



**SCHOOL  
COUNSELING  
FRAMEWORK**

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# **Sidney City Schools Mission**

The mission of Sidney City Schools, a regional education leader meeting the needs of all students, is to provide a superior education and to ensure that all students realize their maximum potential. This is achieved by providing:

- innovative technology
- safe, healthy and nurturing learning environments
- exceptionally qualified staff
- respect for, and accommodations of, differing learning styles and needs
- diverse learning opportunities
- successful practices in education
- community involvement that encompasses all facets of education

Sidney City Schools strive to educate all students to achieve academic excellence, be responsible citizens, and become prepared for further education and productive employment.

## **Sidney City Schools Counseling Mission Statement**

SCS school counseling programs are designed to help all students develop and enhance their academic, social, career and personal strengths in order to become more responsible and productive citizens. Counselors customize educational experiences for students in order to enhance capabilities, support choices, and also provide supports and resources to families and teachers.

## **School Counseling Beliefs**

The School Counseling Program is based on developmental concepts and theories and recognizes the strengths of each individual. The program is preventative and proactive; it encourages students, staff, and community to appreciate the contributions, rights, and responsibilities of themselves and others.

The school counselors in the Sidney City Schools believe:

1. All students can achieve at their highest potential.

2. Every student is valuable and is treated with dignity and respect.
3. All students will have access to high quality school counseling services, provided by a full-time licensed, professional school counselor.
4. All students' ethnic, cultural, racial differences are considered in the design and delivery of school counseling services.
5. All students can expect that school is a safe and nurturing environment.

### The Sidney City Schools Comprehensive School Counseling Program

1. Is an integral part of the total educational process of the Sidney City Schools.
2. Is planned, coordinated, managed, and evaluated by the school counselors.
3. Is available to all students to assist them with personal-social, educational, and career counseling needs.
4. Stimulates student learning.
5. Encourages supportive, positive parental involvement in the schools.
6. Helps build a positive school environment by encouraging collaboration among counselors, teachers, administrators, parents and the community to further student achievement.
7. Is continuously refined and improved through systematic review and evaluation of student performance data.

### All counselors in the Sidney City Schools:

1. Are guided by the Ethical Standards of American School Counseling Association
2. Engage in scholarly professional development activities.

# **DELIVERY SYSTEM**

## **Role of the School Counselor**

### **Guidance Curriculum**

- **Classroom Instruction:** School counselors instruct, cooperatively-teach, and provide assistance in teaching the school guidance curriculum.
- **Interdisciplinary Curriculum Development:** School counselors participate on interdisciplinary teams to develop and to refine curriculum in content areas.
- **Group Activities:** School counselors conduct small groups to respond to students' identified needs or interests.
- **Parent Involvement:** School counselors provide written and/or oral communication for parents or guardians to address the needs of the school community and to implement the school guidance curriculum.

### **Individual Student Planning**

- **Individual or Small-group Appraisal:** School counselors work with students analyzing and evaluating students' abilities, interests, skills, and achievement. Test information and other data are often used as the basis for helping students develop immediate and long-range plans.
- **Individual or Small-group Advisement:** School counselors advise students using personal/social, educational, career, and labor market information in planning personal, educational, and occupational goals.

### **Responsive Services**

- **Consultation:** School counselors consult with parents, colleagues, and community agencies regarding strategies to help students and families. School counselors serve as student advocates.
- **Individual and Small-group Counseling:** Counseling is provided in a small group or on an individual basis for students expressing difficulties

dealing with relationships, personal concerns, or normal developmental tasks.

- **Crisis Counseling:** Counseling, comfort, and support are provided to students and families facing traumatic situations. School-based crisis response is offered onsite and is timely in nature.
- **Referrals:** School counselors use referral sources to address concerns such as suicidal ideation, violence, abuse, depression, anxiety, and family difficulties.

### **System Support:**

- **Professional Development:** School counselors are involved regularly in updating and sharing their professional knowledge and skills.
- **Collaboration and Teaming:** Through consultation, partnering, collaborating and teaming, school counselors make important educational and emotional contributions to the school system.
- **Program Management and Operations:** This includes planning and management tasks needed to support activities conducted in the school counseling program.
- **Data Analysis:** School counselors analyze student achievement and counseling program-related data to evaluate the counseling program, to conduct research on activity outcomes, and to discover gaps that exist among different groups of students that need to be addressed.

# **MANAGEMENT SYSTEM**

## **Use of Time**

- National Standards recommend 80% of school counselor time in direct contact with students.

## **Use of Data**

- School counseling programs are data driven.
- Action plans to promote student learning are derived from student data.

## **Use of Calendars**

- A master calendar informs students, parents, teachers, and administrators of the sequence of school counseling activities.

# **ACCOUNTABILITY**

## **Program Accountability Components**

Accountability and evaluation of school counselors and the school counseling program are integral components of the School Counseling Framework. Data inform the practice of school counselors in the Sidney City Schools and align the school counseling program with the District Mission Statement. School counselors and the comprehensive school counseling program must answer the question, “How are students better off academically as the result of our efforts?” School counselors of data-driven school counseling programs are able to determine what student change has occurred as a result of their efforts, as well as determining the nature and direction of action plans to enhance future student learning.

### **Student Data**

Student data inform the school counselor about student progress and gives direction to action plans developed to impact student learning.

Student-achievement data are measures of academic progress. Student-achievement data include:

- Grade point averages
- Standardized test data
- Graduation rate
- Failing grades earned in class
- % students planning to attend college/workforce/military

### **Disaggregated Data**

Ensuring academic success for every student includes school counselor-initiated activities designed to meet the needs of under-served, under-performing, and under-represented populations. School counselors do this by examining student academic achievement data and developing action plans to help students succeed. School counselors must be able to separate data by variables to determine if there are any groups of students who may not be performing as well as others. Disaggregated data often precipitate change because they bring to light issues of equity and focus the discussion upon the needs of specific groups of students. Examples of subgroups to be examined



are:

- Gender
- Ethnicity
- SES – Students qualifying for free and reduced lunch
- ELL populations
- Special education populations

## **Data Over Time**

Immediate, intermediate, and long-range data allows the school counselor to gain a true picture of the impact of the school counseling program. Immediate data measure the impact of knowledge, skills, and attitude change as a result of school counselor activity or intervention. Intermediate data measure the application of knowledge, skills, and attitudes over a short period of time. Long-range data are longitudinal and examine trends from year to year.

Assessing the current school counseling program reveals how well the program is meeting the academic, career, and personal/social needs of students. The process of data gathering and analysis ensures that the implementation of school counseling plan is rooted in a clear understanding of the particular and unique needs of students.

School counselors should determine student needs that are unique to their school and community. Data analysis is the mechanism by which the practicing school counselor is able to acquire specific information to best understand these needs.

## **Program Alignment**

Program alignment is first performed when the School Counseling Framework is developed. The tool used to align the School Counseling Framework with the ASCA national model is the ASCA Program Audit included in the appendix.

## **Program Evaluation**

Program evaluations are conducted yearly and guide the direction of the school counseling program.

## **Appropriate School Counselor Responsibilities:**

- Designing individual student academic programs

- Interpreting cognitive, aptitude and achievement tests
- Counseling students with problem behaviors
- Interpreting student data in relationship to achievement
- Assisting the school principal with identifying and resolving student issues, needs and problems
- Collaborating with teachers to present proactive, prevention-based guidance curriculum lessons
- Assuming leadership in academic and personal, social, and college career domains within the school district
- Collaborating with stakeholders to provide strategic, timely interventions
- Advocating for the student
- Intervening in crisis situations
- Facilitating group counseling based on student needs
- Seeking professional development

# **NATIONAL STANDARDS FOR STUDENT ACADEMIC, CAREER, AND PERSONAL/SOCIAL DEVELOPMENT**

## **Academic Development**

Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

## **Career Development**

Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the life span.

## **Social/Emotional Development**

Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

<b>K-5 FOCUS AREAS</b>	<b>6-8 FOCUS AREAS</b>	<b>9-12 FOCUS AREAS</b>
<p>Elementary school years are the entry level for students to participate in the school counseling program. Learning is focused on:</p> <ul style="list-style-type: none"> <li>• Introducing Academic Self-Efficacy</li> <li>• Introducing and Developing Self-Awareness</li> <li>• Introducing and Developing Social Skills</li> <li>• Learning Safety Skills</li> <li>• Introducing the Career Exploration Process</li> </ul>	<p>Middle school years allow students to continue awareness activities, and learning is focused on:</p> <ul style="list-style-type: none"> <li>• Improving Academic Self-Efficacy</li> <li>• Respecting Self and Others</li> <li>• Establishing Effective Relationships</li> <li>• Understanding Emotions and How to Cope in Healthy Ways</li> <li>• Understanding Self and the Career Exploration Process</li> </ul>	<p>High school years encourage continued awareness and exploration activities, skill development and planning activities, and learning is focused on:</p> <ul style="list-style-type: none"> <li>• Improving Academic Self-Efficacy</li> <li>• Respecting Self and Others</li> <li>• Relating School to Life</li> <li>• Working to Obtain a Post-High School Credential</li> </ul>

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

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

### Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2. Self-confidence in ability to succeed
- M 3. Sense of belonging in the school environment
- M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
- M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6. Positive attitude toward work and learning

### Category 2: Behavior Standards

Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self-direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision-making and social responsibility
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term academic, career and social/emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

**SIDNEY CITY SCHOOLS  
ELEMENTARY GUIDANCE CURRICULUM ACTION PLAN**

<b>Grade Levels</b>	<b>Lesson Content</b>	<b>ASCA Domain/ Standard</b>	<b>Projected Date</b>	<b>Evaluation Methods</b>
K-5	<u>Intro/Feelings and Coping</u>	PERSONAL/SOCIAL CAREER ACADEMIC	September	Observation; Parent, Teacher, Student Feedback
K-5	<u>Teamwork</u>	PERSONAL/SOCIAL CAREER ACADEMIC	October	Observation; Parent, Teacher, Student Feedback
K-5	<u>Gratitude</u>	PERSONAL/SOCIAL CAREER ACADEMIC	November	Observation; Parent, Teacher, Student Feedback
K-5	<u>Kindness/ Compassion/ Diversity/ Friendship</u>	PERSONAL/SOCIAL CAREER ACADEMIC	December	Observation; Parent, Teacher, Student Feedback
K-5	<u>Self-Control</u>	PERSONAL/SOCIAL CAREER ACADEMIC	January	Observation; Parent, Teacher, Student Feedback
K-5	<u>Honesty/ Integrity</u>	PERSONAL/SOCIAL CAREER ACADEMIC	February	Observation; Parent, Teacher, Student Feedback
K-5	<u>Optimism</u>	PERSONAL/SOCIAL CAREER ACADEMIC	March	Observation; Parent, Teacher, Student Feedback
K-5	<u>Perseverance/ Grit/Goals/ Problem Solving</u>	PERSONAL/SOCIAL CAREER ACADEMIC	April	Observation; Parent, Teacher, Student Feedback
K-5	<u>Career</u>	PERSONAL/SOCIAL CAREER ACADEMIC	May	Observation; Parent, Teacher, Student Feedback

**SIDNEY CITY SCHOOLS  
MIDDLE SCHOOL GUIDANCE CURRICULUM ACTION PLAN**

<b>Grade Levels</b>	<b>Lesson Content</b>	<b>ASCA Domain/ Standard</b>	<b>Projected Date</b>	<b>Evaluation Methods</b>
5-8	Personal Hygiene/ Physical Changes	PERSONAL/SOCIAL	Fall	Observation; Teacher, Student Feedback
5-8	Kindness/ Bullying/ Differences/ Impact of Words	PERSONAL/SOCIAL	Fall	Observation; Teacher, Student Feedback
5-8	Respect to self, others, and property/ Manners	PERSONAL/SOCIAL	Fall/Winter	Observation; Teacher, Student Feedback
5-8	Self-efficacy	PERSONAL/SOCIAL ACADEMIC	Fall/Winter	Observation; Teacher, Student Feedback
5-8	Drug Awareness	PERSONAL/SOCIAL	Fall/Winter	Parent, Teacher, Student Feedback
5-8	Career Exploration/ Interest Inventories	ACADEMIC CAREER	Fall to Spring	Ohio Means Jobs Backpack; Student Feedback
5-8	Problem Solving/ Conflict	PERSONAL/SOCIAL	Winter/Spring	Observation; Parent, Teacher, Student Feedback

**SIDNEY CITY SCHOOLS  
HIGH SCHOOL GUIDANCE CURRICULUM ACTION PLAN**

<b>Grade Levels</b>	<b>Lesson Content</b>	<b>ASCA Domain/ Standard</b>	<b>Curriculum and Materials</b>	<b>Projected Date</b>	<b>Evaluation</b>	<b>Implementers</b>
9	Freshman Orientation/ Seminars	ACADEMIC PERSONAL/SOCIAL CAREER	Printed Materials, Multi-Media Presentation	Fall	Observation	School Counselors Link Crew
11; 9-10 Testing	Test Preparation and Interpretation	ACADEMIC PERSONAL/SOCIAL CAREER	PSAT, Printed Materials, Multi-Media Presentation	Fall	Test Results, Related Data	School Counselors
12	Senior Conferences	ACADEMIC PERSONAL/SOCIAL CAREER	Printed Materials, Multi-Media Presentation	Fall	Observation, Individual Student Conferences, Senior Survey, Matriculation Report	School Counselors
10	Sophomores UVCC recruit visit	ACADEMIC PERSONAL/SOCIAL CAREER	Printed Materials, Presentation	Fall	Applications	School Counselors
8-11	Academic Advising	ACADEMIC PERSONAL/SOCIAL CAREER	Printed Materials, Presentation	Ongoing	Scheduling Data, Academic/ Career Plan Updates	School Counselors Teachers
9-10	Scheduling	ACADEMIC PERSONAL/SOCIAL CAREER	Printed Materials, Multi-Media Presentation	Winter	Scheduling Data, Academic/ Career Plan Updates	School Counselors Administrators Teachers
<b>Grade Levels</b>	<b>Lesson Content</b>	<b>ASCA Domain/ Standard</b>	<b>Curriculum and Materials</b>	<b>Projected Date</b>	<b>Evaluation</b>	<b>Implementers</b>



Parents 11-12	Financial Aid & Scholarship/ FAFSA	ACADEMIC PERSONAL/SOCIAL CAREER	Printed Materials, Multi-Media Presentation	Fall	Written Program Evaluation	School Counselors
Parents 9-12	Class meetings	ACADEMIC PERSONAL/SOCIAL CAREER	Printed Materials, Multi-Media Presentation	Ongoing/ Monthly	Written Program Evaluation	School Counselors

## **AUGUST**

- Teach Classroom Guidance, K-5
- Individual Counseling
- Small Groups As Needed
- Parent Conferencing and Consultation
- Administrative Conferencing and Consultation
- Staff Conferencing and Consultation
- Collaborating, Consulting with Community Agencies
- Referrals
- Interpreting Testing Results and Student Files
- Request for Assistance Meetings and Follow-ups
- Crisis Intervention
- Special Education Resource
- Monthly Guidance Meetings
- Monthly School Newsletter Resource
- Coordinate Special Programs (e.g., Big Buddies, Munch Bunch, etc.).
- New Student Orientation/Introduction
- Open House
- School-wide Behavior Program – Kickoff
- Workshops & Trainings

## **SEPTEMBER**

- Teach Classroom Guidance – focus on Introduction and Feelings/Coping, K-5
- Individual Counseling
- Small Groups As Needed
- Parent Conferencing and Consultation
- Administrative Conferencing and Consultation
- Staff Conferencing and Consultation
- Collaborating, Consulting with Community Agencies
- Referrals
- Interpreting Testing Results and Student Files
- Request for Assistance Meetings and Follow-ups
- Crisis Intervention
- Special Education Resource
- Monthly Guidance Meetings
- Monthly School Newsletter Resource
- Coordinate Special Programs
- New Student Orientation/Introduction
- Workshops & Trainings
- Promote School-wide Behavior Program
- Participate in School Committees

# **Monthly Activity Calendars**

## **Elementary School Monthly Activity Calendar – Projected**

### **OCTOBER**

- Teach Classroom Guidance – focus on Teamwork, K-5
  - Individual Counseling
  - Small Groups As Needed
  - Parent Conferencing and Consultation
  - Administrative Conferencing and Consultation
  - Staff Conferencing and Consultation
  - Collaborating Consulting with Community Agencies
  - Referrals
  - Interpreting Testing Results and Student Files
  - Request for Assistance Meetings and Follow-ups
  - Crisis Intervention
  - Special Education Resource
  - Monthly Guidance Meetings
  - Monthly School Newsletter Resource
  - Coordinate Special Programs (e.g., Red Ribbon Week, Christmas Programs, etc.)
  - New Student Orientation/Introduction
  - Workshops & Trainings
  - Promote School-wide Behavior Program
  - Participate in School Committees
- Teach Classroom Guidance – focus on Gratitude, K-5
  - Individual Counseling
  - Small Groups as Needed
  - Parent Conferencing and Consultation
  - Administrative Conferencing and Consultation
  - Staff Conferencing and Consultation
  - Collaborating, Consulting with Community Agencies
  - Referrals
  - Interpreting Testing Results and Student Files
  - Request for Assistance Meetings and Follow-ups
  - Crisis Intervention
  - Special Education Resource
  - Monthly Guidance Meetings
  - Monthly School Newsletter Resource
  - Coordinate Special Programs
  - Parent Conference Nights
  - New Student Orientation/Introduction
  - Workshops & Trainings
  - Promote School-wide Behavior Program
  - Participate in School Committees

### **NOVEMBER**

# Monthly Activity Calendars

## **Elementary School Monthly Activity Calendar – Projected**

### **DECEMBER**

- Teach Classroom Guidance – focus on Kindness/Compassion/Diversity/ Friendship, K-5
- Individual Counseling
- Small Groups as Needed
- Parent Conferencing and Consultation
- Administrative Conferencing and Consultation
- Staff Conferencing and Consultation
- Collaborating, Consulting with Community Agencies
- Referrals
- Interpreting Testing Results and Student Files
- Request for Assistance Meetings and Follow-ups
- Crisis Intervention
- Special Education Resource
- Monthly Guidance Meetings
- Monthly School Newsletter Resource
- Coordinate Special Programs
- New Student Orientation/Introduction
- Workshops & Trainings
- Promote School-wide Behavior Program
- Participate in School Committees

### **JANUARY**

- Teach Classroom Guidance – focus on Self-Control, K-5
- Individual Counseling
- Small Groups as Needed
- Parent Conferencing and Consultation
- Administrative Conferencing and Consultation
- Staff Conferencing and Consultation
- Collaborating, Consulting with Community Agencies
- Referrals
- Interpreting Testing Results and Student Files
- Request for Assistance Meetings and Follow-ups
- Crisis Intervention
- Special Education Resource
- Monthly Guidance Meetings
- Monthly School Newsletter Resource
- Coordinate Special Programs
- New Student Orientation/Introduction
- Workshops & Trainings
- Promote School-wide Behavior Program
- Participate in School Committees

# **Monthly Activity Calendars**

## **Elementary School Monthly Activity Calendar – Projected**

### **FEBRUARY**

- Teach Classroom Guidance – focus on Honesty/Integrity, K-5
- Individual Counseling
- Small Groups as Needed
- Parent Conferencing and Consultation
- Administrative Conferencing and Consultation
- Staff Conferencing and Consultation
- Collaborating, Consulting with Community Agencies
- Referrals
- Interpreting Testing Results and Student Files
- Request for Assistance Meetings and Follow-ups
- Crisis Intervention
- Special Education Resource
- Monthly Guidance Meetings
- Monthly School Newsletter Resource
- Coordinate Special Programs
- Parent Conference Nights
- Standardized Testing and Make-ups
- New Student Orientation/Introduction
- Workshops & Trainings
- Promote School-wide Behavior Program
- Participate in School Committee

### Solving, K-5

- Individual Counseling
- Small Groups as Needed
- Parent Conferencing and Consultation
- Administrative Conferencing and Consultation
- Staff Conferencing and Consultation
- Collaborating, Consulting with Community Agencies
- Referrals
- Interpreting Testing Results and Student Files
- Request for Assistance Meetings and Follow-ups
- Crisis Intervention
- Special Education Resource
- Monthly Guidance Meetings
- Monthly School Newsletter Resource
- Coordinate Special Programs
- Standardized Testing and Make-ups
- New Student Orientation/Introduction
- Workshops & Trainings
- Promote School-wide Behavior Program
- Participate in School Committees

### **MARCH**

- Teach Classroom Guidance - focus on Perseverance/Grit/Goal Setting/Problem Solving
- Sidney City Schools

# **Monthly Activity Calendars**

## **Elementary School Monthly Activity Calendar – Projected**

### **APRIL**

- Teach Classroom Guidance – focus on Positivity/Optimism, K-5
- Individual Counseling
- Small Groups as Needed
- Parent Conferencing and Consultation
- Administrative Conferencing and Consultation
- Staff Conferencing and Consultation
- Collaborating, Consulting with Community Agencies
- Referrals
- Interpreting Testing Results and Student Files
- Request for Assistance Meetings and Follow-ups
- Crisis Intervention
- Special Education Resource
- Monthly Guidance Meetings
- Monthly School Newsletter Resource
- Coordinate Special Programs
- Kindergarten Screenings
- Standardized Testing and Make-ups
- New Student Orientation/Introduction
- Workshops & Trainings
- Promote School-wide Behavior Program
- Participate in School Committees

### **MAY**

- Teach Classroom Guidance – focus on Career Exploration, K-5
- Individual Counseling
- Small Groups as Needed
- Parent Conferencing and Consultation
- Administrative Conferencing and Consultation
- Staff Conferencing and Consultation
- Collaborating, Consulting with Community Agencies
- Referrals
- Interpreting Testing Results and Student Files
- Request for Assistance Meetings and Follow-ups
- Crisis Intervention
- Special Education Resource
- Monthly Guidance Meetings
- Monthly School Newsletter Resource
- Coordinate Special Programs
- Standardized Testing and Make-ups
- Workshops & Trainings
- Promote School-wide Behavior Program
- Participate in School Committees

# **Monthly Activity Calendars**

## **Elementary School Monthly Activity Calendar – Projected**

### **AUGUST**

- Office organization
  - Open house
  - New student tours
  - Distribute 504 information
  - Special education 504 meetings
  - Organize Student of the Month Schedule
  - Discuss earning high school credit to students in PE and Algebra
  - Beginning of year introductions
  - Individual student conferencing
  - Counseling and advisement
  - Parent conferencing
  - Administrative conferencing and consultation
  - Individual committee commitments
  - Share transition information with teams
  - Organize/distribute Munch Bunch
  - New inspirational bulletin board in student side of office
  - Fall benchmark testing
- Notify teachers to select Student of the Month
  - Staff meeting (monthly)
  - 504 reviews and meetings
  - Individual student conferencing
  - Counseling and advisement
  - Parent conferencing
  - Distribute Munch Bunch
  - Administrative conferencing and consultation
  - Individual committee commitments
  - Classroom guidance lessons 5-8
  - Prepare for IOWA testing
  - Prepare for PSAT
  - Send home Growth and Development letters
  - New student tours
  - Begin to organize UVCC tour
  - Attend County Counselor Meeting

### **SEPTEMBER**

Sidney City Schools

### **OCTOBER**

School Counseling Framework

# **Monthly Activity Calendars**

## **Middle School Monthly Activity Calendar – Projected**

- Notify teachers to select Student of the Month and announce
- Staff meeting (monthly)
- 504 reviews and meetings
- Individual student conferencing
- Counseling and advisement
- Parent conferencing
- Administrative conferencing and consultation
- Individual committee commitments
- Classroom guidance lessons 5-8
- Review interim reports as needed and meet with students experiencing difficulties
- Organize Parent Night informational session
- Prepare Newsletter for the end of the quarter and write an article for Counselor's Corner
- Organize PSAT
- National Bullying Prevention month and lesson
- Red Ribbon Week (activity and announcements)
- New inspirational bulletin board in student side of office
- Distribute Munch Bunch
- New student tour
- Notify teachers to select Student of the Month and announce
- Staff meeting (monthly)
- 504 reviews and meetings
- Individual student conferencing
- Counseling and advisement
- Parent conferencing
- Administrative conferencing and consultation
- Individual committee commitments
- Classroom guidance lessons 5-8
- Administer PSAT
- Take 8th grade students on Upper Valley Career Center tour
- Distribute Munch Bunch
- Gather names of students in need for holiday programs and refer
- Host Parent Night
- Parent/Teacher Conferences
- New student tours
- County Counselor Meeting
- Honor Roll Awards

**NOVEMBER**

**DECEMBER**



## **Monthly Activity Calendars** **Middle School Monthly Activity Calendar – Projected**

- Notify teachers to select Student of the Month and announce
  - Staff meeting (monthly)
  - 504 reviews and meetings
  - Individual student conferencing
  - Counseling and advisement
  - Parent conferencing
  - Administrative conferencing and consultation
  - Individual committee commitments
  - Classroom guidance lessons 5-8
  - Distribute Munch Bunch
  - New student tours
  - Communicate with parents regarding holiday boxes
  - Contact parents regarding holiday referrals
- Notify teachers to select Student of the Month and announce
  - Staff meeting (monthly)
  - 504 reviews and meetings
  - Individual student conferencing
  - Counseling and advisement
  - Parent conferencing
  - Administrative conferencing and consultation
  - Individual committee commitments
  - Classroom guidance lessons 5-8
  - Distribute Munch Bunch
  - New student tours
  - County Counselor Meeting
  - Parent/Teacher Conferences
  - Honor Roll Awards
  - Prepare Newsletter for the end of the quarter and write an article for Counselor's Corner
  - 8th grade student and parent scheduling meeting at high school
  - Winter benchmark testing

**JANUARY**

**FEBRUARY**

# **Monthly Activity Calendars**

## **Middle School Monthly Activity Calendar – Projected**

- Notify teachers to select Student of the Month and announce
- Staff meeting (monthly)
- 504 reviews and meetings
- Individual student conferencing
- Counseling and advisement
- Parent conferencing
- Administrative conferencing and consultation
- Individual committee commitments
- Classroom guidance lessons 5-8
- Distribute Munch Bunch
- New student tours
- Review interim reports as needed and meet with students experiencing difficulties
- Begin to review testing policies and procedures

- Notify teachers to select Student of the Month and announce
- Staff meeting (monthly)
- 504 reviews and meetings
- Individual student conferencing
- Counseling and advisement
- Parent conferencing
- Administrative conferencing and consultation
- Individual committee commitments
- Classroom guidance lessons 5-8
- Distribute Munch Bunch
- New student tours
- Continue to review testing and distribute schedule to teachers
- Honor Roll Awards
- Prepare Newsletter for the end of the quarter and write an article for Counselor's Corner
- Organize 8th grade scheduling for high school with high school counselors

**MARCH**

**APRIL**

## **Monthly Activity Calendars**

### **Middle School Monthly Activity Calendar – Projected**

- Notify teachers to select Student of the Month and announce
- Staff meeting (monthly)
- 504 reviews and meetings
- Individual student conferencing
- Counseling and advisement
- Parent conferencing
- Administrative conferencing and consultation
- Individual committee commitments
- Distribute Munch Bunch
- New student tours
- State Testing

#### **MAY**

- Notify teachers to select Student of the Month and announce
- Staff meeting (monthly)
- 504 reviews and meetings
- Individual student conferencing
- Counseling and advisement
- Parent conferencing
- Administrative conferencing and consultation
- Individual committee commitments
- Distribute Munch Bunch
- New student tours
- Prepare Newsletter for the end of the quarter and write an article for Counselor's Corner
- 4th and 5th grade orientation and tours at Middle School
- State Testing
- Help organize end of year awards
- Communication with counselors regarding incoming students for next year

**Monthly Activity Calendars**  
**Middle School Monthly Activity Calendar – Projected**

# Monthly Activity Calendars

## **High School Monthly Activity Calendar - Projected**

### SEPTEMBER

#### AUGUST

- Office Organization
- Student Schedule Pickup
- Administrative Schedule Changes
- New Student Registrations
- College Credit Plus Scheduling
- Initial Staff Meeting Presentation Preparation
- Teacher In-service and Initial Staff Meeting
- Teacher Work Day
- Guidance Resources Organization
- School Profile Preparation
- Senior Credit Checks and Transcript Corrections
- Group Guidance Curriculum Presentations Scheduling
- Lesson Plan Preparation for Group Guidance Curriculum Presentations
- Scheduling and Monitoring College Visits
- Schedule Changes
- Credit Recovery Advisement
- Change of Placement Referrals (Opp School, SCOLA, etc.)
- Individual Student Counseling, Academic and Career Advisement
- Crisis Intervention and Management
- Parent Collaboration and Consultation
- Staff Collaboration and Consultation
- Administrative Collaboration and Consultation
- 504 Organization, Planning, Updating
- Upper Valley Career Center Collaboration
- Website Updates
- Attend Meetings (County, District, UVCC, SCAT, Advisory)
- New student enrollment

- College Articulation Meeting
- Ohio State University and Other College/University Update Meetings
- Open House
- Guidance Curriculum Presentations - All Grades
- Individual Meetings with Seniors: Credit Check Review and Post-high School Planning
- NCAA Clearinghouse Processing for Division I and II Athletic Prospects
- Schedule Changes
- Credit Checks and Individual Meetings UVCC Students
- Credit Recovery Advisement
- New Student Registration
- Scheduling and Monitoring of College Visits
- Individual Student Counseling, Academic and Career Advisement
- Crisis Intervention and Management
- Parent Conferencing and Consultation
- Staff Conferencing and Consultation
- Administrative Conferencing and Consultation
- 504 Organization, Planning, Updating
- UVCC Collaboration
- College Application and Scholarship Processing
- Recommendation Writing
- Senior Parent Meeting
- Website Updates
- CCP Advising/ Collaboration with Edison
- Attend Meetings (County, District, UVCC, SCAT, Advisory)
- Change of Placement Referrals (Opp School, SCOLA, etc.)
- New student enrollment

# Monthly Activity Calendars

## **High School Monthly Activity Calendar - Projected**

### **OCTOBER**

- Interim Reports: Meet with Students Experiencing Difficulties
- PSAT Registration, Preparation, and Administration
- Staff Meeting
- College Application and Scholarship Processing
- Recommendation Writing
- Scheduling and Monitoring College Visits
- Individual Student Counseling, Academic Advisement, Academic and Career Planning
- Crisis Intervention and Management
- Staff Collaboration and Consultation
- Parent Collaboration and Consultation
- Administrative Collaboration and Consultation
- 504 Organization, Planning, Updating
- UVCC Collaboration
- Assist with ASVAB Test Administration
- Local Scholarship Planning
- Preparation of Scheduling Information for Next School Year
- Scholarship and Financial Aid Parent Workshop
- Website Updates
- CCP Advising/ Collaboration with Edison
- Attend Meetings (County, District, UVCC, SCAT, Advisory)
- Change of Placement Referrals (Opp School, SCOLA, etc.)
- New student enrollment

### **NOVEMBER**

- 1st Grading Period Ends: Meet with Students Experiencing Academic Difficulties
- College Application and Scholarship Processing
- Recommendation Writing
- Scheduling and Monitoring College Visits
- Staff Meeting
- Individual Student Counseling, Academic and Career Advisement
- Parent Collaboration and Consultation
- Staff Collaboration and Consultation
- Administrative Collaboration and Consultation
- 504 Organization, Planning, Updating
- UVCC Collaboration
- Website Updates
- Financial Aid Parent Night
- College Credit Plus Informational Session
- Preparation for State Testing
- Attend Meetings (County, District, UVCC, SCAT, Advisory)
- Change of Placement Referrals (Opp School, SCOLA, etc.)
- New student enrollment

## Monthly Activity Calendars

### **High School Monthly Activity Calendar - Projected**

#### **DECEMBER**

- UVCC Sophomore Tour
- College Application and Scholarship Processing
- Recommendation Writing
- PSAT Interpretation Presentation for Students
- Interims: Meet with Students Experiencing Academic Difficulties
- Staff Meeting
- Schedule and Monitor College Visits
- Individual Student Counseling, Academic and Career Advisement
- Crisis Intervention and Management
- Parent Collaboration and Consultation
- Staff Collaboration and Consultation
- Administrative Collaboration and Consultation
- 504 Organization, Planning, Updating
- Student Success Team Meeting
- UVCC Collaboration
- CCP Advising/ Collaboration with Edison
- Website Updates
- State Testing- Make- ups
- Attend Meetings (County, District, UVCC, SCAT, Advisory)
- Change of Placement Referrals (Opp School, SCOLA, etc.)
- New student enrollment
- Credit Recovery Advisement
- Mid-Year College Reports
- Staff Meeting
- Scheduling and Monitoring College Visits
- Individual Student Counseling, Academic and Career Advisement
- Crisis Intervention and Management
- Parent Collaboration and Consultation
- Staff Collaboration and Consultation
- Administrative Collaboration and Consultation
- Special Education and IEP Meetings
- Student Success Team Meetings
- UVCC Collaboration
- CCP Advising/ Collaboration with Edison
- 504 Organization, Planning, Updating
- Scheduling Materials Preparation
- Parent scheduling information session
- Website Updates
- Data Review: Academic and Academic-Related
- Attend Meetings (County, District, UVCC, SCAT, Advisory)
- Begin requesting Accommodations for spring ACT test date
- Change of Placement Referrals (Opp School, SCOLA, etc.)
- New student enrollment

#### **JANUARY**

- Second Semester Schedule Changes
- Advisement of Senior Students with Failing Grades in First Semester
- 2nd Grading Period Ends - Meet with Students Experiencing Academic Difficulties

**Monthly Activity Calendars**  
**High School Monthly Activity Calendar - Projected**



# Monthly Activity Calendars

## **High School Monthly Activity Calendar - Projected**

### **FEBRUARY**

- Scheduling for Upcoming Year:
  - Prepare Lesson Plans for Presentations
  - Schedule Presentations
  - Individual Student Advisement and Scheduling
- Staff Meeting
- Individual Student Counseling, Academic and Career Advisement
- Crisis Intervention and Management
- Parent Collaboration and Consultation
- Staff Collaboration and Consultation
- Administrative Collaboration and Consultation
- Student Success Team Meetings
- UVCC Collaboration
- CCP Advising/ Collaboration with Edison
- Website Updates
- Attend Meetings (County, District, UVCC, SCAT, Advisory)
- 504 Organization, Planning, Updating
- Preparation for ACT and upcoming state testing
- Change of Placement Referrals (Opp School, SCOLA, etc.)
- New student enrollment

### **MARCH**

- Interim Reports: Meet with Students Experiencing Academic Difficulties
- Local Scholarship Application Processing
- Advanced Placement Test Registration
- Scheduling Issues and Changes for the Upcoming School Year
- Staff Meeting
- Individual Student Counseling, Academic and Career Advisement
- Crisis Intervention and Management
- Parent Collaboration and Consultation
- Staff Collaboration and Consultation
- Administrative Collaboration and Consultation
- 504 Organization, Planning, Updating
- Student Success Team Meetings
- UVCC Collaboration
- CCP Advising/ Collaboration with Edison
- Website Updates
- Attend Meetings (County, District, UVCC, SCAT, Advisory)
- Begin State testing
- Change of Placement Referrals (Opp School, SCOLA, etc.)
- New student enrollment

# Monthly Activity Calendars

## **High School Monthly Activity Calendar - Projected**

### **APRIL**

- 3rd Grading Period Ends: Meet with Students Experiencing Academic Difficulties
- Monitor and Advise Seniors Experiencing Academic Difficulties
- Resolving Scheduling Issues for the Next School Year
- Staff Meeting
- Individual Student Counseling, Academic and Career Advisement
- Parent Collaboration and Consultation
- Staff Collaboration and Consultation
- Administrative Collaboration and Consultation
- 504 Organization, Planning, Updating
- UVCC Collaboration
- CCP Advising/ Collaboration with Edison
- Website Updates
- Attend Meetings (County, District, UVCC, SCAT, Advisory)
- Assist with Career Fair at SHS
- Change of Placement Referrals (Opp School, SCOLA, etc.)
- New student enrollment

### **MAY/JUNE**

- Meet with Students Experiencing Academic Difficulties
- Monitor and Advise Seniors Experiencing Academic Difficulties
- Final Senior Survey
- Advanced Placement Test Pre-examination Meeting and Test Administration
- Senior Awards Program Responsibilities
- Transition Meetings with Middle Schools
- Resolving Scheduling Issues for Next School Year
- Summer School Advisement
- Staff Meeting
- Individual Student Counseling, Academic and Career Advisement
- Crisis Intervention and Management
- Parent Collaboration and Consultation
- Staff Collaboration and Consultation
- Administrative Collaboration and Consultation
- 504 Organization, Planning, Updating
- UVCC Collaboration
- CCP Advising/ Collaboration with Edison
- Website Updates
- Attend Meetings (County, District, UVCC, SCAT, Advisory)
- Change of Placement Referrals (Opp School, SCOLA, etc.)
- Graduation
- 3 extended days
- Transcript mailings
- New student enrollment

## School Counseling Program Assessment

FOUNDATION			
CRITERIA	No	In Progress	Yes
<b>Beliefs</b>			
a. Indicates an agreed-upon belief system about the ability of all students to achieve			
b. Addresses how the school counseling program meets student developmental needs			
c. Addresses the school counselor's role as an advocate for every students			
d. Identifies persons to be involved in the planning, managing, delivery and evaluation of school counseling program activities			
e. Includes how data informs program decisions			
f. Includes how ethical standards guide the work of school counselors			
<b>Vision Statement</b>			
a. Describes a future where school counseling goals and strategies are being successfully achieved			
b. Outlines a rich and textual picture of what success looks like and feels like			
c. Is bold and inspiring			
d. States best possible student outcomes			
e. Is believable and achievable			

# School Counseling Program Assessment

<b>Mission Statement</b>			
a. Aligns with the school's mission statement and may show linkages to district and state department of education mission statements			
b. Written with students as the primary focus			
c. Advocates for equity, access and success of every student			
d. Indicates the long-range results desired for all students			
<b>Program Goals</b>			
a. Promote achievement, attendance and/or behavior			
b. Are based on school data			
c. Address schoolwide data, policies and practices to address closing-the-gap issues			
d. Address academic, career and/or personal/social development			
<b>ASCA Mindsets &amp; Behaviors</b>			
a. Standards are identified and align with program mission and goals			
b. Standards and competencies selected from other standards (state/district, 21st Century, Character Ed, etc.) align with ASCA Mindsets & Behaviors, program mission and goals as appropriate			
<b>School Counselor Professional Competencies and</b>			

## School Counseling Program Assessment

Ethical Standards			
a. ASCA School Counselor Competencies have been reviewed			
b. ASCA Ethical Standards for School Counselors have been reviewed			
<b>PROGRAM MANAGEMENT</b>			
<b>CRITERIA</b>	<b>No</b>	<b>In Progress</b>	<b>Yes</b>
<b>School Counselor Competencies Assessment</b>			
School counselor competencies assessment has been completed			
<b>School Counseling Program Assessment</b>			
School counseling program assessment has been completed			
<b>Use-of-Time Assessment</b>			
a. Use-of-time assessment completed twice a year			
b. Direct and indirect services account for 80 percent of time or more			
c. Program management and school support activities account for 20 percent of time or less			
<b>Annual Agreement</b>			
a. Created and signed by the school counselor and supervising administrator within first two months of school			
b. One agreement per school counselor			
c. Provides rationale for use of time based on data and goals			
d. Reflects school counseling program mission and program goals			

## School Counseling Program Assessment

e. Lists school counselor roles and responsibilities			
f. Identifies areas for school counselor professional development			

<b>Advisory Council</b>			
a. Membership includes administrator and representatives of school and community stakeholders			
b. Meets at least twice a year and maintains agenda and minutes			
c. Advises on school counseling program goals, reviews program results and makes recommendations			
d. Advocates and engages in public relations for the school counseling program			
e. Advocates for school counseling program funding and resources			
<b>Use of Data</b>			
a. School data profile completed, tracking achievement, attendance and behavior data			
b. School data inform program goals			
c. School counseling program data (process, perception,			

## School Counseling Program Assessment

outcome) are collected and reviewed and inform program decisions			
d. Organizes and shares data/results in a user-friendly format (e.g., charts)			
<b>Action Plans (Curriculum, Small Group and Closing the Gap)</b>			
a. Data are used to develop curriculum, small-group and closing-the-gap action plans using action plan templates			
b. Action plans are consistent with the program goals and competencies			
c. Projected results (process, perception and outcome) data have been identified			
d. Projected outcome data are stated in terms of what the student will demonstrate			
<b>Curriculum Lesson Plan</b>			
Curriculum lesson plan templates are used to develop and implement classroom activities			
<b>Calendars (Annual and Weekly)</b>			
a. Indicate activities of a comprehensive school counseling program			
b. Reflect program goals and activities of school counseling curriculum, small-group and closing-the-gap action plans			
c. Are published and distributed to appropriate persons			
d. Indicate fair-share			

# School Counseling Program Assessment

responsibilities			
e. Weekly calendar aligns with planned use of time in the annual agreement			

DELIVERY			
CRITERIA	No	In Progress	Yes
Direct student services are provided (Strategies to include instruction, group activities, appraisal, advisement, counseling and crisis response)			
a. Deliver school counseling curriculum lessons to classroom and large groups			
b. Provide appraisal and advisement to assist all students with academic, career and personal/social planning			
c. Provide individual and/or group counseling to identified students with identified concerns or needs			
Indirect student services are provided to identified students (Strategies to include referrals, consultation, collaboration)			
Direct and indirect service			



## School Counseling Program Assessment

provision amounts to 80 percent or more of the school counselor's time			
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ACCOUNTABILITY			
CRITERIA	No	In Progress	Yes
<b>Data Tracking</b>			
a. School data profile is analyzed, and implications for results over time are considered			
b. Use-of-time assessment is analyzed and implications are considered			
<b>Program Results (Process, Perception and Outcome Data)</b>			
a. Curriculum results report is analyzed, and implications are considered			
b. Small-group results reports are analyzed, and implications are considered			
c. Closing-the-gap results reports are analyzed, and implications are considered			
d. Program results are shared			

# School Counseling Program Assessment

with stakeholders			
<b>Evaluation and Improvement</b>			
a. School counselor competencies assessment informs self-improvement and professional development			
b. School counseling program assessment informs program improvement			
c. School counselor performance appraisal is conducted and informs improvement			
d. Program goal results are analyzed, and implications considered			

# School Counseling Program Assessment

# **Ethical Standards**

## **Preamble**

The American School Counselor Association (ASCA) is a professional organization supporting school counselors, school counseling students/interns, school counseling program directors/supervisors and school counselor educators. School counselors have unique qualifications and skills to address pre K–12 students' academic, career and social/emotional development needs. These standards are the ethical responsibility of all school counseling professionals.

School counselors are advocates, leaders, collaborators and consultants who create systemic change by providing equitable educational access and success by connecting their school counseling programs to the district's mission and improvement plans. School counselors demonstrate their belief that all students have the ability to learn by advocating for an education system that provides optimal learning environments for all students.

All students have 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 but not limited to: ethnic/racial identity, nationality, age, social class, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity, emancipated minors, wards of the state, homeless youth and incarcerated youth. School counselors as social-justice advocates support students from all backgrounds and circumstances and consult when their competence level requires additional support.
- Receive the information and support needed to move toward self-determination, self-development and affirmation within one's group identities. Special care is given to improve overall educational outcomes for students who have been historically underserved in educational services.
- Receive critical, timely information on college, career and postsecondary options and understand the full magnitude and meaning of how college and career readiness can have an impact on their educational choices and future opportunities.
- Privacy that should be honored to the greatest extent possible, while balancing other competing interests (e.g., best interests of students, safety of others, parental rights) and adhering to laws, policies and ethical standards pertaining to confidentiality-ty and disclosure in the school setting.
- A safe school environment promoting autonomy and justice and free from abuse, bullying, harassment and other forms of violence.

## **PURPOSE**

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

The purpose of this document is to:

- Serve as a guide for the ethical practices of all 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 support and direction for self-assessment, peer consultation and evaluations regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, schools district employees, communities and the school counseling profession.
- Inform all stakeholders, including students, parents/guardians, teachers, administrators, community members and courts of justice of best ethical practices, values and expected behaviors of the school counseling professional.

## **A. RESPONSIBILITY TO STUDENTS**

### **A.1. Supporting Student Development**

**School counselors:**

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

### **A.2. Confidentiality**

**School counselors:**

# **Ethical Standards**

- a. Promote awareness of school counselors' ethical standards and legal mandates regarding confidentiality and the appropriate rationale and procedures for disclosure of student data and information to school staff.
  - b. Inform students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes informed consent and clarification of the limits of confidentiality. Informed consent requires competence, voluntariness and knowledge on the part of students to understand the limits of confidentiality and, therefore, can be difficult to obtain from students of certain developmental levels, English-language learners and special-needs populations. If the student is able to give assent/consent before school counselors share confidential information, school counselors attempt to gain the student's assent/consent.
  - c. Are aware that even though attempts are made to obtain informed consent, it is not always possible. When needed, school counselors make counseling decisions on students' behalf that promote students' welfare.
  - d. Explain the limits of confidentiality in developmentally appropriate terms through multiple methods such as student handbooks, school counselor department websites, school counseling brochures, classroom curriculum and/or verbal notification to individual students.
  - e. Keep information confidential unless legal requirements demand that confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student. Serious and foreseeable harm is different for each minor in schools and is determined by students' developmental and chronological age, the setting, parental rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.
  - f. Recognize their primary ethical obligation for confidentiality is to the students but balance that obligation with an understanding of parents'/guardians' legal and inherent rights to be the guiding voice in their children's lives. School counselors understand the need to balance students' ethical rights to make choices, their capacity to give consent or assent, and parental or familial legal rights and responsibilities to make decisions on their child's behalf.
  - g. Promote the autonomy of students to the extent possible and use the most appropriate and least intrusive method to breach confidentiality, if such action is warranted. The child's developmental age and the circumstances requiring the breach are considered, and as appropriate, students are engaged in a discussion about the method and timing of the breach. Consultation with peers and/or supervision is recommended.
  - h. In absence of state legislation expressly forbidding disclosure, consider the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:
    - 1) Student identifies partner, or the partner is highly identifiable
    - 2) School counselor recommends the student notify partner and refrain from further high-risk behavior
    - 3) Student refuses
    - 4) School counselor informs the student of the intent to notify the partner
    - 5) School counselor seeks legal consultation from the school district's legal representative in writing as to the legalities of informing the partner
  - i. Request of the court that disclosure not be required when the school counselor's testimony or case notes are subpoenaed if the release of confidential information may potentially harm a student or the counseling relationship.
  - j. Protect the confidentiality of students' records and release personal data in accordance with prescribed federal and state laws and school board policies.
  - k. Recognize the vulnerability of confidentiality in electronic communications and only transmit student information electronically in a way that follows currently accepted security standards and meets federal, state and local laws and board policy.
  - l. Convey a student's highly sensitive information (e.g., a student's suicidal ideation) through personal contact such as a phone call or visit and not less-secure means such as a notation in the educational record or an e-mail. Adhere to state, federal and school board policy when conveying sensitive information.
  - m. Advocate for appropriate safeguards and protocols so highly sensitive student information is not disclosed accidentally to individuals who do not have a need to know such information. Best practice suggests a very limited number of educators would have access to highly sensitive information on a need-to-know basis.
  - n. Advocate with appropriate school officials for acceptable encryption standards to be utilized for stored data and currently acceptable algorithms to be utilized for data in transit.
  - o. Avoid using software programs without the technological capabilities to protect student information based upon currently acceptable security standards and the law.
- ### **A.3. Comprehensive Data-Informed Program**
- School counselors:**
- a. Collaborate with administration, teachers, staff and decision makers around school-improvement goals.
  - b. Provide students with a comprehensive school counseling program that ensures equitable academic, career and social/emotional development opportunities for all students.
  - c. Review school and student data to assess needs including, but not limited to, data on disparities that may exist related to gender, race, ethnicity, socio-economic status and/or other relevant classifications.
  - d. Use data to determine needed interventions, which are then delivered to help close the information, attainment, achievement and opportunity gaps.
  - e. Collect process, perception and outcome data and analyze the

# **Ethical Standards**

data to determine the progress and effectiveness of the school counseling program. School counselors ensure the school counseling program's goals and action plans are aligned with district's school improvement goals.

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

g. Share data outcomes with stakeholders.

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

### **School counselors:**

a. Collaborate with administration, teachers, staff and decision makers to create a culture of postsecondary readiness

b. Provide and advocate for individual students' pre K–postsecondary college and career awareness, exploration and postsecondary planning and decision making, which supports the students' right to choose from the wide array of options when students complete secondary education.

c. Identify gaps in college and career access and the implications of such data for addressing both intentional and unintentional biases related to college and career counseling.

d. Provide opportunities for all students to develop the mindsets and behaviors necessary to learn work-related skills, resilience, perseverance, an understanding of lifelong learning as a part of long-term career success, a positive attitude toward learning and a strong work ethic.

## **A.5. Dual Relationships and Managing Boundaries**

### **School counselors:**

a. Avoid dual relationships that might impair their objectivity and increase the risk of harm to students (e.g., counseling one's family members or the children of close friends or associates). If a dual relationship is unavoidable, the school counselor is responsible for taking action to eliminate or reduce the potential for harm to the student through use of safeguards, which might include informed consent, consultation, supervision and documentation.

b. Establish and maintain appropriate professional relationships with students at all times. School counselors consider the risks and benefits of extending current school counseling relationships beyond conventional parameters, such as attending a student's distant athletic competition. In extending these boundaries, school counselors take appropriate professional precautions such as informed consent, consultation and supervision. School counselors document the nature of interactions that extend beyond conventional parameters, including the rationale for the interaction, the potential benefit and the possible positive and negative consequences for the student and school counselor.

c. Avoid dual relationships beyond the professional level with school personnel, parents/guardians and students' other family members when these relationships might infringe on the integrity of the school counselor/student relationship. Inappropriate dual relationships include, but are not limited to, providing direct

discipline, teaching courses that involve grading students and/ or accepting administrative duties in the absence of an administrator.

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

## **A.6. Appropriate Referrals and Advocacy**

### **School counselors:**

a. Collaborate with all relevant stakeholders, including students, educators and parents/guardians when student assistance is needed, including the identification of early warning signs of student distress.

b. Provide a list of resources for outside agencies and resources in their community to student(s) and parents/guardians when students need or request additional support. School counselors provide multiple referral options or the district's vetted list and are careful not to indicate an endorsement or preference for one counselor or practice. School counselors encourage parents to interview outside professionals to make a personal decision regarding the best source of assistance for their student.

c. Connect students with services provided through the local school district and community agencies and remain aware of state laws and local district policies related to students with special needs, including limits to confidentiality and notification to authorities as appropriate.

d. Develop a plan for the transitioning of primary counseling services with minimal interruption of services. Students retain the right for the referred services to be done in coordination with the school counselor or to discontinue counseling services with the school counselor while maintaining an appropriate relationship that may include providing other school support services.

e. Refrain from referring students based solely on the school counselor's personal beliefs or values rooted in one's religion, culture, ethnicity or personal worldview. School counselors maintain the highest respect for student diversity. School counselors should pursue additional training and supervision in areas where they are at risk of imposing their values on students, especially when the school counselor's values are discriminatory in nature. School counselors do not impose their values on students and/or families when making referrals to outside resources for student and/or family support.

f. Attempt to establish a collaborative relationship with outside service providers to best serve students. Request a release of information signed by the student and/or parents/guardians before attempting to collaborate with the student's external provider.

# **Ethical Standards**

g. Provide internal and external service providers with accurate, objective, meaningful data necessary to adequately evaluate, counsel and assist the student.

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

## **A.7. Group Work**

### **School counselors:**

a. Facilitate short-term groups to address students' academic, career and/or social/emotional issues.

b. Inform parent/guardian(s) of student participation in a small group.

c. Screen students for group membership.

d. Use data to measure member needs to establish well-defined expectations of group members.

e. Communicate the aspiration of confidentiality as a group norm, while recognizing and working from the protective posture that confidentiality for minors in schools cannot be guaranteed.

f. Select topics for groups with the clear understanding that some topics are not suitable for groups in schools and accordingly take precautions to protect members from harm as a result of interactions with the group.

g. Facilitate groups from the framework of evidence-based or research-based practices.

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

i. Measure the outcomes of group participation (process, perception and outcome data).

j. Provide necessary follow up with group members.

## **A.8. Student Peer-Support Program**

### **School counselors:**

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

b. Supervise students engaged in peer helping, mediation and other similar peer-support groups. School counselors are responsible for appropriate skill development for students serving as peer support in school counseling programs. School counselors continuously monitor students who are giving peer support and reinforce the confidential nature of their work. School counselors inform peer-support students about the parameters of when students need to report information to responsible adults.

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

### **School counselors:**

a. Inform parents/guardians and/or appropriate authorities when a student poses a serious and foreseeable risk of harm to self or others. When feasible, this is to be done after careful deliberation and consultation with other appropriate professionals. School counselors inform students of the school counselor's legal and ethical obligations to report the concern to the appropriate authorities unless it is appropriate to withhold this information to protect the student (e.g. student might run away if he/she knows parents are being called). The consequence of the risk of not giving parents/guardians a chance to intervene on behalf of their child is too great. Even if the danger appears relatively remote, parents should be notified.

b. Use risk assessments with caution. If risk assessments are used by the school counselor, an intervention plan should be developed and in place prior to this practice. When reporting risk-assessment results to parents, school counselors do not negate the risk of harm even if the assessment reveals a low risk as students may minimize risk to avoid further scrutiny and/or parental notification. School counselors report risk assessment results to parents to underscore the need to act on behalf of a child at risk; this is not intended to assure parents their child isn't at risk, which is something a school counselor cannot know with certainty.

c. Do not release a student who is a danger to self or others until the student has proper and necessary support. If parents will not provide proper support, the school counselor takes necessary steps to underscore to parents/guardians the necessity to seek help and at times may include a report to child protective services.

d. Report to parents/guardians and/or appropriate authorities when students disclose a perpetrated or a perceived threat to their physical or mental well-being. This threat may include, but is not limited to, physical abuse, sexual abuse, neglect, dating violence, bullying or sexual harassment. The school counselor follows applicable federal, state and local laws and school district policy.

## **A.10. Underserved and At-Risk Populations**

### **School counselors:**

a. Strive to contribute to a safe, respectful, nondiscriminatory school environment in which all members of the school community demonstrate respect and civility.

b. Advocate for and collaborate with students to ensure students remain safe at home and at school. A high standard of care includes determining what information is shared with parents/guardians and when information creates an unsafe environment for students.

c. Identify resources needed to optimize education.

d. Collaborate with parents/guardians, when appropriate, to establish communication and to ensure students' needs are met.

e. Understand students have the right to be treated in a manner consistent with their gender identity and to be free from any form of discipline, harassment or discrimination based on their gender identity or gender expression.

f. Advocate for the equal right and access to free, appropriate

# **Ethical Standards**

public education for all youth, in which students are not stigmatized or isolated based on their housing status, disability, foster care, special education status, mental health or any other exceptionality or special need.

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

## **A.11. Bullying, Harassment and Child Abuse**

### **School counselors:**

a. Report to the administration all incidents of bullying, dating violence and sexual harassment as most fall under Title IX of the Education Amendments of 1972 or other federal and state laws as being illegal and require administrator interventions. School counselors provide services to victims and perpetrator as appropriate, which may include a safety plan and reasonable accommodations such as schedule change, but school counselors defer to administration for all discipline issues for this or any other federal, state or school board violation.

b. Report suspected cases of child abuse and neglect to the proper authorities and take reasonable precautions to protect the privacy of the student for whom abuse or neglect is suspected when alerting the proper authorities.

c. Are knowledgeable about current state laws and their school system's procedures for reporting child abuse and neglect and methods to advocate for students' physical and emotional safety following abuse/neglect reports.

d. Develop and maintain the expertise to recognize the signs and indicators of abuse and neglect. Encourage training to enable students and staff to have the knowledge and skills needed to recognize the signs of abuse and neglect and to whom they should report suspected abuse or neglect.

e. Guide and assist students who have experienced abuse and neglect by providing appropriate services.

## **A.12. Student Records**

### **School counselors:**

a. Abide by the Family Educational Rights and Privacy Act (FERPA), which defines who has access to students' educational records and allows parents the right to review and challenge perceived inaccuracies in their child's records.

b. Advocate for the ethical use of student data and records and inform administration of inappropriate or harmful practices.

c. Recognize the difficulty in meeting the criteria of sole-possession records.

d. Recognize that sole-possession records and case notes can be subpoenaed unless there is a specific state statute for privileged communication expressly protecting student/school counselor communication.

e. Recognize that electronic communications with school officials regarding individual students, even without using student names, are likely to create student records that must be

ad-dressed in accordance with FERPA and state laws.

f. Establish a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding paper sole-possession records or deleting electronic sole-possession records when a student transitions to the next level, transfers to another school or graduates. School counselors do not destroy sole-possession records that may be needed by a court of law, such as notes on child abuse, suicide, sexual harassment or violence, without prior review and approval by school district legal counsel. School counselors follow district policies and procedures when contacting legal counsel.

## **A.13. Evaluation, Assessment and Interpretation**

### **School counselors:**

a. Use only valid and reliable tests and assessments with concern for bias and cultural sensitivity.

b. Adhere to all professional standards when selecting, administering and interpreting assessment measures and only utilize assessment measures that are within the scope of practice for school counselors and for which they are licensed, certified and competent.

c. Are mindful of confidentiality guidelines when utilizing paper or electronic evaluative or assessment instruments and pro-grams.

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

e. Use multiple data points when possible to provide students and families with accurate, objective and concise information to promote students' well-being.

f. Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students and parents/guardians can understand.

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

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

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

## **A.14. Technical and Digital Citizenship**

### **School counselors:**

a. Demonstrate appropriate selection and use of technology and software applications to enhance students' academic, career and social/emotional development. Attention is given to the ethical and legal considerations of technological applications, including confidentiality concerns, security issues, potential limitations and



# Ethical Standards

benefits and communication practices in electronic media.

b. Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, social media, facsimile machines, telephones, voicemail, answering machines and other electronic technology.

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

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

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

f. Advocate for equal access to technology for all students.

## **A.15. Virtual/Distance School Counseling**

### **School counselors:**

a. Adhere to the same ethical guidelines in a virtual/distance setting as school counselors in face-to-face settings.

b. Recognize and acknowledge the challenges and limitations of virtual/distance school counseling.

c. Implement procedures for students to follow in both emergency and nonemergency situations when the school counselor is not available.

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

e. Inform both the student and parent/guardian of the benefits and limitations of virtual/distance counseling.

f. Educate students on how to participate in the electronic school counseling relationship to minimize and prevent potential misunderstandings that could occur due to lack of verbal cues and inability to read body language or other visual cues that provide contextual meaning to the school counseling process and school counseling relationship.

## **B. RESPONSIBILITIES TO PARENTS/ GUARDIANS, SCHOOL AND SELF**

### **B.1. Responsibilities to Parents/Guardians**

#### **School counselors:**

a. Recognize that providing services to minors in a school setting requires school counselors to collaborate with students' parents/guardians as appropriate.

b. Respect the rights and responsibilities of custodial and noncustodial parents/guardians and, as appropriate, establish a collaborative relationship with parents/guardians to facilitate students' maximum development.

c. Adhere to laws, local guidelines and ethical practice when

assisting parents/guardians experiencing family difficulties interfering with the student's welfare.

d. Are culturally competent and sensitive to diversity among families. Recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children's welfare by virtue of their role and according to law.

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

f. Inform parents/guardians of the confidential nature of the school counseling relationship between the school counselor and student.

g. Respect the confidentiality of parents/guardians as appropriate and in accordance with the student's best interests.

h. Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical and legal responsibilities to the student and parent.

i. In cases of divorce or separation, follow the directions and stipulations of the legal documentation, maintaining focus on the student. School counselors avoid supporting one parent over another.

### **B.2. Responsibilities to the School**

#### **School counselors:**

a. Develop and maintain professional relationships and systems of communication with faculty, staff and administrators to support students.

b. Design and deliver comprehensive school counseling programs that are integral to the school's academic mission; driven by student data; based on standards for academic, career and social/emotional development; and promote and enhance the learning process for all students.

c. Advocate for a school counseling program free of non-school-counseling assignments identified by "The ASCA National Model: A Framework for School Counseling Programs" as inappropriate to the school counselor's role.

d. Provide leadership to create systemic change to enhance the school.

e. Collaborate with appropriate officials to remove barriers that may impede the effectiveness of the school or the school counseling program.

f. Provide support, consultation and mentoring to professionals in need of assistance when in the scope of the school counselor's role.

g. Inform appropriate officials, in accordance with school board policy, of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property while

# Ethical Standards

honoring the confidentiality between the student and the school counselor to the extent feasible, consistent with applicable law and policy.

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

## **B.3. Responsibilities to Self**

### **School counselors:**

- a. Have completed a counselor education program at an accredited institution and earned a master's degree in school counseling.
- b. Maintain membership in school counselor professional organizations to stay up to date on current research and to maintain professional competence in current school counseling issues and topics. School counselors maintain competence in their skills by utilizing current interventions and best practices.
- c. Accept employment only for those positions for which they are qualified by education, training, supervised experience and state/national professional credentials.
- d. Adhere to ethical standards of the profession and other official

policy statements such as ASCA Position Statements and Role Statements, school board policies and relevant laws. When laws and ethical codes are in conflict school counselors work to adhere to both as much as possible.

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

## **C. SCHOOL COUNSELOR ADMINISTRATORS/SUPERVISORS**

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

- a. Advocating both within and outside of their schools or districts for adequate resources to implement a comprehensive school counseling program and meet their students' needs.
- b. Advocating for fair and open distribution of resources among

# **Ethical Standards**

programs supervised. An allocation procedure should be developed that is nondiscriminatory, informed by data and consistently applied.

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

d. Providing opportunities for professional development in current research related to school counseling practice and ethics.

e. Taking steps to eliminate conditions or practices in their schools or organizations that may violate, discourage or interfere with compliance with the ethics and laws related to the profession.

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

l. Are aware of supervisee limitations and communicate concerns to the university/college supervisor in a timely manner.

m. Assist supervisees in obtaining remediation and professional development as necessary.

n. Contact university/college supervisors to recommend dismissal when supervisees are unable to demonstrate competence as a school counselor as defined by the ASCA School Counselor Competencies and state and national standards. Supervisors consult with school administrators and document recommendations to dismiss or refer a supervisee for assistance. Supervisors ensure supervisees are aware of such decisions and the resources available to them. Supervisors document all steps taken.

## **D. SCHOOL COUNSELING INTERN SITE SUPERVISORS**

### **Field/intern site supervisors:**

a. Are licensed or certified school counselors and/or have an understanding of comprehensive school counseling programs and the ethical practices of school counselors.

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

c. Use a collaborative model of supervision that is on-going and includes, but is not limited to, the following activities: promoting professional growth, supporting best practices and ethical practice, assessing supervisee performance and developing plans for improvement, consulting on specific cases and assisting in the development of a course of action.

d. Are culturally competent and consider cultural factors that may have an impact on the supervisory relationship.

e. Do not engage in supervisory relationships with individuals with whom they have the inability to remain objective. Such individuals include, but are not limited to, family members and close friends.

f. Are competent with technology used to perform supervisory

responsibilities and online supervision, if applicable. Supervisors protect all electronically transmitted confidential information.

g. Understand there are differences in face-to face and virtual communication (e.g., absence of verbal and nonverbal cues) that may have an impact on virtual supervision. Supervisors educate supervisees on how to communicate electronically to prevent and avoid potential problems.

h. Provide information about how and when virtual supervisory services will be utilized. Reasonable access to pertinent applications should be provided to school counselors.

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

j. Ensure performance evaluations are completed in a timely, fair and considerate manner, using data when available and based on clearly stated criteria.

k. Use evaluation tools measuring the competence of school counseling interns. These tools should be grounded in state and national school counseling standards. In the event no such tool is available in the school district, the supervisor seeks out relevant evaluation tools and advocates for their use.

## **E. MAINTENANCE OF STANDARDS**

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

a. School counselors consult with professional colleagues to discuss the potentially unethical behavior and to see if the professional colleague views the situation as an ethical violation. School counselors understand mandatory reporting in their respective district and states.

b. School counselors discuss and seek resolution directly with the colleague whose behavior is in question unless the behavior is unlawful, abusive, egregious or dangerous, in which case proper school or community authorities are contacted.

c. If the matter remains unresolved at the school, school district or state professional practice/standards commission, referral for review and appropriate action should be made in the following sequence:

- State school counselor association
- American School Counselor Association (Complaints should be submitted in hard copy to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 310, Alexandria, VA 22314.)

## **F. ETHICAL DECISION MAKING**

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

a. Define the problem emotionally and intellectually

b. Apply the ASCA Ethical Standards for School Counselors and the law

# **Ethical Standards**

- c. Consider the students' chronological and developmental levels
- d. Consider the setting, parental rights and minors' rights
- e. Apply the ethical principles of beneficence, autonomy, nonmaleficence, loyalty and justice
- f. Determine potential courses of action and their consequences
- g. Evaluate the selected action
- h. Consult
- i. Implement the course of action

# **Ethical Standards**

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# **School Counselor Framework Evaluation**

Listed below are school counselor roles outlined in the School Counseling Framework.

## **Guidance Curriculum**

- Classroom Instruction
- Interdisciplinary Curriculum Development
- Group Activities
- Parent Workshops and Instruction

## **Individual Student Planning**

- Individual or Small-group Appraisal
- Individual or Small-group Advisement

## **Responsive Services**

- Consultation
- Individual and Small-group Counseling
- Crisis Counseling Referrals
- Peer Facilitation
- Strategic Interventions

## **System Support:**

- Professional Development
- Collaboration and Teaming
- Program Management and Operations
- Data Analysis

# Professional Growth Plan

On an annual basis, a school counselor will develop two goals for professional growth and development; one in relation to the six standard areas, and the second in relation to the Metric of Student Outcomes area. Professional development should be individualized to meet the needs of the school counselor and specifically relate to the identified areas of refinement as identified in the school counselor's evaluation. The development of the plan can be informed by self-assessment, previous evaluation results, or other relevant data that will assist the school counselor in setting appropriate goals for professional growth. The evaluator should recommend professional development opportunities and support the school counselor in providing resources.

School Counselor \_\_\_\_\_ Evaluator \_\_\_\_\_

- Self-Directed     Collaborative

**Choose the Standard(s) aligned to the goal. These are addressed by the evaluator as appropriate for this school counselor.**

- Comprehensive School Counseling Program Plan
- Evaluation and Data
- Direct Services for Academic, Career, and Social/Emotional Development
- Leadership and Advocacy
- Indirect Services
- Professional Responsibility, Knowledge, & Growth

Goal 1: Statement Demonstrating Performance on Standards	Action Steps & Resources to Achieve Goal	Evidence Indicators	Dates Discussed

**Choose the domain(s) aligned to the Metric of Student Outcomes goal.**

- Academic

- College/Career
- Social/Emotional Development

Goal 2: Statement Demonstrating Ability to Produce Positive Student Outcomes	Action Steps & Resources to Achieve Goal	Evidence Indicators	Dates Discussed

Comments:

Counselor Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_

The signatures above verify that the teacher and evaluator have discussed and agreed upon this Professional Growth Plan.



# Instructional Improvement Plan

Counselor Name: \_\_\_\_\_ School Year: \_\_\_\_\_  
 Building: \_\_\_\_\_ Date of Improvement Plan Conference: \_\_\_\_\_

Written improvement plans are to be developed when a school counselor receives an overall Ineffective rating. In addition, districts have discretion to place a school counselor on an improvement plan at any time based on deficiencies in any individual component of the evaluation system. The purpose of the Improvement Plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If corrective actions are not made within the time as specified in the improvement plan, a recommendation may be made for dismissal or to continue on the plan.

**Improvement Statement**

Performance Standard(s) Addressed in this Plan	Date(s) Improvement Area or Concern Observed	Specific Statement of the Concern: Areas of Improvement

**Desired Level of Performance**

Goal(s)	Level of Performance: Specifically describe Successful Improvement Target(s)	Starting Date	Ending Date

**Specific Plan of Action**

Actions to be Taken	Sources of Evidence That Will Be Examined

**Assistance and Professional Development**

Date for this Improvement Plan to be evaluated: \_\_\_\_\_

Counselor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Improvement Plan Progress Timeline

Date	Discussion Notes	Signatures

# Improvement Plan Evaluation

Counselor Name: \_\_\_\_\_ School Year: \_\_\_\_\_

Building: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

The Improvement Plan will be evaluated at the end of the time specified in the plan. Outcomes from the improvement plan demonstrate the following action to be taken:

- Improvement is demonstrated and performance standards are met to a satisfactory level of performance.
- The Improvement Plan should continue for time specified: \_\_\_\_\_
- Dismissal is recommended.

Comments:

I have reviewed this evaluation and discussed it with my evaluator. My signature indicates that I have been advised of my performance status; it does not necessarily imply that I agree with this evaluation.

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Pre-Observation Conference

Teacher: \_\_\_\_\_

Date of Conference: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

## What Will Be Observed:

- What are your goals for the school counseling program?
- What do you want to accomplish?
- How will you know if you accomplish your goals for the observation?
- How will your actions support the overall plan for the school counseling program?
- What could I observe you doing on a typical day?
- What is the rationale and context for what I will observe?
- What made you choose this particular activity?
- How will you prepare for the activity?
- What prior knowledge does the participant need to have for this activity?
- How can you get immediate feedback to make sure the participants understand the most important parts of your presentation?
- Discuss ways you meet the needs of students through individual planning.
- How will you help students develop skills for personal or social success?
- What collaboration might you have with colleagues in preparation for this observation?
- What might be some strategies for collaboration with colleagues inside and outside of your department?
- What outcome(s) are you focused on?
- How do you plan to help students develop skills for academic success, career development, personal or social success?
- What data do you plan to collect that monitors students' progress?
- How will you know that students demonstrate positive outcomes as a result of your work with them?

## COMMENTS:

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Post-Observation Conference

Counselor: \_\_\_\_\_

Date of Conference: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

**Comments:**

**Area of Reinforcement:**

- What do you believe was the strongest point in the observation? Why?
- To what extent do you think you accomplished your goals for the observation? How do you analyze and reflect on your work?
- In reflecting on this observation, what feedback would you give yourself?
- What would you do differently for the next observation in an attempt to accomplish your goals?
- How has monitoring data helped improve student outcomes?
- What will be your next steps?
- What would you like most to improve?
- What are some thoughts about providing responsive services to meet students' needs?
- Discuss ways you could meet the needs of students through systems support?
- Discuss ways in which you advocate for different groups of students?
- How can I help support you goals for the program?

**COMMENTS:**

**AREA OF REFINEMENT:**

**RECOMMENDATIONS FOR REFINEMENT:**

**COMMENTS:**

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# Summative Rating Form

The counselor may provide additional information to the evaluator within 10 working days of the receipt of this form and may request a second conference with the evaluator. Any additional information will become part of the summative record. Challenges may be made according to the local contract agreement.

Rubric Areas	Ineffective	Developin g	Skilled	Accomplished
Standard 1: Comprehensive School Counseling Program Plan				
Standard 2: Direct Services for Academic, Career, & Social/Emotional Development				
Standard 3: Indirect Services: Partnerships and Referrals				
Standard 4: Evaluation & Data				
Standard 5: Leadership and Advocacy				
Standard 6: Professional Responsibility, Knowledge, and Growth				
Metrics of Student Outcomes				
Final Summative (Overall) Rating	Ineffective	Developin g	Skilled	Accomplished

Recommendations:

- I recommend this counselor be given the appropriate contract per the negotiated agreement.

- I recommend non-renewal.
- Not applicable.
- An Improvement Plan has been recommended.

**COMMENTS:**

I have reviewed this evaluation and discussed it with my evaluator. My signature indicates that I have been advised of my performance status; it does not necessarily imply that I agree with this evaluation.

Counselor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Walkthrough Form

Counselor Name:

Activity Observed:

Date:

Evaluator Name:

Time Walkthrough Begins:

Time Walkthrough Ends:

Times	Observations

Evaluator Summary Comments:

Evaluator Signature \_\_\_\_\_

Copy to School Counselor

# Sidney City Schools - Counselor Evaluation Rubric

	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
<p><b>Standard 1: Comprehensive School Counseling Plan – School counselors collaboratively envision a plan for a comprehensive school counseling program that is developmental, preventative, responsive and in alignment with the school’s goals and mission</b></p>	<p>The school counselor cannot articulate components of a comprehensive school counseling program.</p> <p>The school counselor does not collaborate with key stakeholders to set the goals, priorities and implementation strategies when a comprehensive school counseling program is being designed.</p>	<p>The school counselor articulates all components of a comprehensive school counseling program.</p> <p>The school counselor collaborates with key stakeholders on a limited basis to set goals, priorities and implementation strategies that partially align to the school’s goals and mission when a comprehensive school counseling program is being designed.</p>	<p>The school counselor articulates all components of a comprehensive school counseling program, reflects on future program needs and works to design a plan of implementation.</p> <p>The school counselor collaborates with key stakeholders to set the goals, priorities and implementation strategies that align to the school’s goals and mission when a comprehensive school counseling program is being designed.</p>	<p>The school counselor implements all components of a comprehensive school counseling program and frequently reflects on future program development.</p> <p>The school counselor collaborates with key stakeholders to set the goals, priorities and implementation strategies that align to the school’s goals and mission when a comprehensive school counseling program is being designed and suggests enhancements and adjustments for program based on needs and results.</p> <p>The school counselor utilizes resources to fully implement the program from an innovative or diverse set of partners.</p>
<p><b>Evidence</b></p>				

	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
<p><b>Standard 2: Direct Services for Academic, Career, and Social/Emotional Development – School Counselors develop a curriculum, offer individual student planning, and deliver responsive services to assist students in developing and applying knowledge, skills, and mindsets for academic, career, and social/emotional development.</b></p>	<p>The school counselor lacks knowledge of academic program and/or does not deliver counseling, activities, and/or experiences that support students' academic progress and goals.</p> <p>The school counselor does not deliver developmentally appropriate counseling, activities, and/or experiences that build students' awareness of Ohio-specific college, career and education options and resources.</p> <p>The school counselor does not deliver counseling, activities and/or experiences that promote student well-being.</p>	<p>The school counselor uses knowledge of the academic program to plan and deliver counseling, activities and/or experiences that support students' academic progress and goals.</p> <p>The school counselor inconsistently or ineffectively provides developmentally appropriate counseling, activities and/or experiences that build students' awareness of Ohio-specific college, career and education options and resources.</p> <p>The school counselor attempts to deliver counseling, activities and/or experiences that promote student well-being with limited success.</p>	<p>The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to support students' academic progress and goals and makes adjustments as needed.</p> <p>The school counselor plans and delivers effective comprehensive counseling, activities, and/or experiences to support students' awareness of Ohio-specific college, career and education options and resources and makes adjustments as needed.</p> <p>The school counselor consistently delivers counseling, activities, and/or experiences that promote students' social/emotional development and well-being.</p>	<p>The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences in collaboration with stakeholders to support students' academic progress and goals and makes adjustments as needed.</p> <p>The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to enhance students' and parents/guardians' awareness of Ohio-specific college, career and education options and resources and makes adjustments as needed.</p> <p>The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences in collaboration with stakeholders to promote students' social-emotional development and well-being and makes adjustments as needed.</p>
<p><b>Evidence</b></p>				

	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
<p><b>Standard 3: Indirect Services: Partnerships and Referrals – School counselors collaborate and consult with school personnel, parents/guardians, community partners and agencies/organizations to coordinate support for all students.</b></p>	<p>The school counselor provides no information to parents/guardians and school personnel for students' academic, career and social-emotional development.</p> <p>The school counselor does not coordinate school and community resources to support students and promote their success.</p> <p>The school counselor does not make referrals on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services.</p>	<p>The school counselor provides relevant information upon request to parents/guardians and school personnel for students' academic, career and social-emotional development.</p> <p>The school counselor attempts to coordinate school and community resources to support students and promote their success, but has limited success.</p> <p>The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services only upon request.</p>	<p>The school counselor provides relevant information on a regular basis through collaboration with parents/guardians and school personnel for students' academic, career and social-emotional development.</p> <p>The school counselor coordinates school and community resources to support students and promote their success.</p> <p>The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services.</p>	<p>The school counselor provides relevant information on a regular basis and initiates collaboration with parents/guardians and school personnel for students' academic, career and social-emotional development.</p> <p>The school counselor coordinates school and community resources, and positively influences the types of services the partners provide to support students and promote their success.</p> <p>The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services and follows up within the guidelines of confidentiality when appropriate.</p>
<p><b>Evidence</b></p>				

	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
<p><b>Standard 4: Evaluation and Data – School counselors collaboratively engage in a cycle of continuous improvement using data to identify needs, plan and implement programs, evaluate impact and adjust accordingly.</b></p>	<p>The school counselor does not monitor student performance and progress.</p> <p>The school counselor does not monitor effectiveness of the program.</p>	<p>The school counselor does limited monitoring of individual and group student performance and progress data to identify gaps and develops some appropriate interventions to enhance or improve student success.</p> <p>The school counselor uses some data with minimal effectiveness to conduct program monitoring, assesses implementation and effectiveness, and makes adjustments for program improvement accordingly.</p>	<p>The school counselor monitors individual and group student performance and progress data to identify gaps and develops appropriate interventions to enhance or improve student success.</p> <p>The school counselor effectively uses data to conduct program monitoring, assesses implementation and effectiveness, and makes adjustments for program improvement accordingly.</p>	<p>The school counselor monitors individual and group student performance and progress data to identify gaps and develops appropriate interventions to enhance or improve student success, and fosters student self-monitoring.</p> <p>The school counselor uses comprehensive data to conduct regular program monitoring, assesses implementation and effectiveness, and collaborates with stakeholders to make adjustments for program improvement accordingly.</p>
<p><b>Evidence</b></p>				

	<b>Ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
<p><b>Standard 5: Leadership and Advocacy – School counselors lead school efforts and advocate for policies and practices that support an equitable, safe, inclusive, and positive learning environment for all students.</b></p>	<p>The school counselor does not attempt to establish professional relationships within the school through communication, teamwork and collaboration.</p> <p>The school counselor does not advocate for nor responds to the needs of diverse populations.</p>	<p>The school counselor attempts to establish professional relationships within the school through communication, teamwork and collaboration with limited success.</p> <p>The school counselor attempts to respond to the needs of diverse populations in promoting an inclusive, responsive and safe school environment for its diverse members.</p>	<p>The school counselor establishes and maintains professional relationships within and outside of the school through communication, teamwork and collaboration.</p> <p>The school counselor effectively advocates for and responds to the needs of diverse populations, resulting in a positive impact on inclusive, responsive and safe school environment for its diverse members.</p>	<p>The school counselor establishes and strengthens strategic professional relationships within and outside of the school through communication, teamwork and collaboration.</p> <p>The school counselor effectively advocates for practices within and outside of the school community and proactively addresses the changing needs of diverse populations resulting in a positive impact that promotes an inclusive, responsive and safe school environment for its diverse members.</p> <p>The school counselor identifies community, environmental and institutional factors that enhance or impede development and collaborates with stakeholders to advocate for programs, policies and practices that ensure equity of opportunity for all students.</p> <p>The school counselor effectively and consistently promotes the program and articulates the role of the school counselor in achieving the school's mission and student success, and contributes to the advancement of the school counseling profession.</p>
<p><b>Evidence</b></p>				



	<b>ineffective</b>	<b>Developing</b>	<b>Skilled</b>	<b>Accomplished</b>
<p><b>Standard 6: Professional Responsibility, Knowledge, and Growth – School counselors adhere to the ethical standards of the profession, engage in ongoing professional learning, and refine their work through reflective analysis.</b></p>	<p>The school counselor does not adhere to the American School Counselor Association and other relevant ethical standards for school counselors nor the relevant federal, state and local codes and policies.</p>	<p>The school counselor has limited adherence to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies.</p>	<p>The school counselor adheres to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies.</p>	<p>The school counselor adheres to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies. The counselor also helps colleagues access and interpret codes and policies and understand implications.</p>
	<p>The school counselor does not engage in self-reflection of practice, review data to set goals for improvement or participate in professional learning.</p>	<p>The school counselor engages in limited self-reflection of practice, reviews minimal data ineffectively to set goals for improvement and participates in professional learning to meet some goals, enhance skills and stay current on professional issues.</p>	<p>The school counselor engages in thoughtful self-reflection of practice, reviews data to set goals for improvement and participates in professional learning to meet goals, enhance skills and stay current on professional issues.</p>	<p>The school counselor engages in thoughtful and ongoing self-reflection of practice; consistently reviews data to set and monitor goals for improvement; and participates in professional learning to meet goals, enhance skills and stay current on professional issues, educating others on learnings when appropriate.</p>
<p><b>Evidence</b></p>	<p>The school counselor does not attend professional meetings nor belong to organizations at the local, state or national level.</p>	<p>The school counselor attends professional meetings and/or belongs to organizations at the local, state or national level.</p>	<p>The school counselor actively participates in both professional meetings and organizations at the local, state or national levels.</p>	<p>The school counselor coordinates, facilitates and/or provides leadership in professional meetings and organizations at the local, state or national level.</p>

Metric(s) of Student Outcomes – School counselor demonstrates an ability to produce positive student outcomes using pre-determined metrics. Evidence	Ineffective The school counselor does not collect data nor demonstrate a positive change in students' knowledge, behavior or skills.	Developing The school counselor collects data but cannot demonstrate a positive change in students' knowledge, behavior or skills.	Skilled The school counselor clearly demonstrates a positive change in students' knowledge, behavior or skills within at least one student domain.	Accomplished The school counselor clearly demonstrates a positive change in students' knowledge, behavior or skills within at three student domains.



# **APPENDICES**

# SIDNEY CITY SCHOOLS

## ELEMENTARY GUIDANCE CURRICULUM

### FEELINGS - *September*

- Using "I" messages
- Identifying and understanding emotions
- Knowing how to appropriately deal with feelings
- Empathizing

### SELF-CONTROL - *January*

- Following directions
- Paying attention and resisting distractions
- Remaining calm even when criticized or provoked
- Allowing others to speak without interrupting
- Keeping temper in check

### TEAMWORK - *October*

- Working together cooperatively
- Synergize
- Reaching mutual goals
- Sportsmanship/respect

### HONESTY - *February*

- Owning your actions
- Playing fair and by the rules
- Doing what you say you will
- Telling the truth
- Integrity

### GRATITUDE - *November*

- Recognizing what other people do for them
- Showing appreciation for opportunities
- Expressing appreciation verbally/"Please" & "Thank You"
- Doing something nice for someone else as a way of saying 'thank you'

### OPTIMISM - *March*

- Positive attitude
- Believing in yourself
- Staying motivated, even when things don't go well
- Believing that they can improve on things they want to be good at

### KINDNESS - *December*

- Showing that you care
- "The Golden Rule"
- Encouragement
- Doing something nice for someone else
- Showing respect

### PERSEVERENCE - *April*

- Finishing what they begin
- Sticking with a project or activity for as long as it takes
- Trying hard even after experiencing failure
- Staying committed to goals
- Keep working hard even when feeling like giving up

## Character Strength Post Test

Grade: K 1

*Instructions: Circle the best answer for each question*

---

1. The action of never giving up and completing something that you start

Perseverance

Teamwork

---

2. Recognizing what someone has done for you and saying "Thank you":

Gratitude

Feelings

---

3. Using an "I message" is a good way to express your \_\_\_\_\_

Feelings

Perseverance

---

4. Telling the truth even if you'll get in trouble

Honesty

Feelings

---

5. Following directions and not losing your temper even when you're angry

Optimism

Self-control

---

6. Having a positive attitude

Honesty

Optimism

---

7. Doing something nice for someone or encouraging them

Kindness

Self-control

---

8. Working cooperatively to reach goals

Teamwork

Feelings

# Character Strength Post Test

Grade:            2            3

*Instructions: Circle the best answer for each question*

---

1. The action of never giving up and completing something that you start

Kindness

Perseverance

Teamwork

---

2. Recognizing what someone has done for you and saying "Thank you":

Gratitude

Optimism

Feelings

---

3. Using an "I message" is a good way to express your \_\_\_\_\_

Feelings

Gratitude

Perseverance

---

4. Telling the truth even if you'll get in trouble

Honesty

Perseverance

Feelings

---

5. Following directions and not losing your temper even when you're angry

Kindness

Optimism

Self-control

---

6. Having a positive attitude

Honesty

Feelings

Optimism

---

7. Doing something nice for someone or encouraging them

Kindness

Self-control

Perseverance

---

8. Working cooperatively to reach goals

Honesty

Teamwork

Feelings

# Character Strength Post Test

Grade:            4                    5

*Instructions: Circle the best answer for each question*

---

1. The action of never giving up and completing something that you start

Kindness

Self-control

Perseverance

Teamwork

---

2. Recognizing what someone has done for you and saying "Thank you":

Gratitude

Optimism

Feelings

Teamwork

---

3. Using an "I message" is a good way to express your \_\_\_\_\_

Feelings

Gratitude

Self-control

Perseverance

---

4. Telling the truth even if you'll get in trouble

Gratitude

Honesty

Perseverance

Feelings

---

5. Following directions and not losing your temper even when you're angry

Kindness

Optimism

Self-control

Honesty

---

6. Having a positive attitude

Teamwork

Honesty

Feelings

Optimism

---

7. Doing something nice for someone or encouraging them

Kindness

Self-control

Perseverance

Honesty

---

8. Working cooperatively to reach goals

Gratitude

Honesty

Teamwork

Feelings

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## **References**

- American School Counselor Association (2012). *The ASCA national model: A framework for school counseling programs*. Washington, D.C.: Author.
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