

Marathon Central School District



Embrace * Educate * Empower

K-12 Comprehensive Developmental School Counseling and Guidance Plan September 2024

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Introduction

Mission Statement of MCSD

Embrace * Educate * Empower

Vision Statement of MCSD

The Marathon Central School District will excel at graduating citizens who are college and career ready and able to pursue unlimited possibilities locally and globally.

Belief Statements of MCSD

We Believe...

- Students will become strong, confident and resilient citizens prepared to pursue unlimited possibilities.
- Every student will be valued and engaged in positive mutual relationships.
- All students will be critical thinkers and problem solvers who meet rigorous academic standards.
- All students will be academically engaged and will understand what they must do to be a successful learner.
- Each child will strive for excellence and reach their full potential.
- Students have a shared responsibility for their own learning.
- Students will contribute to society as knowledgeable, responsible and involved citizens.
- Our students must be prepared for the continuing challenges of the future.
- In welcoming and accepting all students and supporting them throughout the stages of their lives.
- In the power of partnerships between the District and the Marathon Community to meet the needs of each learner.

Counseling is a process of helping people by assisting them in making decisions and changing behavior. School counselors work with all students, school staff, families and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy and social/emotional and career development.

- American School Counselor Association

The Marathon Central School District counseling plan provides the framework for building a program based on standards developed by the American School Counselor Association for academic, personal/social, and career development. The goal of the Marathon Central Schools Counseling Program is to provide for continuous planning that focuses on improving student achievement.

MCSD Counseling Mission Statement

Our mission as school counselors at Marathon Central School District is to provide a comprehensive, developmentally age-appropriate and sequential school counseling program that is aligned with the American School Counselor Association's National Standards for School Counseling Programs. A school counseling program focuses on the needs, interests and issues related to the stages of student growth through academic, career and personal/social development. In partnership with students, staff, family, community members and employers, we will prepare students to become effective learners, achieve success in school, live successful and rewarding lives, and develop into contributing members of our global society.

MCSD Counseling Vision Statement

The vision of school counseling at Marathon Central School District is that every student will acquire the academic, career and personal/social skills to reach their fullest educational potential and successfully manage their lives as healthy, responsible, competent and productive citizens who respect themselves and the diversity of others.

School Counseling/Guidance Program Committee

William Locke, Interim Superintendent of Schools

Jamie Coppola, Jr./Sr. High School Principal

Jonathan Hillis, Appleby Elementary Principal

Patricia Trabucco, Director of Instruction, Career Pathways and Enrichment

Christopher Leins, Director of Special Education

Lauren Kennedy, School Psychologist

Deborah James, 7-9 Guidance Counselor

Jenny Camenga, 10-12 Guidance Counselor

Patti Kendall, UPK-6 Social Worker

Shawna Hurlbert, UPK-6 Social Worker

Kelly Strobeck, 7-9 Social Worker

MaryOlevia Clark-Byrnes, 10-12 Social Worker

The Comprehensive Model

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

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

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

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

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

Advantages of a Comprehensive School Counseling Program

MCSD counseling programs will strive to positively impact all stakeholders, students, parents, teachers, administrators, board of education, other student services personnel, and school counselors.

The advantages for each of these groups include the following:

Students

1. Prepares students for the challenges of the 21st century by acquiring knowledge and skills in academic, career, and personal/social development.
2. Connects the educational program to future success.
3. Facilitates career exploration and development.
4. Develops decision-making and problem solving skills.
5. Assists in acquiring knowledge of self and others.
6. Enhances personal-social development.
7. Assists in developing effective interpersonal relationship skills.
8. Broadens knowledge of our changing world.
9. Provides school counseling services to every student.
10. Increases the opportunity for counselor-student interaction.
11. Encourages facilitative, cooperative peer interactions.
12. Fosters resiliency factors for students.

Parents

1. Helps prepare their children for the challenges of the 21st century through academic, career, and personal/social development.
2. Provides support for parents in advocating for their child's academic, career, and personal/social development.
3. Develops a systematic approach for their child's long-range planning and learning.
4. Increases opportunities for parent/school interaction.
5. Enables parents to access school and community resources.

Teachers

1. Provides an interdisciplinary team effort to address student needs and educational goals.
2. Provides skill development for teachers in classroom management, teaching effectiveness, and affective education.
3. Positively impacts school climate and the learning community.
4. Encourages positive activities and supportive working relationships.

5. Promotes a team effort to address developmental, personal/social needs of the student.
6. Increases teacher accessibility to the counselor as a classroom presenter and resource person.

Administrators

1. Integrates school counseling with the academic mission of the school.
2. Provides a program structure with specific content.
3. Assists administration to use school counselors effectively to enhance learning and development for all students.
4. Enhances community image of the school counseling program.

Board of Education

1. Provides assurance that a quality school counseling program is available to every student.
2. Supports appropriate credentialing and staffing.

School Counselors

1. Provides a clearly defined role and function in the educational system.
2. Provides direct services to students.
3. Enhances the role of the school counselor as a student advocate.
4. Ensures involvement in the academic mission of the school.
5. Places school counselors in a leadership role.

Pupil Personnel Services

1. Provides school psychologists, social workers, and other professional student services personnel with a clearly defined role of the school counselor.
2. Clarifies areas of overlapping responsibilities.
3. Fosters a positive team approach, which enhances cooperative working relationships.
4. Supports direct services to students.
5. Enhances the role of the pupil personnel service providers as a student advocate.
6. Ensures involvement in the academic mission of the school.
7. Places pupil personnel service providers in a leadership role.

Community

1. Creates community awareness and visibility of the school counseling program.

MCSD K-12 School Counseling Program Activities and Timeline

| | | | | | | | | |
|--|--------------------------|--------------------|-----------------------|------------------------|------------------------|------------------------|--|---------------------------|
| Objective: Perform an annual review of each student’s educational program and career plans. | | | | | | | | |
| Evaluation/Monitoring Tools of Objective: Individual checklist completed for each student, documents and test results in student management system, report cards, transcripts, 504/IEP plans, | | | | | | | | |
| | Elementary School | Junior High | High School | | | | Staff & Resources | National Standards |
| Activities/Services- Procedures/Steps | UPK-6 | 7 & 8 | 9th | 10th | 11th | 12th | | |
| Individual meetings with students for 4- year planning. Parents invited to attend. | | X | | | | | School counselor in consultation with appropriate school staff | A:B2 |
| Individual meetings with students to review academic progress and diploma options, plan course selections, educational and career planning, including NCAA requirements. | | X | X | X | X | X | School counselor in consultation with appropriate school staff | A:B1, A:B2, A:B2, C:C1 |
| Individual senior year planning meetings focusing on post-secondary plans. | | | | | X | X | School counselor in consultation with appropriate school staff | A:B2, C:B2 |
| Committee on Special Education Meetings, annual reviews, and transition services for IEP and 504 students. | X | X | X | X | X | X | As determined by the CSE committee | A:B2, C:C2 |
| Annual individual progress review plan for student’s educational progress and career plans. | X (grade 6) | | | | | | School counselor in consultation with appropriate school staff | A:B1, A:B2, A:C1, C:A1 |

MCSD K-12 School Counseling Program Activities and Timeline

| Objective: Prepare students to participate successfully in their current and future educational program. | | | | | | | | |
|--|-------------------|-------------|-----------------|------------------|------------------|------------------|---|--|
| Evaluation/Monitoring Tools of Objective: Report cards, transcripts, universal screening results, local exams, NYS Testing, formative assessments, kindergarten screening | | | | | | | | |
| | Elementary School | Junior High | High School | | | | Staff & Resources | National Standards |
| Activities/Services- Procedures/Steps | UPK-6 | 7 & 8 | 9 th | 10 th | 11 th | 12 th | | |
| Scheduling to best meet academic needs | X | X | X | X | X | X | School counselor/administration in consultation with appropriate school staff | PS:B1, A:B2 |
| Grade Level/Department Team meetings/PLC meetings | X | X | X | X | X | X | Administration, teachers, and counseling staff | A:B2, A:A3 |
| Data meetings | X | X | | | | | Administration, teachers, and counseling staff | A:B1, A:B2 |
| RtI meetings | X | | | | | | Administration, teachers, related service providers, and counseling staff | A:B2, PS:B1, PS:C1 |
| New student records review, placement, and planning | X | X | X | X | X | X | School counselor/administration in consultation with appropriate school staff | A:B2 |
| School Counseling/Guidance core curriculum instruction | X | X | X | X | X | X | School counselor/administration in consultation with appropriate school staff | A:B1,A:B2, A:A1, C:A2, PS:C1 |
| College admissions representative, military, and career presentations/information | | X | X | X | X | X | School counselor in consultation with appropriate school staff | A:A1, A:A3, A:C1, C:A1, C:A2, C:B1, C:B2 |
| Assist all students with transitions in the school setting | X | X | X | X | X | X | School counselor in consultation with appropriate school staff | A:A3 |
| Open House – resources on display for families at high school | X | X | X | X | X | X | School counselor/administration in consultation with appropriate school staff | A:A3 |
| Career interest survey | X | X | X | X | X | X | School counselor in consultation with appropriate school staff | A:C1, C:A1 |

| Activities/Services- Procedures/Steps | Elementary School | Junior High | High School | | | | Staff & Resources | National Standards |
|--|-------------------|-------------|-----------------|------------------|------------------|------------------|--|------------------------|
| | UPK-6 | 7 & 8 | 9 th | 10 th | 11 th | 12 th | | |
| Dissemination of scholarship information and applications | | | | | | X | School counselor in consultation with appropriate school staff | A:B2 |
| Pre-College/Career Testing | | | | X | X | X | School counselor in consultation with appropriate school staff | A:B2, C:B2, C:C1, C:C2 |
| BOCES tour for 10th graders | | | | X | | | School counselor in consultation with appropriate school staff | A:B2 |
| Dissemination of FAFSA information | | | | | X | X | School counselor in consultation with appropriate school staff | PS:B1, A:C1 |
| Financial Aid night for students and parents | | | | | X | X | School counselor in consultation with appropriate school staff | PS:B1, A:C1 |
| College field trips | | | X | X | X | X | School counselor in consultation with appropriate school staff and ACE program | A:C1, C:C1 |
| Career field trips | | X | | X | X | X | School counselor in consultation with appropriate school staff | C:A1, C:A2, C:B1 |
| Interviewing skills/resume skills | | X | X | X | X | X | School counselor in consultation with appropriate school staff | C:A2 |
| Academic Intervention Services/Response to Intervention scheduling | X | X | X | X | X | X | School counselor/administration in consultation with appropriate school staff | A:A1,A:A2, A:A3, A:B1 |
| Diploma progress monitoring and final diploma verifications | | X | X | X | X | X | School counselor in consultation with appropriate school staff | |

MCSD K-12 School Counseling Program Activities and Timeline

| Objective: Provide advisory and individual/group counseling assistance to enable students to benefit from the curriculum | | | | | | | | |
|---|-------------------|-------------|-----------------|------------------|------------------|------------------|--|-----------------------------------|
| Evaluation/Monitoring Tools of Objective: report cards, interim reports, feedback from teacher, students, and parents | | | | | | | | |
| | Elementary School | Junior High | High School | | | | Staff & Resources | National Standards |
| Activities/Services- Procedures/Steps | UPK-6 | 7 & 8 | 9 th | 10 th | 11 th | 12 th | | |
| Individual counseling sessions addressing attendance, academic, behavioral and adjustment problems | X | X | X | X | X | X | School counselor in consultation with appropriate school staff | All standards per individual need |
| Individual and group counseling sessions – (Including AIS/RtI, IEP, and 504 referrals) | X | X | X | X | X | X | School counselor in consultation with appropriate school staff | All standards per individual need |
| Multiple venues of communication to students and parents, including face-to-face meetings, emails, website updates, phone calls, social media, media applications, Parent Square, and home visits | X | X | X | X | X | X | School counselor in consultation with appropriate school staff | |
| Identification and monitoring of student counseling goals for Individual Education Plans | X | X | X | X | X | X | School counselor in consultation with appropriate school staff | A:B2, PS:C1, PS:B1, C:A1 |
| Review attendance concerns | X | X | X | X | X | X | School counselor in consultation with appropriate school staff | A:A3, PS:B1 |
| Review academic concerns | X | X | X | X | X | X | School counselor in consultation with appropriate school staff | A:B1, A:B2, C:C1 |
| Progress reports for individual student counseling goals. (Quarterly – mandated services) | X | X | X | X | X | X | Appropriately assigned school staff | A:B1, A:B2, C:C1, PS:B1, PS:A1 |
| Crisis intervention and counseling | X | X | X | X | X | X | School counselor in consultation with appropriate school staff | PS:C1, PS:B1 |
| Behavior Intervention Plans | X | X | X | X | X | X | School counselor in consultation with appropriate school staff | A:A3, PS:A1, PS:B1, PS:A2 |
| End of year failure letters/summer school information | | X | X | X | X | X | School counselor in consultation with appropriate school staff | A:B2 |
| Mental Health Awareness Curriculum | X | X | X | X | X | X | Appropriately assigned school staff | PS:A1, PS:A2, PS:B1, PS:C1 |

MCSD K-12 School Counseling Program Activities and Timeline

| | | | | | | | | |
|---|--------------------------|--------------------|-----------------------|------------------------|------------------------|------------------------|--|------------------------------------|
| Objective: Provide a liaison between the school, family, and community resources and organizations | | | | | | | | |
| Evaluation/Monitoring Tools of Objective: teacher feedback, parent feedback, student feedback, student observation | | | | | | | | |
| | Elementary School | Junior High | High School | | | | Staff & Resources | National Standards |
| Activities/Services- Procedures/Steps | UPK-6 | 7 & 8 | 9th | 10th | 11th | 12th | | |
| Referrals to outside agencies and support services | X | X | X | X | X | X | School counselor in consultation with appropriate school staff | C:A2, PS:A1, PS:A2, PS:C1 |
| Internal collaboration among school personnel | X | X | X | X | X | X | School counselor in consultation with appropriate school staff | C:A2, PS:A1, PS:A2, PS:C1 |
| Connect students with agencies in preparation for college, employment and financial assistance applications, setting up college mentors | | | X | X | X | X | School counselor in consultation with appropriate school staff | A:B2, C:A1, C:A2, C:B2, C:C1, C:C2 |
| Maintain a current resource directory of mental health agencies/providers | X | X | X | X | X | X | School counselor in consultation with appropriate school staff | |
| Coordinate with outside agencies to provide presentations aligned with academic, career, social/emotional development | X | X | X | X | X | X | School counselor in consultation with appropriate school staff | All standards per need |

MCSD K-12 School Counseling Program Activities and Timeline

| | | | | | | | | |
|---|--------------------------|--------------------|-----------------------|------------------------|------------------------|------------------------|---|---------------------------|
| Objective: Conduct an annual review of the K-12 Guidance Plan and program review consistent with career/educational planning procedures. | | | | | | | | |
| Evaluation/Monitoring Tools of Objective: administrative review | | | | | | | | |
| | Elementary School | Junior High | High School | | | | Staff & Resources | National Standards |
| Activities/Services- Procedures/Steps | UPK-6 | 7 & 8 | 9th | 10th | 11th | 12th | | |
| Administration meetings | X | X | X | X | X | X | School administration in consultation with appropriate school staff | |
| Collaboration and communication with other school counselors and monthly county counselor meetings | X | X | X | X | X | X | School counselor in consultation with appropriate school staff | |
| Bi-annual committee meetings including year-end review of guidance plan | X | X | X | X | X | X | School counselor in consultation with appropriate school staff | |

Appendix A

New York State Part 100 Regulations – School Guidance Programs

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

Guidance programs and comprehensive developmental school counseling/guidance programs.

1. Guidance programs for public schools for school years prior to the 2019-2020 school year and for non-public schools.

Public Schools. Each school district shall have a guidance program for all students.

(a) In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.

(b) In grades 7-12, the guidance program shall include the following activities or services:

(1) an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;

(2) instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;

(3) other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors, or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and

(4) the services of personnel certified or licensed as school counselors.

(c) Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School

Division and for the Special Education Division. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

§100.2(j) School Counseling

AMENDMENT TO THE REGULATIONS OF THE COMMISSIONER OF EDUCATION Subdivision (j) of section 100.2 of the Regulations of the Commissioner of Education shall be amended, effective July 1, 2017, to read as follows:

(j) Guidance programs and comprehensive developmental school counseling/guidance programs.

(1) Guidance programs for public schools for school years prior to the 2019-2020 school year and for non-public schools.

(i) Public Schools. Each school district shall have a guidance program for all students.

[(i)](a) In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.

[(ii)](b) In grades 7-12, the guidance program shall include the following activities or services:

[(a)](1) an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;

[(b)](2) instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;

[(c)](3) other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors, or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and

[(d)](4) the services of personnel certified or licensed as school counselors.

[(iii)](c) Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

[(2)](ii) Nonpublic schools. Each nonpublic secondary school shall provide a guidance and counseling program for students in grades 7-12.

(2) Comprehensive developmental school counseling/guidance programs. Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program, for all students in kindergarten through grade 12. Each school district shall also ensure that all students in grades kindergarten through twelve have access to a certified school counselor(s), which for the city school district of the City of New York and the city school district of the City of Buffalo shall include a licensed guidance counselor(s) pursuant to Part 80 of the Commissioner's regulations.

(i) For all grades kindergarten through twelve, district and building level comprehensive developmental school counseling/guidance programs shall prepare students to participate effectively in their current and future educational programs as age appropriate, and be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards. The comprehensive developmental school counseling/guidance program ("program") shall include the following activities or services:

(a) In grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service providers, for the purpose of preparing students to participate effectively in their current and future educational programs, to provide information related to college and careers, and to assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns, and where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports.

(b) For students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. For a student with a disability, the plan shall be consistent with the student's individualized education program;

(c) school counseling/guidance core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills and social/emotional development by a certified school counselor(s);

(d) other direct student services which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement. Provided that nothing herein shall prohibit certified or licensed school psychologists or certified or licensed

school social workers pursuant to Part 80 of the Commissioner's regulations from providing other direct student services within their applicable scope of practice;

(e) indirect student services which may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming.

(ii) Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner in which the district shall comply with the requirements of this subdivision. In the case of the City School District of the City of New York, the Department of Education shall submit separate plans for each community school district, for the High School Division and for the Special Education Division. Such district and building level plans shall be developed by or under the direction of certified school counselor(s) and be updated annually, available for review at the district offices and each school building, and made available on the district's website.

(a) Each plan shall be developed annually and shall include program objectives, activities, program development and maintenance planning, school counseling curriculum, professional development planning, evaluation methods based on data analysis of program results and closing the gap analysis reports to inform program improvement, and assessment of the resources necessary to support positive student outcomes.

(b) Each plan shall also include the preparation of a program outcomes report that includes an analysis of all systematic components of a comprehensive developmental school counseling/guidance program as defined by this subdivision. Such report shall be annually presented to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

(iii) Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel service providers in the district including school social workers and/or school psychologists). In the case of the City School District of the City of New York, the Department of Education shall establish a comprehensive developmental school counseling/guidance program advisory council for each community school district. The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program. The advisory council shall create and submit an annual report to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

(3) Nothing in this section shall be construed to authorize any individual to provide professional services where certification is required under Part 80 of the Commissioner's regulations or where licensure is required under Title VIII of the Education Law.

Appendix B

AMERICAN SCHOOL COUNSELORS ASSOCIATION National Standards for School Counseling Programs

ACADEMIC DEVELOPMENT

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

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

A:A1 Improve Academic Self-concept

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

A:A2 Acquire Skills for Improving Learning

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

A:A3 Achieve School Success

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

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

A:B1 Improve Learning

- A:BI .1 Demonstrate the motivation to achieve individual potential

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

A:B2 Plan to Achieve Goal

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

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

A:C1 Relate School to Life Experiences

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

CAREER DEVELOPMENT

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

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

C:A1 Develop Career Awareness

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

C:A2 Develop Employment Readiness

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

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

C:B1 Acquire Career Information

- C:B1 .1 Apply decision making skills to career planning, course selection, and career transition
- C:B1 .2 Identify personal skills, interests, and abilities and relate them to current career choice
- C:B1 .3 Demonstrate knowledge of the career planning process
- C:B1 .4 Know the various ways in which occupations can be classified
- C:B1 .5 Use research and information resources to obtain career information
- C:B1 .6 Learn to use the internet to access career planning information
- C:B2 Identify Career Goals
- C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
- C:B2.2 Assess and modify their educational plan to support career
- C:B2.3 Select course work that is related to career interests
- C:B2.4 Maintain a career planning portfolio

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

C:C1. Acquire Knowledge to Achieve Career Goals

C:C1 .1 Understand the relationship between educational achievement and career success

C:C1 .2 Explain how work can help to achieve personal success and satisfaction

C:C1 .3 Identify personal preferences and interests which influence career choice and success

C:C1 .4 Understand that the changing workplace requires lifelong learning and acquiring new skills

C:C1 .5 Describe the effect of work on lifestyle

C:C1 .6 Understand the importance of equity and access in career choice

C:C1 .7 Understand that work is an important and satisfying means of personal expression

C:C2 Apply Skills to Achieve Career Goals

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

C:C2.3 Learn to work cooperatively with others as a team member

C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences

PERSONAL/SOCIAL DEVELOPMENT

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

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

PS:A1 Acquire Self-Knowledge

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS:A1 .2 Identify values, attitudes and beliefs

PS:A1.3 Learn the goals setting process

PS:A1.4 Understand change is a part of growth

PS:A1.5 Identify and express feelings

PS:AI .6 Distinguish between appropriate and inappropriate behavior

PS:AI .7 Recognize personal boundaries, rights, and privacy needs

PS:A1.8 Understand the need for self-control and how to practice it

PS:A1.9 Demonstrate cooperative behavior in groups

PS:A1.10 Identify personal strengths and assets

PS:A1.11 Identify and discuss changing personal and social roles

PS:A1.12 Identify and recognize changing family roles

PS:A2 Acquire Interpersonal Skills

PS:A2.1 Recognize that everyone has rights and responsibilities

PS:A2.2 Respect alternative points of view

PS:A2.3 Recognize, accept, respect and appreciate individual differences

PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity

PS:A2.5 Recognize and respect differences in various family configurations

PS:A2.6 Use effective communications skills

PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior

PS:A2.8 Learn how to make and keep friends

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

PS:B1 Self-Knowledge Application

PS:B1.1 Use a decision-making and problem-solving model

PS:B1.2 Understand consequences of decisions and choices

PS:B1.3 Identify alternative solutions to a problem

PS:B1.4 Develop effective coping skills for dealing with problems

PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions

PS:B1.6 Know how to apply conflict resolution skills

PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences

PS:B1.8 Know when peer pressure is influencing a decision

PS:B1.9 Identify long-and short-term goals PS:B1.I0 Identify alternative ways of achieving goals

PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills

PS:B1.12 Develop an action plan to set and achieve realistic goals

STANDARD C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

PS:C1.1 Demonstrate knowledge of personal information (i.e. telephone number. Home address, emergency contact)

PS:C1.2 Learn about the relationship between rules, laws, safety, and the protection of 21 rights of the individual

PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact

PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy

PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help

PS:C1.6 Identify resource people in the school and community, and know how to seek their help

PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices

PS:C1.8 Learn how to cope with peer pressure

PS:C1.9 Learn techniques for managing stress and conflict

PS:C1.10 Learn coping skills for managing life events

AMERICAN SCHOOL COUNSELOR ASSOCIATION ETHICAL STANDARDS

Preamble

The American School Counselor Association (ASCA) is a professional organization whose members are school counselors certified/licensed in school counseling with unique qualifications and skills to address all students' academic, personal/social and career development needs. Members are also school counseling program directors/supervisors and counselor educators. These ethical standards are the ethical responsibility of school counselors. School counseling program directors/supervisors should know them and provide support for practitioners to uphold them. School counselor educators should know them, teach them to their students and provide support for school counseling candidates to uphold them. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including: ethnic/racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services, e.g., students of color, students living at low socio-economic status, students with disabilities and students from non-dominant language backgrounds.
- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- Each person has the right to privacy and thereby the right to expect the school-counselor/student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.
- Each person has the right to feel safe in school environments that school counselors help create, free from abuse, bullying, neglect, harassment or other forms of violence. In this document, ASCA specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counselors, supervisors/directors of school counseling programs and school counselor educators. The purposes of this document are to: (Adopted 1984; revised 1992, 1998, 2004 and 2010)
- Serve as a guide for the ethical practices of all professional school counselors, supervisors/directors of school counseling programs and school counselor educators regardless of level, area, population served or membership in this professional association;
- Provide self-appraisal and peer evaluations regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and

- Inform all stakeholders, including students, parents and guardians, teachers, administrators, community members and courts of justice, of best ethical practices, values and expected behaviors of the school counseling professional.

A.1. Responsibilities to Students

Professional school counselors:

- a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
- b. Are concerned with the educational, academic, career, personal and social needs and encourage the maximum development of every student.
- c. Respect students' values, beliefs and cultural background and do not impose the school counselor's personal values on students or their families.
- d. Are knowledgeable of laws, regulations and policies relating to students and strive to protect and inform students regarding their rights.
- e. Promote the welfare of individual students and collaborate with them to develop an action plan for success.
- f. Consider the involvement of support networks valued by the individual students.
- g. Understand that professional distance with students is appropriate, and any sexual or romantic relationship with students whether illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student's age.
- h. Consider the potential for harm before entering into a relationship with former students or one of their family members.

A.2. Confidentiality

Professional school counselors:

- a. Inform individual students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes the limits of confidentiality in a developmentally appropriate manner. Informed consent requires competence on the part of students to understand the limits of confidentiality and therefore, can be difficult to obtain from students of a certain developmental level. Professionals are aware that even though every attempt is made to obtain informed consent it is not always possible and when needed will make counseling decisions on students' behalf.
- b. Explain the limits of confidentiality in appropriate ways such as classroom guidance lessons, the student handbook, school counseling brochures, school Website, verbal notice or other methods of student, school and community communication in addition to oral notification to individual students.
- c. Recognize the complicated nature of confidentiality in schools and consider each case in context. Keep information confidential unless legal requirements demand that confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student. Serious and foreseeable harm is different for each minor in schools and is defined by students' developmental and chronological age, the setting, parental rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.
- d. Recognize their primary 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, especially in value-laden issues. 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 protect these students and make decisions on their behalf.

e. Promote the autonomy and independence of students to the extent possible and use the most appropriate and least intrusive method of breach. The 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.

f. In absence of state legislation expressly forbidding disclosure, consider the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal.

Disclosure requires satisfaction of all of the following conditions:

- Student identifies partner or the partner is highly identifiable
- School counselor recommends the student notify partner and refrain from further high-risk behavior
- Student refuses
- School counselor informs the student of the intent to notify the partner
- School counselor seeks legal consultation from the school district's legal representative in writing as to the legalities of informing the partner

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

h. Protect the confidentiality of students' records and release personal data in accordance with prescribed federal and state laws and school policies including the laws within the Family Education Rights and Privacy Act (FERPA). Student information stored and transmitted electronically is treated with the same care as traditional student records. Recognize the vulnerability of confidentiality in electronic communications and only transmit sensitive information electronically in a way that is untraceable to students' identity. Critical information such as a student who has a history of suicidal ideation must be conveyed to the receiving school in a personal contact such as a phone call.

A.3. Academic, Career/College/Post-Secondary Access and Personal/Social Counseling Plans

Professional school counselors:

- a. Provide students with a comprehensive school counseling program that parallels the ASCA National Model with emphasis on working jointly with all students to develop personal/social, academic and career goals.
- b. Ensure equitable academic, career, post-secondary access and personal/social opportunities for all students through the use of data to help close achievement gaps and opportunity gaps.
- c. Provide and advocate for individual students' career awareness, exploration and post-secondary plans supporting the students' right to choose from the wide array of options when they leave secondary education.

A.4. Dual Relationships

Professional school counselors:

- a. Avoid dual relationships that might impair their objectivity and increase the risk of harm to students (e.g., counseling one's family members or the children of close friends or associates). If a dual relationship is unavoidable, the school counselor is responsible for taking action to eliminate or

reduce the potential for harm to the student through use of safeguards, which might include informed consent, consultation, supervision and documentation.

b. Maintain appropriate professional distance with students at all times.

c. Avoid dual relationships with students through communication mediums such as social networking sites.

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

A.5. Appropriate Referrals

Professional school counselors:

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

b. Help educate about and prevent personal and social concerns for all students within the school counselor's scope of education and competence and make necessary referrals when the counseling needs are beyond the individual school counselor's education and training. Every attempt is made to find appropriate specialized resources for clinical therapeutic topics that are difficult or inappropriate to address in a school setting such as eating disorders, sexual trauma, chemical dependency and other addictions needing sustained clinical duration or assistance.

c. Request a release of information signed by the student and/or parents/guardians when attempting to develop a collaborative relationship with other service providers assigned to the student.

d. Develop a reasonable method of termination of counseling when it becomes apparent that counseling assistance is no longer needed or a referral is necessary to better meet the student's needs.

A.6. Group Work

Professional school counselors:

a. Screen prospective group members and maintain an awareness of participants' needs, appropriate fit and personal goals in relation to the group's intention and focus. The school counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.

b. Recognize that best practice is to notify the parents/guardians of children participating in small groups.

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

d. Provide necessary follow up with group members, and document proceedings as appropriate.

e. Develop professional competencies, and maintain appropriate education, training and supervision in group facilitation and any topics specific to the group.

f. Facilitate group work that is brief and solution-focused, working with a variety of academic, career, college and personal/social issues.

A.7. Danger to Self or Others

Professional school counselors:

- a. Inform parents/guardians and/or appropriate authorities when a student poses a danger to self or others. This is to be done after careful deliberation and consultation with other counseling professionals.
- b. Report risk assessments to parents when they underscore the need to act on behalf of a child at risk; never negate a risk of harm as students sometimes deceive in order to avoid further scrutiny and/or parental notification.
- c. Understand the legal and ethical liability for releasing a student who is in danger to self or others without proper and necessary support for that student.

A.8. Student Records

Professional school counselors:

- a. Maintain and secure records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.
- b. Keep sole-possession records or individual student case notes separate from students' educational records in keeping with state laws.
- c. Recognize the limits of sole-possession records and understand these records are a memory aid for the creator and in absence of privileged communication may be subpoenaed and may become educational records when they are shared or are accessible to others in either verbal or written form or when they include information other than professional opinion or personal observations.
- d. Establish a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Apply careful discretion and deliberation before destroying sole possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.
- e. Understand and abide by the Family Education Rights and Privacy Act (FERPA, 1974), which safeguards student's records and allows parents to have a voice in what and how information is shared with others regarding their child's educational records.

A.9. Evaluation, Assessment and Interpretation

Professional school counselors:

- a. Adhere to all professional standards regarding selecting, administering and interpreting assessment measures and only utilize assessment measures that are within the scope of practice for school counselors and for which they are trained and competent.
- b. Consider confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.
- c. Consider the developmental age, language skills and level of competence of the student taking the assessments before assessments are given.
- d. Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students can understand.
- e. Monitor the use of assessment results and interpretations, and take reasonable steps to prevent others from misusing the information.

- f. Use caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
- g. Assess the effectiveness of their program in having an impact on students' academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

A.10. Technology

Professional school counselors:

- a. Promote the benefits of and clarify the limitations of various appropriate technological applications. Professional school counselors promote technological applications (1) that are appropriate for students' individual needs, (2) that students understand how to use and (3) for which follow-up counseling assistance is provided.
- b. Advocate for equal access to technology for all students, especially those historically underserved.
- c. Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, facsimile machines, telephones, voicemail, answering machines and other electronic or computer technology.
- d. Understand the intent of FERPA and its impact on sharing electronic student records.
- e. Consider the extent to which cyberbullying is interfering with students' educational process and base guidance curriculum and intervention programming for this pervasive and potentially dangerous problem on research-based and best practices.

A.11. Student Peer Support Program

Professional school counselors:

- a. Have unique responsibilities when working with peer-helper or student assistance programs and safeguard the welfare of students participating in peer-to-peer programs under their direction.
- b. Are ultimately responsible for appropriate training and supervision for students serving as peer-support individuals in their school counseling programs.

B. RESPONSIBILITIES TO PARENTS/GUARDIANS

B.1. Parent Rights and Responsibilities

Professional school counselors:

- a. Respect the rights and responsibilities of parents/guardians for their children and endeavor to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate students' maximum development.
- b. Adhere to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties interfering with the student's effectiveness and welfare.

- c. Are sensitive to diversity among families and 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 nature of counseling services provided in the school setting.
- e. Adhere to the FERPA act regarding disclosure of student information.
- f. Work to establish, as appropriate, collaborative relationships with parents/guardians to best serve student.

B.2. Parents/Guardians and Confidentiality

Professional school counselors:

- a. Inform parents/guardians of the school counselor's role to include the confidential nature of the counseling relationship between the counselor and student.
- b. Recognize that working with minors in a school setting requires school counselors to collaborate with students' parents/guardians to the extent possible.
- c. Respect the confidentiality of parents/guardians to the extent that is reasonable to protect the best interest of the student being counseled.
- d. Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.
- e. Make reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student unless a court order expressly forbids the involvement of a parent(s). In cases of divorce or separation, school counselors exercise a good-faith effort to keep both parents informed, maintaining focus on the student and avoiding supporting one parent over another in divorce proceedings.

C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES

C.1. Professional Relationships

Professional school counselors, the school counseling program director/site supervisor and the school counselor educator:

- a. Establish and maintain professional relationships with faculty, staff and administration to facilitate an optimum counseling program.
- b. Treat colleagues with professional respect, courtesy and fairness.
- c. Recognize that teachers, staff and administrators who are high functioning in the personal and social development skills can be powerful allies in supporting student success. School counselors work to develop relationships with all faculty and staff in order to advantage students.
- d. Are aware of and utilize related professionals, organizations and other resources to whom the student may be referred.

C.2. Sharing Information with Other Professionals

Professional school counselors:

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

- b. Provide professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.
- c. Secure parental consent and develop clear agreements with other mental health professionals when a student is receiving services from another counselor or other mental health professional in order to avoid confusion and conflict for the student and parents/guardians.
- d. Understand about the “release of information” process and parental rights in sharing information and attempt to establish a cooperative and collaborative relationship with other professionals to benefit students.
- e. Recognize the powerful role of ally that faculty and administration who function high in personal/social development skills can play in supporting students in stress, and carefully filter confidential information to give these allies what they “need to know” in order to advantage the student. Consultation with other members of the school counseling profession is helpful in determining need-to-know information. The primary focus and obligation is always on the student when it comes to sharing confidential information.
- f. Keep appropriate records regarding individual students, and develop a plan for transferring those records to another professional school counselor should the need occur. This documentation transfer will protect the confidentiality and benefit the needs of the student for whom the records are written.

C.3. Collaborating and Educating Around the Role of the School Counselor

The school counselor, school counseling program supervisor/director and school counselor educator:

- a. Share the role of the school counseling program in ensuring data driven academic, career/college and personal/social success competencies for every student, resulting in specific outcomes/indicators with all stakeholders.
- b. Broker services internal and external to the schools to help ensure every student receives the benefits of a school counseling program and specific academic, career/college and personal/social competencies.

D. RESPONSIBILITIES TO SCHOOL, COMMUNITIES AND FAMILIES

D.1. Responsibilities to the School

Professional school counselors:

- a. Support and protect students’ best interest against any infringement of their educational program.
- b. Inform appropriate officials, in accordance with school policy, of conditions that may be potentially disruptive or damaging to the school’s mission, personnel and property while honoring the confidentiality between the student and the school counselor.
- c. Are knowledgeable and supportive of their school’s mission, and connect their program to the school’s mission.
- d. Delineate and promote the school counselor’s role, and function as a student advocate in meeting the needs of those served. School counselors will notify appropriate officials of systemic conditions that may limit or curtail their effectiveness in providing programs and services.
- e. Accept employment only for positions for which they are qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.

- f. Advocate that administrators hire only qualified, appropriately trained and competent individuals for professional school counseling positions.
- g. Assist in developing: (1) curricular and environmental conditions appropriate for the school and community; (2) educational procedures and programs to meet students' developmental needs; (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel; and (4) a data-driven evaluation process guiding the comprehensive, developmental school counseling program and service delivery.

D.2. Responsibility to the Community

Professional school counselors:

- a. Collaborate with community agencies, organizations and individuals in students' best interest and without regard to personal reward or remuneration.
- b. Extend their influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.
- c. Promote equity for all students through community resources.
- d. Are careful not to use their professional role as a school counselor to benefit any type of private therapeutic or consultative practice in which they might be involved outside of the school setting.

E. RESPONSIBILITIES TO SELF

E.1. Professional Competence

Professional school counselors:

- a. Function within the boundaries of individual professional competence and accept responsibility for the consequences of their actions.
- b. Monitor emotional and physical health and practice wellness to ensure optimal effectiveness. Seek physical or mental health referrals when needed to ensure competence at all times
- c. Monitor personal responsibility and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job and are cognizant of and refrain from activity that may lead to inadequate professional services or diminish their effectiveness with school community members Professional and personal growth are ongoing throughout the counselor's career.
- d. Strive through personal initiative to stay abreast of current research and to maintain professional competence in advocacy, teaming and collaboration, culturally competent counseling and school counseling program coordination, knowledge and use of technology, leadership, and equity assessment using data.
- e. Ensure a variety of regular opportunities for participating in and facilitating professional development for self and other educators and school counselors through continuing education opportunities annually including: attendance at professional school counseling conferences; reading Professional School Counseling journal articles; facilitating workshops for education staff on issues school counselors are uniquely positioned to provide.

f. Enhance personal self-awareness, professional effectiveness and ethical practice by regularly attending presentations on ethical decision-making. Effective school counselors will seek supervision when ethical or professional questions arise in their practice. g. Maintain current membership in professional associations to ensure ethical and best practices.

E.2. Multicultural and Social Justice Advocacy and Leadership

Professional school counselors:

- a. Monitor and expand personal multicultural and social justice advocacy awareness, knowledge and skills. School counselors strive for exemplary cultural competence by ensuring personal beliefs or values are not imposed on students or other stakeholders.
- b. Develop competencies in how prejudice, power and various forms of oppression, such as ableism, ageism, classism, familyism, genderism, heterosexism, immigrationism, linguicism, racism, religionism and sexism, affect self, students and all stakeholders.
- c. Acquire educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- d. Affirm the multiple cultural and linguistic identities of every student and all stakeholders. Advocate for equitable school and school counseling program policies and practices for every student and all stakeholders including use of translators and bilingual/multilingual school counseling program materials that represent all languages used by families in the school community, and advocate for appropriate accommodations and accessibility for students with disabilities.
- e. Use inclusive and culturally responsible language in all forms of communication.
- f. Provide regular workshops and written/digital information to families to increase understanding, collaborative two-way communication and a welcoming school climate between families and the school to promote increased student achievement.
- g. Work as advocates and leaders in the school to create equity based school counseling programs that help close any achievement, opportunity and attainment gaps that deny all students the chance to pursue their educational goals.

F. RESPONSIBILITIES TO THE PROFESSION

F.1. Professionalism

Professional school counselors:

- a. Accept the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.
- b. Conduct themselves in such a manner as to advance individual ethical practice and the profession.
- c. Conduct appropriate research, and report findings in a manner consistent with acceptable educational and psychological research practices. School counselors advocate for the protection of individual students' identities when using data for research or program planning.
- d. Seek institutional and parent/guardian consent before administering any research, and maintain security of research records.

- e. Adhere to ethical standards of the profession, other official policy statements, such as ASCA’s position statements, role statement and the ASCA National Model and relevant statutes established by federal, state and local governments, and when these are in conflict work responsibly for change.
- f. Clearly distinguish between statements and actions made as a private individual and those made as a representative of the school counseling profession.
- g. Do not use their professional position to recruit or gain clients, consultees for their private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services.

F.2. Contribution to the Profession

Professional school counselors:

- a. Actively participate in professional associations and share results and best practices in assessing, implementing and annually evaluating the outcomes of data-driven school counseling programs with measurable academic, career/college and personal/social competencies for every student.
- b. Provide support, consultation and mentoring to novice professionals.
- c. Have a responsibility to read and abide by the ASCA Ethical Standards and adhere to the applicable laws and regulations.

F.3 Supervision of School Counselor Candidates Pursuing Practicum and Internship Experiences:

Professional school counselors:

- a. Provide support for appropriate experiences in academic, career, college access and personal/social counseling for school counseling interns.
- b. Ensure school counselor candidates have experience in developing, implementing and evaluating a data-driven school counseling program model, such as the ASCA National Model.
- c. Ensure the school counseling practicum and internship have specific, measurable service delivery, foundation, management, and accountability systems.
- d. Ensure school counselor candidates maintain appropriate liability insurance for the duration of the school counseling practicum and internship experiences.
- e. Ensure a site visit is completed by a school counselor education faculty member for each practicum or internship student, preferably when both the school counselor trainee and site supervisor are present.

F.4 Collaboration and Education about School Counselors and School Counseling Programs with other Professionals

School counselors and school counseling program directors/supervisors collaborate with special educators, school nurses, school social workers, school psychologists, college counselors/admissions officers, physical therapists, occupational therapists and speech pathologists to advocate for optimal services for students and all other stakeholders.

G. MAINTENANCE OF STANDARDS

Professional school counselors are expected to maintain ethical behavior at all times.

G.1. When there exists serious doubt as to the ethical behavior of a colleague(s) the following procedure may serve as a guide:

1. The school counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.
2. When feasible, the school counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.
3. The school counselor should keep documentation of all the steps taken.
4. If resolution is not forthcoming at the personal level, the school counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA's Ethics Committee.
5. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
 - State school counselor association
 - American School Counselor Association
6. The ASCA Ethics Committee is responsible for:
 - Educating and consulting with the membership regarding ethical standards
 - Periodically reviewing and recommending changes in code
 - Receiving and processing questions to clarify the application of such standards. Questions must be submitted in writing to the ASCA Ethics Committee chair.
 - Handling complaints of alleged violations of the ASCA Ethical Standards for School Counselors. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.

G.2. When school counselors are forced to work in situations or abide by policies that do not reflect the ethics of the profession, the school counselor works responsibly through the correct channels to try and remedy the condition.

G.3. When faced with any ethical dilemma school counselors, school counseling program directors/supervisors and school counselor educators use an ethical decision-making model such as Solutions to Ethical Problems in Schools (STEPS) (Stone, 2001):

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

Appendix D

COMMUNITY RESOURCES/SERVICES

Service Referrals for Cortland County Families

Youth Development

YWCA of Cortland: Bridges for kids (K-5 grade) - (607) 753-9651

Cortland Prevention Resources: Mentoring (6 -12 grade) - (607) 756-8970

Cornell Cooperative Extension /4-H Club - 607-391-2660

Special Olympics

Cortland Prevention Resources – Youth Assist Program, LGBTQ+ Resource Center, Compass - (607) 756-8970

Access to Independence: Peer mentoring for individuals with disabilities - (607) 753-7363

Youth Employment

Cortland Works Career Center - 607-756-7585

Parenting Support

WIC - 607-453-6781

Cortland Prevention Resources – Family Matters, Parenting Wisely – 607-756-8970

Cortland County DSS- Strengthening Families - 607-753-5265

Prevention Services/Anger Management/Violence Prevention and Mediation

Cortland County DSS - 607-753-5265

PINS (Persons In Need of Supervision) -607-753-5019

AVV (Aid to Victims of Violence)-607-753-6363

Cortland Prevention Services – Stand Up! – 607-756-8970

Counseling or Mental Health Services

Cortland County Mental Health 607-758-6100

Family Counseling Services 607-753-0234

SPOA (Single Point of Access) 607-758-6100

Cortland Regional Medical Center - (607) 756-3500

Cortland County Mobile Crisis Team (after hours) –607-756-3771

NYS Crisis Text Line Txt “Got5” to 741-741

Alcohol and Drug Services

Family Counseling Services - 607-753-0234

AA (Alcoholics Anonymous)-607-753-1344

Cortland Prevention Resources - Teen Intervene - 607-756-8970

Suicide Support

Cortland County Crisis Line (Contact Community Services) – 607-756-3771- 24/7

National Suicide Prevention Lifeline – 1-800-273-8255

SOLOS (Survivor of Loved Ones Support) – 607-753-3021

Suicide and Crisis Lifeline 988

Appendix E

MONTHLY/YEARLY PROGRAM CALENDAR FOR COMMUNICATING ABOUT THE PROGRAM

September

- SAT Coordination for October Exam
- County Counselor Meeting
- County Social Worker Meeting
- ACE (Access to College Education) Liaison Meeting
- Open House at Jr./Sr High School
- ACT October Deadline
- OpInform
- Register students for TC3 concurrent enrollment courses
- Appleby Wide Behavior Expectations - As an Appleby student... I will be kind. I will be respectful. I will be responsible. I will try my best.
- Pupil Service Team Meetings

October

- FAFSA opens
- FAFSA Night/Work Session
- ACE (Access to College Education) 9th Grade Field Trip (1/2 day visit to Cortland)
- TC3 Concurrent Enrollment Last Day to Add
- SAT November Deadline
- SAT @ Cortland HS
- PSAT @ Marathon HS
- Open House at Appleby
- CCYL (Cortland County Youth Leadership) Field Trip
- Jump Start 10! Youth Conference
- Cortland Job Fair (Tentative Date)
- TC3 Concurrent Enrollment Last Day to Drop
- TC3 College Fair
- ACE (Access to College Education) 12th Grade Field Trip- Ithaca College
- County Counselor Meeting
- County Social Worker Meeting
- ACT @ Cortland HS
- January Regents List to Administration
- Pupil Service Team Meetings

November

- FAFSA Night/Work Session
- ACT Coordination for December Exam
- SAT @ Cortland HS
- ACE (Access to College Education) 10th Grade Campus Visit- TC3
- County Counselor Meeting
- County Social Worker Meeting
- Parent/Teacher Conference - District Wide
- Puberty Presentation at Elementary School
- CCYL (Cortland County Youth Leadership) Field Trip
- Pupil Service Team Meetings

December

- FAFSA Night/Work Session
- SAT @ Cortland HS
- TC3 Concurrent Enrollment Last Day to Withdraw without Academic Penalty
- ACT @ Cortland HS
- County Social Worker Meeting
- County Counselor Meeting
- CCYL (Cortland County Youth Leadership) Field Trip
- Pupil Service Team Meetings

January

- ACE (Access to College Education) Liaison Meeting
- TC3 Concurrent Enrollment Last Day to Withdraw with Academic Penalty
- County Counselor Meeting
- Regents Exam Administration
- CCYL (Cortland County Youth Leadership) Field Trip
- At Risk 20 Week Meetings with Students/Administration
- Pupil Service Team Meetings

February

- Register students for TC3 concurrent enrollment courses
- ACE (Access to College Education) Liaison Meeting
- SAT Coordination for March Exam
- CCYL (Cortland County Youth Leadership) Field Trip
- ASVAB (Armed Services Vocational Aptitude Battery) @ Marathon HS
- Scholarship for Academic Excellence Deadline
- County Counselor Meeting
- Regents/Diploma Lists to Administration

- Pupil Service Team Meetings
- AP Exam Student Registration

March

- OCM BOCES 10th Grade Field Trip
- ACT April Deadline
- TC3 Concurrent Enrollment Last Day to Add Class
- SAT @ Cortland HS
- CCYL (Cortland County Youth Leadership) Field Trip
- TC3 Concurrent Enrollment Last Day to Drop Class
- County Counselor Meeting
- Pupil Service Team Meetings
- Start Meetings with 9-11th graders for schedule development
- Coordinate 7 Valley, OCM BOCES, Alternative Education School Visits as necessary

April

- SAT Exam Coordination for May
- ACE (Access to College Education) 11th Grade Campus Visit Field Trip- TC3
- ACT@ Cortland HS
- County Counselor Meeting
- County Social Worker Meeting
- CCYL (Cortland County Youth Leadership) Field Trip
- Finalize Senior Class Ranking with Administration
- At Risk 30 Week Meetings & Mailings with Students/Administration
- Pupil Service Team Meetings
- 8th Grade 4 year Planning Meetings with Students/Parents

May

- Scholarship Committee Meeting
- SAT June Deadline
- CCYL (Cortland County Youth Leadership) Field Trip
- ACT June Deadline
- ACE (Access to College Education) Liaison Meeting
- TC3 Concurrent Enrollment Last Day to Withdraw without Academic Penalty
- AP Exams
- County Counselor Meeting
- County Social Work Meeting
- Ranking Ceremony
- 6th Grade Visit to High School
- Pupil Service Team Meetings

June

- SAT @ Cortland HS
- ACT@ Cortland HS
- TC3 Concurrent Enrollment Last Day to Withdraw with Academic Penalty
- Regents Exam Administration
- CTE BOCES graduation
- Graduation Run through
- Graduation
- Summer School Class Registration Deadline
- AP Course Renewal Online (Available until January 31)
- Junior High Promotion Meetings
- Pupil Service Team Meetings

July

- First Week- Send Out HS Transcripts / SchoolTool Adjustment
- Regional Summer School Coordination
- Last Day to Register for August Regents
- NCAA Course Eligibility Review/Update

August

- Send Concurrent Enrollment Course Detail Sheet to TC3
- Regents Exam Coordination at BOCES
- Incoming 7th Grade Visit
- Mail Student Schedules

Appendix F

SCHOOL COUNSELING/GUIDANCE CORE CURRICULUM K-12

The school counseling/guidance core curriculum addresses specific and relevant student competencies in career/college readiness, academic skills, and social/emotional development. The school counseling/guidance core curriculum consists of structured developmental experiences presented systematically through classroom and small group activities for all students in grades K-12. Successful implementation depends upon school-wide support and cooperation. The purpose of the curriculum is to provide students with knowledge of normal growth and development, to promote positive mental health and to assist them in acquiring and using life skills that will support students in college/career readiness. The curriculum is organized to help students acquire, develop, and demonstrate competency within the three domains. Curriculum is provided to all students, which is proactive, preventative, and developmental.

This curriculum is set up to be followed by monthly themes/topics. Some activities may be changed depending on special situations, available materials or to better coordinate with other school curricular activities.

K-12 School Counseling/Guidance Core Curriculum

The school counseling/guidance core curriculum is a required area of study for grades K-12. The outline is used as a guideline from which school counselors, social workers, and teachers can select and incorporate lessons into their content areas. The curriculum is housed on the District's shared drive along with other core curriculum documents.

Key for Where Instruction Will Take Place:

C = classroom, L = library class, PE = physical education class