

Newfane Central School District Guidance Plan



2015 – 2019

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The Newfane Central School District

Situated in serene eastern Niagara County, Newfane Central School District provides a welcoming, stimulating environment that inspires all students to achieve their academic, physical, and social potential and thrive in a dynamic global society.

About our District

- The Newfane Central School District covers 57 square miles and educates approximately 1700 students. The district serves four buildings, the Newfane Early Childhood Center (PK & K), Newfane Elementary (grades 1-4), Newfane Middle (grades 5-8), and Newfane High School (grades 9-12).
- Each year, approximately 70% of NCS D graduates continue on to higher education.
- Average class size is 19 to 24 students
- Ninety-five percent of our students are white, one percent black, and two percent are Hispanic.
- The district free or reduced lunch rate is 34%
- Thirteen percent of our students are classified with learning disabilities.
- During the 2011-12 school year, the district spent \$17,119 per pupil.
- Eight Advanced Placement (AP) courses are offered for the 2014-15 school year.
- Nineteen dual articulation courses to earn high school and college credit at community colleges (Niagara County Community College or Genesee County Community College).
- One hundred percent of teachers at NCS D are highly qualified as established by New York State standards.

School District Vision Statement

Excellence ~ Equity ~ Environment

School District Mission Statement

To develop and support a partnership which provides a positive climate encouraging all people in the Newfane School and Community to grow toward their highest potential.

School Counseling Program Statement

The Newfane Central School District guidance department strives to provide support to maximize student potential and achievement for all students. We are committed to helping students to achieve their goals, become independent and contributing future citizens, and accept others in a diverse society. We expect students to graduate and be prepared to take responsibility for themselves in order to make a positive contribution to their community and society.

We provide assistance with ...

- Course selections
- Career exploration
- College planning
- Conflict resolution
- Social and Emotional support
- Academic interventions
- Goal setting
- Developing a graduation plan
- Developing positive coping skills
- Stress management techniques

School Year Hours

Monday to Friday: 7:30 a.m. to 3:30 p.m.

Parent/Guardian meetings may be scheduled by appointment

Summer Hours

By appointment

Phone: 716-778-6564

Fax: 716-778-6578

District Guidance Goals

Goal 1: Review each student's educational progress, career plans, and future plans annually.

Goal 2: Teach students about various careers and help them to develop career planning skills.

Goal 3: Provide advisory and individual or group assistance to enable students to benefit from the curriculum.

Goal 4: Provide advisory and individual or group assistance to help students develop and implement post-secondary educational and career plans.

Goal 5: Provide advisory and individual or group assistance for students who exhibit attendance problems.

Goal 6: Provide advisory and individual or group assistance for students who exhibit academic problems.

Goal 7: Provide advisory and individual or group assistance for students who exhibit behavioral and/or adjustment problems.

Goal 8: Encourage parental involvement in the educational process.

Goal 9: Educate students concerning the avoidance of child sexual abuse.

**These goals were taken directly from the Part 100.2 General School Requirements from the New York State Department of Education. Specific guidance program responsibilities are listed at the end of this annual plan and a complete listing of NYS regulations can be found at: <http://www.p12.nysed.gov/part100/pages/1002.html>*

Goal 1: Review each student's educational progress, career plans, and future plans annually.				
ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES
Report cards	Kindergarten through grade 4	Classroom teachers, specials teachers, resource teachers	Principal	Trimesters - every 60 days
Interim progress reports	Kindergarten through grade 4	Classroom teachers, specials teachers, resource teachers	Principal	Every 30 days
Career and future planning portfolio				
Career projects / exploration				
Interim five week progress reports	Grades 5-12	Classroom teachers, specials teachers, resource teachers	Principal	15, 25, 35 weeks
Quarterly report cards	Grades 5-12	Classroom teachers, specials teachers, resource teachers	Principal	10, 20, 30, and 40 weeks
Course selection, career goals, post-secondary goals	Grades 8-12	School counselor	Principal	September to June
New student enrollment	Grades K-12	School counselor and/or principal		September to June
Grade level planning calendars	Grades 9-12	Counselors	Principal	July to August (summer)
Four year high school plan	Grade 8	Counselors	Permanent record, testing scores, course selection, teacher recommendations, parents	March to May
Junior meetings to review future plans	Grade 11	Counselor	Student records, parents	November to December
Senior meetings to review future plans	Grade 12	Counselor	Student records	September to October

Goal 2: Teach students about various careers and help them develop career planning tools.				
ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES
Field trips to local businesses and agencies	PK / K - local farms	Early Childhood teachers	Principal	Fall
Career unit				
Career exploration unit				
Interest inventory	Home and Careers	H & C teacher	Counselors	Fall / Spring
College awareness day				
Career Fair				
Potential business project				
Resume development	Careers and Financial Awareness students	CFA teacher	English teachers	Fall / Spring
BOCES visit	8th graders	Counselors	Principal	Spring
Resume writing	Careers and Financial Awareness students	CFA teacher, AVID teacher, English teacher		September to June
Career immersion day				
O-N BOCES visitation	Sophomores	Counselors		
Mock interviews	Careers and Financial Awareness students	CFA teacher and counselors		Fall / Spring

Goal 3: Provide advisory and individual or group assistance to enable students to benefit from the curriculum.				
ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES
Individual counseling	Referred / selected students K-12	Counselors, OT, PT, Speech Therapists	School Psychologist - may be assigned in IEP	September to June
Group counseling	Referred / selected students K-12	Counselors, OT, PT, Speech Therapists	School Psychologist - may be assigned in IEP	September to June
Referral to SST	Referred students K-12	Teacher(s), parent(s), counselor, school psychologist, principal	Speech therapist, OT, PT, reading or math specialists	As necessary September to June
Referral to CSE	Referred students K-12	Teacher(s), parent(s), counselor, school psychologist, principal	Speech therapist, OT, PT, reading or math specialists	As necessary September to June
Orientation activity for new students	Grades 5-12	Counselor	Principal	September to June
Consultation with teacher to support child	Grades PK-4	Classroom teacher	Principal	September to June
Academic Recovery Plans for students failing one or more subjects	Grades 5-8	Counselors	Classroom teachers, Principal, SST	September to June
Referral for RTI services	Selected students grades K-8	Classroom teachers, school counselor	School psychologist, OT, PT, reading or math specialists	September to June
Homework club / Afterschool support	Selected students grades 5-8	Classroom teachers, principals		September to June
5th Grade Promotion	Rising 5th graders	Principal, counselors, teachers	High school top achievers (Valedictorian & Salutorian)	May - June
Orientation to 6th grade	Rising 5th graders	Principals, counselors		June
Transition activities for rising 5th graders	Rising 5th graders	Principals, counselors	6th grade teachers	June

Goal 3: Provide advisory and individual or group assistance to enable students to benefit from the curriculum.				
ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES
Middle School grade level orientations	Students & families of rising 5th, 6th and 7th graders	Principals, counselors, teachers		August
8th grade moving up celebration	Rising 8th graders	Principals, counselors		June
Freshman orientation	Rising 8th graders and parents	Principals, counselors, School Resource Officer, faculty volunteers	Office staff to assist	August
Individual course selection meetings	Grades 8-11 and parents as necessary	Counselors	Course curriculum guide	January to March
NCCC Course Offerings Meeting	HS students/parents enrolled in courses	Counselors	Course curriculum guide	September & January
How to fund college night	All HS students & parents	Counselors	Various speakers	December
College Visitations	Juniors & Seniors	Counselors	NCCC, Buffalo Convention Center	November
AP course visits	Rising 10th & 11th graders	Counselors and AP teachers		January, February
Add / Drop course	HS students	Counselors		First week of semester
Review of struggling students	All students 6-12	Counselors	Data from report cards, interims	Every five weeks
Academic Recognitions	6-12 ceremonies to recognize high achievements	Counselors and principals	Teacher recommendations	June

Goal 4: Provide advisory and individual or group assistance to help students develop and implement post-secondary educational and career plans.

ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES
Career and future planning portfolio				
Individual conference with students	5-8 students	Counselors	Faculty	September to June
Small group counseling	5-8 students	Counselors	Faculty	September to June
College representative visits	9-12 students	Counselors	College representatives	September to June
Financial aid workshop	Grade 11 students and parents	Counselors	College representatives	January
PLAN Exam	All sophomores	Counselors	Faculty	January
PSAT Exam	10th & 11th graders	Counselors	Faculty	October
SAT Exam	11th & 12th graders	Counselors	Faculty	October
College application workshop	11th graders	ELA / AVID teachers	counselors	October - January
College essay workshop	11th graders	ELA / AVID teachers	counselors	October - January

Goal 5: Provide advisory and individual or group assistance to students who exhibit attendance problems.				
ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES
Review all attendance policies with faculty prior to their review with students	All faculty	Principals	Attendance policies, grade level handbooks	September
Distribute handbooks to parents	K-12 parents	Principals	Clerical, student handbook	September
Parent / Guardian conferences	Parents / Guardians of students showing attendance issues	Principals	Counselors, teachers	September to June
Home visits	Visitation to home of students with chronic absentee patterns	Counselor	School Resource Officer, Principal	September to June
SST Meeting	Students with chronic absenteeism	Principal	Faculty, counselors	September to June
Individual counseling	Targeted students	Counselor	PT, OT, faculty, school psychologist	September to June - as recommended on IEP, 504
Group counseling	Targeted students	Counselor	PT, OT, faculty, school psychologist	September to June - as recommended on IEP, 504

Goal 6: Provide advisory and individual or group assistance to students who exhibit academic problems.				
ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES
Individual counseling	Identified students grades K-12	Counselors or school psychologist	Teacher and principal	September to June
Group counseling	Identified students grades K-12	Counselors or school psychologist	Teacher and principal	September to June
AIS classes / RTI	Identified students grades K-12	Teachers	Results of state assessments, STAR, pre-tests, post-tests, teacher observations, multiple measures	September to June
SST meetings	Identified students grades K-12	Classroom teacher, counselor, school psychologist, reading and math specialists	Parents, principals	September to June
RTI Services in reading, math and writing	Grades K-8	Classroom teacher, counselor, school psychologist, reading and math specialists	Principal	September to June
Parent Conferences	Parents of struggling students	Principal, classroom teacher, school psychologist, counselor, reading and/or math specialist	OT, PT, Speech therapist	September to June
Summer school	Students in grades 5-12	Counselors	Clerical	July and August
Support classes for identified students	Students with IEPs	Special education teacher, Instructional Aides, OT, PT, Speech Therapist, special area teachers	Individualized Education Plan	September to June
Extracurricular Eligibility Contract	Students who participate in extracurriculars	Counselors, athletic director, club and activity advisors	Interim and report card marks	Quarterly
Review of academic progress reports (e.g., interims & report cards)	5-12 students	Counselors	Interim and report card marks	After each interim and marking period
Failure lists to determine students at risk for graduation	Identified 12th grade students	Counselors	At risk lists as generated by eSchool demonstrating either credit deficiency or Regents exam shortage	September to June

Goal 7: Provide advisory and individual or group assistance to students who exhibit behavioral and/or adjustment problems.				
ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES
Individual counseling	Identified students grades K-12	Counselors or school psychologist	Teacher and principal	September to June
SST referral	Identified students grades K-12	Counselor, school psychologist, faculty, therapists (OT, PT, Speech), principal	Provide support as necessary	September to June
Teacher and/or Grade Level meeting	Identified students grades K-12	School psychologist, counselor, teachers, principal	student referrals	September to June
Behavioral Intervention Plan (BIP)	Identified students grades K-12	School psychologist, counselor, teacher		September to June
Parent Conferences	Parents of struggling students	Principal, classroom teacher, school psychologist, counselor, reading and/or math specialist	OT, PT, Speech therapist	September to June
Summer school	Students in grades 5-12	Counselors	Clerical	July and August
Referral to outside agency	Identified students grades K-12	School psychologist, counselor, principal,	Attendance, progress reports, Superintendent Hearing referral	September to June

Goal 8: Encourage parental involvement in the educational process.				
ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES
Classroom folders describing classroom procedures	kindergarten	Faculty	Clerical support	August
Letters sent home to all parents/guardians	Grades 1-4	Faculty	Clerical support	July
Articles in monthly newsletters	kindergarten	Faculty	Clerical support	Monthly
Transition Orientations	Parents & guardians	Principals, counselors	Faculty volunteers	June - September
Open House Events	Parents & guardians	Principals, faculty, counselors	PTSA volunteers	September
Parent-teacher conferences	Parents & guardians	Faculty, counselors, support staff	Report cards, RTI updates	November - December, individual conferences thereafter
eSchool Parent Portal	Parents & guardians	Grade 5-12 faculty	Parent request form	Annual
School webpages	Parents & guardians	Principals, clerical, counselors	Updated regularly	Ongoing
Curriculum guides	Parents & guardians	Counselors, principal	Reviewed annually	Annual

Goal 9: Educating students concerning the avoidance of child sexual abuse (k-6).				
ACTIVITIES	TARGET GROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES
Classroom lessons - assertiveness training	All students K-4	Classroom teachers	School Resource Officer	September to June
Health and Safety curriculum	Students grades 5-6	Classroom teachers		September to June
Dignity for All Students presentation	All faculty and staff	Director of Pupil Services	Opening day presentation	September
Individual Counseling	Identified students	School psychologist, counselors	Referrals to outside agencies as appropriate	September to June

Glossary of Terminology

504: Section 504 of the Vocational rehabilitation Act of 1973

AIS: Academic Intervention Services

BIP: Behavior Intervention Plan

CDOS: Career Development Occupational Studies

FBA: Functional Behavioral Assessment

FERPA: Family Educational Rights and Privacy Act

IEP: Individualized Education Plan

NYSSCA: New York State School Counselor Association

NYSED Section 100.2

Guidance programs

1. Public schools. Each school district shall have a guidance program for all students.
 - i. In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.
 - ii. In grades 7-12, the guidance program shall include the following activities or services:
 - a. an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;
 - b. instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;
 - c. other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary 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. the services of personnel certified or licensed as school counselors.

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 a 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:

- 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 Web site, 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 all 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, and 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

Newfane Central School District Counseling Plan

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*