice arise	
	d.	Facilitates in-service training or workshops for families, administrators, other school staff, teachers or other stakeholders to share school counseling expertise	

Artifacts may include:
a. Presentation materials from school-counselor-led trainings or workshops
b. Materials developed for dissemination to stakeholders (e.g., why school attendance matters, how to help with homework, why mentoring works, etc.)
c. Schedule of parent programs
d. Member of school leadership team, data team, etc.

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6. Collaborates with families, teachers, administrators, other school staff and education stakeholders for student achievement and success

Demonstration includes:
a. Partners with others to advocate for student achievement and educational equity and opportunities
b. Explains the potential for dual roles with families and other caretakers
c. Identifies and involves appropriate school and community professionals as well as the family in a crisis situation
d. Supervises school counseling interns consistent with the principles of the ASCA School Counseling Professional Standards & Competencies

Artifacts may include:
a. List of groups that partner with the school counseling program
b. List of committee involvement in school, district or community focused on student success

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Observations and comments:

Description	Rating 0-3
Behavior: Planning and Assessment	
1. Creates school counseling program beliefs, vision and mission statements aligned with the school and district	

Demonstration includes:
a. Analyzes personal, school, district and state beliefs, assumptions and philosophies about student success
b. Composes a personal beliefs statement about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission
c. Analyzes the school's vision and mission statements
d. Creates a school counseling vision statement describing a future world where student outcomes are successfully achieved
e. Creates a school counseling mission statement aligned with school, district and state missions
f. Communicates the school counseling program's vision and mission to administrators, teachers, other school staff and stakeholders

Artifacts may include:
a. Belief statements aligned with mindsets from ASCA Professional Standards & Competencies

b. Vision statement describing what the school counselor hopes to see in students five-15 years in the future c. Mission statement aligned with school and district mission statement d. Posting of vision/mission statements in school counseling office, on school counseling website and in school counseling brochures	
2. Identifies gaps in achievement, attendance, discipline, opportunity and resources	
Demonstration includes: a. Collects and analyzes data to identify areas of success or gaps between and among different groups of students in achievement, attendance, discipline and opportunities b. Reviews, disaggregates and interprets student achievement, attendance and discipline data to identify and implement interventions as needed c. Creates goals based on student, school and/or district data to close the achievement, opportunity and/or information gaps *Artifacts may include:* a. Disaggregated data reports highlighting gaps between and among different groups of students in achievement, attendance, discipline and opportunities b. Goals addressing achievement, opportunity and/or information gaps c. School data summary worksheet d. Annual student outcome goal plan worksheet e. Closing-the-gap action plan/results report	
3. Develops annual student outcome goals based on student data	
Demonstration includes: a. Uses achievement, attendance and/or discipline data to create annual student outcome goals aligned with school improvement plans b. Writes goals in a measurable format, such as the SMART goal format, and includes baseline and target data within the goal statement c. Uses student data and results from survey tools to monitor and refine annual student outcome goals d. Communicates annual student outcome goals to administrators, teachers, other school staff and stakeholders *Artifacts may include:* a. Annual student outcome goals written in a SMART goal format including baseline and target data b. Annual student outcome goal plan worksheet c. Annual results reports	
4. Develops and implements action plans aligned with annual student outcome goals and student data	
Demonstration includes: a. Designs and implements school counseling action plans aligned with school and annual student outcome goals and student data b. Determines appropriate students for the target group of action plans based on student, school and district data c. Identifies appropriate ASCA Mindsets & Behaviors for Student Success addressing needs identified in action plans d. Selects evidence-based curricula and activities to accomplish objectives, or selects/develops other materials informed by research and best practice if evidence-based materials do not exist e. Identifies appropriate resources needed to implement action plans f. Identifies intended impact on academics, attendance and discipline as result of action plan implementation g. Explains basic research sampling, methodology and analysis concepts as they relate to research outcomes and action research	

Artifacts may include: a. Classroom and group Mindsets & Behaviors action plan and results reports b. Closing-the-gap action plan/results reports c. Annual and weekly calendars d. Annual student outcome goal plan worksheet e. Annual administrative conference template	
5. Assesses and reports program results to the school community	
Demonstration includes: a. Explains concepts related to program results and accountability within the school counseling program b. Reviews progress toward annual student outcome goals c. Analyzes data to assess school counseling program effectiveness and to inform program development d. Collaborates with members of the school counseling team and with administration to decide how school counseling programs are assessed and how results are shared e. Uses data to demonstrate the value the school counseling program adds to student achievement f. Uses presentation skills to share effectiveness data and results of action plans and activities with administrators, advisory councils, teachers, faculty and staff, families, school boards and stakeholders *Artifacts may include:* a. Presentation materials with data from school counseling activities b. School data summary worksheet	
6. Uses time appropriately according to national recommendations and student/school data	
Demonstration includes: a. Articulates the distinction between direct and indirect student services b. Assesses use of time in direct and indirect student services and program management and school support to determine how much time is spent in each school counseling program component c. Articulates the best use of a school counselor's time to meet student needs as identified through student data and annual student outcome goals d. Organizes and manages time to effectively implement the school counseling program using skills including scheduling, publicizing and prioritizing time e. Creates annual and weekly calendars to plan activities reflecting annual student outcome goals f. Identifies, evaluates and participates in fair-share responsibilities *Artifacts may include:* a. Use-of-time calculator assessment completed with time percentages in direct and indirect student services (80% or more) and program planning and school support (20% or less) b. Annual administrative conference template and meeting notes a. Annual and weekly calendars	
7. Establishes agreement with the principal and other administrators about the school counseling program	
Demonstration includes: a. Completes annual administrative conference templates for the school counseling program with other members of the school counseling staff b. Discusses school counseling annual administrative conference template with the principal and/or supervising administrator to formalize the delivery, management and assessment of the school counseling program	

c. Explains and models the appropriate role of the school counselor and the organization of the school counseling program d. Explains annual student outcome goals, their basis in student data and their alignment with the school improvement plan e. Advocates for the appropriate use of school counselor time based on national recommendations and student needs f. Finalizes the annual administrative conference template after presentation to and discussion with the principal and/or supervising administrator *Artifacts may include:* a. Completed annual administrative conference template signed by the administrator in charge of the school counseling program and the school counselor	
8. Establishes and convenes an advisory council for the school counseling program	
Demonstration includes: a. Determines appropriate education stakeholders for representation on the advisory council b. Develops effective and efficient advisory council meeting agendas to inform stakeholders about the school counseling program c. Explains and discusses school data, school counseling program assessment and annual student outcome goals with the advisory council d. Records advisory council meeting notes, and distributes as appropriate e. Analyzes and incorporates feedback from the advisory council related to annual student outcome goals as appropriate *Artifacts may include:* a. List of representatives on the advisory council with their positions b. Agenda from advisory council meetings c. Minutes from advisory council meetings a. Presentation materials from advisory council meetings (e.g., handouts, infographics, slides, etc.)	
9. Uses appropriate school counselor performance appraisal process	
Demonstration includes: a. Explains and advocates for appropriate school counselor performance appraisal process based on school counselor standards and implementation of the school counseling program b. Explains how school counseling activities fit within categories of a performance appraisal instrument c. Utilizes components of the ASCA National Model to document data-informed, student-focused activities that demonstrate evidence of meeting standards of performance appraisal instruments *Artifacts may include:* a. Completed performance appraisal aligned with the ASCA Professional Standards & Competencies b. Artifacts demonstrated completion or progress toward completion of components of the ASCA National Model c. Recognized ASCA Model Program (RAMP) application	
Observations and comments:	