

# Corning-Painted Post School District

## Comprehensive K-12 School Counseling Plan



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# Corning-Painted Post School District School Counseling Department

## INTRODUCTION

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

~ American School Counselor Association

## OUR VISION

The Corning-Painted Post Area School District is a diverse, challenging, high performing teaching and learning community that develops inquiring, knowledgeable and caring young people who help create a better and more peaceful world.

## OUR MISSION

Students are the center of all we do.

## OUR CORE BELIEFS

We believe that:

1. Students will be capable of achieving personal success
2. Students will be prepared to succeed in an ever-changing global society
3. Students will be lifelong learners
4. Student success requires family and community involvement
5. The District will provide a safe and nurturing learning community
6. The District will foster a culture of productive relationships through effective collaboration and communication
7. The District will develop appropriate curricula, instruction and assessments through data-driven decisions
8. The District will provide professional development that will enhance student success

# Components of a School Counseling Program

The comprehensive Corning-Painted Post School District counseling program integrates academic, career and personal/social development. The components of a comprehensive school counseling program are: individual planning, counseling and responsive services, guidance activities and program support as appropriate per grade level and individual student need.

## ***Referencing the American School Counselor Association (ASCA)***

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career Readiness for Every Student describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts.

The ASCA Mindsets & Behaviors are organized in three broad domains: academic, career and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definitions of each domain are as follows:

## **ASCA Domains:**

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

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

**Personal/Social Development** – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

## **Domains and Standards:**

The National Standards for School Counseling Programs facilitate student development in three broad areas: academic development, career development and personal/social development.

### **Academic Development**

#### ***Standard A***

Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

#### ***Standard B***

Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

#### ***Standard C***

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

### **Career Development**

#### ***Standard A***

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision.

#### ***Standard B***

Students will employ strategies to achieve future career success and satisfaction.

#### ***Standard C***

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

## **Personal/Social Development**

### ***Standard A***

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

### ***Standard B***

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

### ***Standard C***

Students will understand safety and survival skills.

## **Academic Development and Career: INDIVIDUAL STUDENT PLANNING**

As appropriate per grade level, counselors provide the necessary monitoring of individual student's progress towards achieving success in academic, career, and personal/social areas. Individual planning can be monitored through:

- Case Management: school counselors monitor individual student progress.
- Individual Appraisal: school counselors use test information and other data to assist students in analyzing and evaluating their interests, skills and abilities.
- Individual Advisement: school counselors work directly with students on developing an appropriate educational plan.
- Placement: school counselors assist students in determining the proper educational setting as they meet their academic and career goals.

## **Personal and Social Development: RESPONSIVE SERVICES/COUNSELING**

School counselors coordinate activities to meet the needs of students through:

- Consultation: school counselors are available to work with parents, teachers, students and other involved parties to develop strategies to assist students.
- Personal Counseling: provides a student maximum privacy in which to freely explore ideas, feelings, and behaviors.
- Crisis Counseling: provides intervention and prevention; such counseling is short term in nature addressing a particular student's concern.
- Referral: counselors refer students and their families to appropriate community agencies when needed.

## **Academic, Career and Personal/Social Development: SCHOOL COUNSELING ACTIVITIES**

School Counseling Activities, as appropriate per grade level, may present structured developmental activities designed to address academic, career development and personal/social needs of students Pre-K through 12. These activities are delivered through:

- Classroom activities: school counselors present lessons in the classroom setting.
- Group activities: school counselors may also conduct large group activities to address students' particular needs.
- Interdisciplinary activities: school counselors may participate in teams to integrate career/college readiness components.

\*Refer to The Delivery System section for specific building examples of each of these.

## **SYSTEM SUPPORT**

System support consists of the management activities essential to the success of the school counseling program.

- Professional Development:: counselors must update knowledge and skills by participating in training, professional meetings and conferences and relevant coursework as resources allow.
- Program Promotion: school counselors may provide orientation and information regarding the program to the greater community through websites, newsletters and presentations.
- Consultation with Teachers and Staff: counselors work with teachers and other staff members to provide information regarding the needs of students. School counselors often participate in district committees and in-service programs.
- Parent and Community: school counselors provide ongoing support and information to the parents and community regarding student's needs.
- Research: school counselors utilize research in the development of their programs and participate in research designed to improve their programs.



# Leadership, Advocacy, and Collaboration

School counselors are influential in helping students eventually reach their post-secondary, career, and personal/social goals. In addition to their roles in counseling and coordination, school counselors are leaders, advocates, and collaborators.

## **LEADERSHIP**

As leaders, they engage in school-wide change to ensure student success. School counselors promote academic achievement by developing a comprehensive developmental school counseling program that pays attention to issues of educational equity and access.

## **ADVOCACY**

As advocates, they advocate for all students to achieve at a high level. School counselors, and other pupil personnel staff, help to remove barriers to academic achievement by teaching grade appropriate organizational and management of self skills to students, and helping students and parents negotiate the school environment and access support systems.

## **COLLABORATION**

School counselors collaborate with teachers, administrators, special educators, staff, students, parents, and community members to impact system-wide changes. Most importantly, school counselors demonstrate that they are willing to share responsibility for student achievement and school improvement. In all of these roles, school counselors, social workers, school psychologists, nurses, School Resource Officers (SRO), Deans, and CSE chairs use local, regional, and national data to support their programs.

# Advantages of a Comprehensive School Counseling Program

Corning-Painted Post School District school counseling programs will strive to positively impact students, parents, teachers, administrators, board of education, other student services personnel, and school counselors.

**The advantages for each of these groups include the following:**

## **STUDENTS**

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

## **PARENTS**

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

## **TEACHERS**

1. Provides an interdisciplinary team effort to address student needs and educational goals.
2. Provides consultation to assist teachers.
3. Positively impacts school climate and the learning community.
4. Encourages positive, scheduled activities and supportive working relationships.
5. Promotes a team effort to address developmental, personal/social needs of the student.
6. Increases teacher accessibility to the counselor as a classroom presenter and resource person.

## **ADMINISTRATORS**

1. Integrates school counseling with the academic mission and vision of the school.
2. Provides a program structure with specific content.
3. Assist the school advisory committee to use school counselors effectively to enhance learning and development for all students.
4. Communicates student support services to students, parents and families.
5. Promotes community image of the school counseling program.

## **BOARD OF EDUCATION**

1. Provides rationale for implementing a comprehensive developmental counseling program in the school system.
2. Provides assurance that a quality school counseling program is available to every student.
3. Demonstrates the necessity of appropriate levels of funding for implementation.
4. Supports appropriate credentialing and staffing.
5. Provides a basis for determining funding allocations for school counseling programs.
6. Furnishes program information to the community.
7. Acts as liaison for community and school partnerships.

## **SCHOOL COUNSELORS**

1. Provides a clearly defined role and function in the educational system.
2. Accessible to every student.
3. Provides a tool for program management.
4. Enhances the role of the school counselor as a student advocate.
5. Ensures involvement in the academic mission of the school.
6. Places school counselors in a leadership role.
7. Active participant on the Preparing all Students for Success team, (PASS).

## **PUPIL PERSONNEL SERVICES**

1. Provides school psychologists, social workers, and other professional student services personnel with a clearly defined role of the school counselor.
2. Clarifies areas of overlapping responsibilities.
3. Fosters a positive team approach, which enhances cooperative working relationships.

## **COMMUNITY**

1. Provides an increased opportunity for collaboration and participation of community members with the school program.
2. Creates community awareness and visibility of the school counseling program.

# Corning-Painted Post School District School Counseling Program

School Counseling Curriculum, Individual Student Planning, Responsive Services and System Support

## THE DELIVERY SYSTEM

The delivery system describes the activities, interactions and methods necessary to deliver the programs to the school community. C-PP's Comprehensive School Counseling Programs integrate academic, career and personal/social development. The components of a comprehensive school counseling program include the school counseling curriculum, individual planning, responsive services, and system support.

**School Counseling Curriculum:** The school counseling curriculum consists of structured developmental lessons to assist students in achieving the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The school counseling curriculum is infused throughout the school's overall curriculum and is presented systematically through K-12 classroom instruction and group activities.

- **Classroom activities:** School Counselors present lessons in the classroom setting.
- **Group activities:** School Counselors may also conduct large group activities to address students' particular needs.
- **Interdisciplinary activities:** School Counselors participate in teams to develop curriculum across content areas.
- **Career and College Awareness:** School Counselors sponsor College and Career Awareness activities throughout the district.

**Individual Student Planning:** School Counselors coordinate ongoing systematic activities designed to assist students individually in establishing personal goals and developing future plans.

- **Case Management:** School Counselors monitor individual student progress.
- **Individual Appraisal:** School Counselors use test information and other data to assist students in analyzing and evaluating their interests, skills, and abilities.
- **Individual Advisement:** School Counselors work directly with students on developing an appropriate educational plan.
- **Placement:** School Counselors assist students in determining the proper educational setting as they meet their academic and career goals.

**Responsive Services:** Responsive services, which are the traditional duties of school counselors, consist of activities meeting individual student's immediate needs, usually necessitated by life events, situations and/or conditions in the student's life. These needs require counseling, consultation, referral, peer mediation and/or information.

- **Consultation:** School Counselors work with parents, teachers, students and other involved parties to develop strategies to assist students.
- **Personal Counseling:** Provides a student maximum privacy in which to freely explore ideas, feelings, and behaviors.
- **Crisis Counseling:** Provides prevention and interventions. Such counseling, is short term in nature addressing a particular student's concern.
- **Referral:** Counselors refer students and their families to appropriate community agencies when needed.

**System Supports:** Like organized activity, a school counseling program requires administration and management to establish, maintain and enhance the total counseling program.

- **Professional Development:** School Counselors must update knowledge and skills by participating in training, professional meetings, conferences and relevant coursework.
- **Program Promotion:** School Counselors provide orientation and information regarding the programs to the greater community via websites, counseling newsletters, and community presentations.
- **Consultation with teachers and staff:** School Counselors work with teachers and other staff members to provide information regarding the needs of a student. School Counselors should participate in district committees and in-service programs.
- **Parent and Community Outreach:** School Counselors provide ongoing support and information to the greater community regarding student needs.
- **Research:** School Counselors utilize research in the development of their programs and participate in research designed to improve their programs.
- **Program Evaluation:** School Counselors collect and analyze data to evaluate and update program activities.

## District Delivery System Chart

<b>Counseling Curriculum</b>	<b>Responsive Services</b>	<b>Individual Student Planning</b>	<b>System Support</b>
Provides developmental, comprehensive school counseling program content in a systematic way to all C-PP students K - 12th grade	Addresses students' immediate concerns.	Assists students and parents in the development of academic and career plans.	Includes program, staff and school support activities and services.
<b>Purpose:</b> * Student awareness, skills development and application of skills needed in everyday life.	<b>Purpose:</b> * Prevention and intervention.	<b>Purpose:</b> * Individual student academic and occupational planning, decision making, goal setting and preparing for academic transition.	<b>Purpose:</b> * Program delivery and support.
<b>Academic:</b> * Effective learning in school and across the life span. * Academic preparation for post-secondary options. * Relationship of academics, work, family and community.	<b>Academic:</b> * Any immediate academic concerns. * School-related concerns including tardiness, absences and truancy, misbehavior, school avoidance, dropout, suspensions.	<b>Academic:</b> * Facilitation and/or interpretation of criterion and norm-referenced tests. * Academic preparation essential for post- secondary options. * Appropriate course selection. * Development of K-12 educational plan/portfolio. * Development of an educational plan beyond high school including post-secondary selection/financial	<b>Total Support:</b> * School counselor professional development. * Advocacy and public relations for comprehensive school counseling programs. * Advisory committee. * Program planning and development. * Evaluation and assessment of comprehensive school counseling programs, personnel and student results. * Documentation of how

		<p>aid/scholarships.</p> <ul style="list-style-type: none"> <li>* Use of diverse assessment results.</li> </ul>	<p>comprehensive school counseling programs contribute to student achievement.</p> <ul style="list-style-type: none"> <li>* School improvement planning.</li> <li>* Integration of guidance essential teaching across the school curriculum.</li> <li>* Parent involvement and education.</li> <li>* Consultation with staff and community.</li> <li>* Practices based on research. * Community outreach and involvement.</li> <li>* Data analysis.</li> </ul>
<p><b>Career:</b> * Investigate the world of work to make informed decisions *Strategies to achieve future career goals. * Relationship of personal qualities, education, training and work.</p>	<p><b>Career:</b> * individual discussions on how current behavior can impact future career goals.</p>	<p><b>Career:</b> * Utilize career information resources in school and community. * Explore career clusters.</p> <ul style="list-style-type: none"> <li>* Interest and skill inventories.</li> <li>* Career exploration inventories.</li> <li>* Self-knowledge relating to career choices. * Appropriate course selections, tech prep, work-based learning including job shadowing and internships.</li> </ul>	<p><b>Career: N/A</b></p>



<p><b>Personal/Social:</b> * Interpersonal skills to respect self and others. * Decision-making, setting goals and taking action to achieve goals. * Understanding everyday safety and survival skills.</p>	<p><b>Personal/Social:</b> * Physical, sexual or emotional abuse and issues. * Crises. * Grief, loss and death. * Substance abuse. * Family issues. * Coping with stress. * Relationship concerns. * Divorce * Legal issues (probation, arrests or incarceration). * Referral Plans. * Contact and develop relationships with mental health resources in your area.</p>	<p><b>Personal/Social:</b> * Skills and competencies related to student and employee success.</p>	<p><b>Personal/Social : N/A</b></p>
<p><b>Counselor Role:</b> * Counseling curriculum planning for small and large group settings Classroom and structured settings, Consultation with * Consultation with administration, students and other school counselors</p>	<p><b>Counselor Role:</b> individual and small group counseling, referrals and collaboration, Consultation with administration, students, administration, faculty, school social worker, and and other school community agencies. counselors)</p>	<p><b>Counselor Role:</b> assessment, planning placement and consultation</p>	<p><b>Counselor Role:</b> * Development and management program. * Coordination. * Develop relationships and partnerships. * Consultation.</p>

## Elementary School- School Counseling

Components	Academic	Career	Personal/Social Development
<b>Curriculum</b>	O-Team Attendance Incentives “Popping toward good attendance” Severn Super Heroes Severn/Carlder Shout outs Hour of Code School Counseling lessons Recognition assembly Check in and check out	Classroom Speakers Field Trips Career Day 5th Grade Career Visits Cornig Incorporated Presentations School Counseling lessons Graduation Bulletin Board Graduation picture frame at Open House	Second Step Zones of Regulations Positive Character Shout Outs Severn Super Heroes Building Pledges (Kindness) School Counseling lessons Carlder Character Program Goal of the Week Check in and check out Goal of the Week
<b>Responsive Services</b>	PASS PLC’s FISH Coupons SOS (Saving One Student) Provide a break for student and pep talk Target goals posted throughout the building	Open to suggestions and ideas from parents, teachers and students	Preparing all Students for Success (PASS) SPOA Referral Behavior Support Plans Behavior Intervention Plans Individual Crisis Management Plans Provide a break for student and a pep talk
<b>Individual Planning</b>	Student Success Team Goal setting IEP counseling	Career Planning Goal setting Individual counseling	Behavior Support Plans Behavior Intervention Plans Individual Crisis Management Plans  IEP Counseling
<b>System Support</b>	HS Reading Partners Community Reading Partners CUB Club	Graduation Walks - June Displaying staff on graduation bulletin board	Therapeutic Crisis Intervention Monthly Character Education CUB Club

	Pride Pals Reading Buddies - pair a 5th grader with a first grader School wide reading program Meet the 6th Grade Counselor Typing and technology classes	(CR) Graduation caps on all classroom mirrors	Paws for Pride Carder Character Poster Carder Oath Goal of the Week Mindfulness Monday Student Council
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## Curriculum- Elementary

### **Second Step, a collaboration with Steuben Council on Addictions**

The goal of Second Step Programs is to afford students the opportunity to learn essential social and emotional skills crucial to healthy child development. Skills such as empathy, emotion management (ie: anger management, impulse control), and social problem solving, promote social competence and reduce social and emotional problems. This is a universal prevention program delivered to all students in the designated grade levels. Results also include the enhancement of a caring culture through promoting respect and acceptance.

***Implemented based on availability of curriculum, time and administrative directive.***

### **Classroom Counseling Lessons:**

The goal of each classroom lesson is to provide students with knowledge, strategies and skills based on the following domains: personal/social, academic, and college/career. ***Implemented based on availability of curriculum, time and administrative directive at every elementary building.***

### **Senior Walk Through:**

Graduating high school seniors that attended Carder Elementary come back to the school to walk through the halls dressed in their caps and gowns for current students to see. ***Implemented at each elementary school in collaboration with CPPHS***

**Science Fair Assembly Recognition:**

Students who participate in the district Science Fair are recognized at an all school assembly.

**Frederick Carder Elementary School****Mindfulness Monday:**

Each Monday, the faculty is provided with a mindfulness activity that they can practice throughout that week. They are encouraged to then teach that strategy to their students once they have mastered it themselves. ***Implemented based on availability of curriculum, time and administrative directive at Carder Elementary.***

**Growth Mindset:**

Each classroom has posters that give examples of grow mindset. (ex: Instead of..... Try thinking.....) Parent's received a growth mindset guide in the report cards.

**Carder Norms:**

Each room in the building has the Carder Student Norms that are used to encourage students to make appropriate choices with their behaviors and the character traits.

**Graduation Bulletin Board:**

A centrally placed bulletin board within the building is updated monthly to align with the theme "When I graduate from high school I will..." (career domain) Each month has the following theme:

September: Pictures of different possibilities after graduating (career and college options)

October: Pictures of different possibilities after graduating (career and college options)

November: Pictures of faculty members from their graduating year, wearing their cap and gown.

December: Current 4th graders wearing a graduation cap and gown, holding a sign that says what they want to do once they graduate.

January: Current 3rd graders wearing a graduation cap and gown, holding a sign that says what they want to do once they graduate.

February: Current 2nd graders wearing a graduation cap and gown, holding a sign that says what they want to do once they graduate.

March: Current 1st graders wearing a graduation cap and gown, holding a sign that says what they want to do once they graduate.

April: Current Kindergarteners wearing a graduation cap and gown, holding a sign that says what they want to do once they graduate.

May: Current 5th graders wearing a graduation cap and gown, holding a sign that says what they want to do once they graduate.

June: Current graduating seniors wearing a graduation cap and gown, holding a sign that says what they want to do once they graduate.

***Implemented based on availability of curriculum, time and administrative directive at Carder Elementary.***

#### **Graduation Caps on All Classroom Mirrors:**

Each classroom is provided with a picture of a graduation cap to be displayed on their classroom mirror. The saying “When I graduate from high school I will...” is also displayed above the cap to have the students begin planning and thinking about the future, particularly after they graduate high school-generalizes the graduation bulletin board into each classroom.. ***Implemented based on availability of curriculum, time and administrative directive at Carder Elementary.***

#### **Carder Character Program:**

Each classroom teacher chooses one student each week that has displayed outstanding character from one of the following: honesty, caring, respect, responsibility. This student’s name is announced on that Friday morning. They are also given a Carder Character Certificate that has been signed by the principal and teacher that they get to take home to their parent or guardian. This student also signs the Carder Character Poster that displays the four character traits that Carder focuses on (honesty, caring, respect, responsibility). ***Implemented based on availability of curriculum, time and administrative directive at Carder Elementary.***

**Meet the 6th Grade Counselor:**

The 6th grade counselor visits each 5th grade classroom towards the end of the school year to introduce him/herself to the students who will soon be transitioning to the middle school- allowing a time for questions and discussion about what to expect. ***Implemented based on availability of curriculum, time and administrative directive at Carder Elementary.***

**Recognition Assembly:**

Every marking period classroom teachers recognize students for their academic progress, attendance, and positive character. ***Implemented based on availability of curriculum, time and administrative directive at all elementary buildings.***

**Student Council:**

Students are elected by their peers to be in this club and act as representatives for their class. They meet twice a month and complete activities to support a safe and fun community within the school (for example: spirit days, morning announcements, sharing kindness notes on lockers, collecting pull tabs for Ronald McDonald House, Holiday for the Troops) ***Implemented based on availability of curriculum, time and administrative directive at Carder Elementary.***

**Carder Oath:**

Each morning this Oath is stated over the morning announcements. All students participate in saying the oath. The oath is to emphasize our character behaviors. Each classroom has the oath posted. ***Implemented based on availability of curriculum, time and administrative directive at Carder Elementary.***

**Goal of the Week:**

Each week a goal related to our character traits are said over the morning announcements and displayed in the hallway. Teachers are encouraged to teach about that trait each week. ***Implemented based on availability of curriculum, time and administrative directive at Carder Elementary.***

**Whole Building Reading:**

For the last 15 minutes of the day the whole school stops and does reading activities. Staff members are assigned to various classrooms to assist with certain students K-2. The intermediate classrooms do reading activities in their classroom.

**Reading in the morning:**

While waiting to enter their classroom some grades are paired up and the older kids read to the younger kids or vice versa. Pictures are posted along the wall showing the students reading to each other.

**William E. Severn Elementary School****Severn Super Heroes:**

At Severn Elementary School, teachers recognize a student from each grade level each Friday over the announcements. The principal presents the selected student with a superhero cape to wear for the school day. A picture of the student in the cape is sent to the parent/family along with a description along with the write up/nomination of the student.

**Severn Kindness Pledge:**

At Severn Elementary School, each Monday the school recites the school's kindness pledge over the morning announcements. The kindness pledge is displayed in all classrooms.

**Popping Toward Good Attendance:**

At Severn Elementary School, classes earn a popcorn party once a designated attendance percentage is met by the class. Progress is posted outside of each classroom and progress is shared during the school announcements.

**Goal of the Week:**

At Severn, the monthly character trait (established by the district) is supported by weekly goal and mini-lessons for each goal which are presented by the classroom teacher. Each goal is visually printed and posted in each classroom. In addition, the weekly goal is read on the morning announcements and posted on the electronic viewing monitors in the cafeteria.

**Graduation Picture Frame at Open House:**

At Severn's Open House, a decorated cardboard frame stating "Future high school graduate" with an area to place the student's graduation year, was offered for a picture taking opportunity for all students. Pictures of students were placed on the viewing monitor in the cafeteria.

**Birthday Book:**

Each student gets to select a book from the Principal's bookshelf for his/her birthday.

**Severn Shout-outs:**

At the end of each day students are recognized for a positive choice over the announcements. Any student or staff member is allowed to complete a Severn Shout-out form.

**Winfield Street Elementary School****Winfield Scholar-Roo Pledge:**

At Winfield School, once a week on the morning announcements the pledge is recited by a student and all classrooms participate. The pledge is displayed in classrooms.



**Winfield Character Walls:**

In the main hallway two walls display the character trait of the month with examples and quotes of student interpretations of the character traits. The presentation changes each month. The outdoor marquis also displays the character trait of the month for all to see upon entry to the building. Monthly newsletter sent home to families highlights the character trait of the month so that it can be supported at home.

**Winfield Classroom Attendance Incentives:**

Each set of ½ days (fall and spring) two classrooms (one primary and one secondary) earn a popcorn party for having the highest % of students present on the ½ days.

**Student Council:**

Students are elected by their peers to be in this club and act as representatives for their class. They meet once a month and complete activities to support a safe and fun community within the school (for example: spirit days, morning announcements, collecting pull tabs for Ronald McDonald House, movie night fundraiser for Children's Miracle Network, etc.)

**Student Celebrations:**

Mid-year and End of year celebrations of learning, O-team (organization team) monthly activities, reading incentives including "book talks." Shout-Outs on the announcements to recognize positive achievements (character and/or academic)

**Mentoring:**

Staff members volunteer to be matched with students through the School Social Worker. Pairs spend time together to build an additional relationship at school (lunch, etc.) to support the student and encourage things like better attendance, homework completion, improved behavior, etc. Most mentor pairs last several years.

**Safety Patrol:**

5th grade students are trained and assigned to areas in the bldg both during arrival and dismissal to serve as helpers and role models to the younger students.

**Erwin Valley Elementary School****Paws for Pride:**

At Erwin Valley , teachers and students recognize students and/or peers each week that coordinate with the building goals of Respect, Responsibility, and Safety. Names of students are announced each Friday and each student receives a Paws for Pride recognition coupon and bracelet.

**Erwin Valley Pride Pals:**

A program to increase building community and build a love of reading. Younger students are paired with an older student and meet monthly to read and do an activity.

**Erwin Valley Pledge:**

The Erwin Valley Pledge is recited each day in all classrooms after the morning announcements. The Pledge is related to behavior and academic expectations at Erwin Valley. The pledge is displayed throughout the school and in every classroom.

**Student Council:**

Students are elected by their peers to be in this club and are representatives for their class. They meet at least once a month and have worked on projects such as: spirit days, canned food drive for local food pantries, collecting money for St Baldrick's and also collecting pennies for Leukemia.

**Safety Patrol:**

5th grade students apply and are carefully selected to be members of this group. They are trained and assigned to help maintain order, assist with serving breakfast, and escort first and second grade students at dismissal. They help support Erwin Valley character traits of responsibility, respect and safety. Officers of safety patrol are voted by their peers into leadership positions of captain, vice captain and lieutenant.

**Character Trait Announcements:**

During morning announcements each day students are reminded of the month's character trait. These announcements support the character trait of the month established by the district. Teachers are encouraged to support these traits through lessons that are embedded in their curriculum.

**Erwin Valley Expectations:**

In each classroom behavior expectations are displayed which emphasize safety, responsibility, and respect. Examples are given of expected behaviors in each area of the school (ie: assemblies, bus, recess, hallway, cafeteria, and bathrooms).

**Meet the 6th Grade Counselor:**

The 6th grade counselor visits each 5th grade classroom towards the end of the school year to introduce him/herself to the students who will soon be transitioning to the middle school- allowing time for questions and discussion about what to expect.

**Monthly Counseling Bulletin Board:**

Each month a bulletin board is created to highlight important topics for the month, ranging from test taking tips to pro social emotional skills and development.

**Random Displays of Kindness:**

Each month grade levels work together to create a kindness related message displayed in the main lobby of the school.

**Mindfulness Action Calendar:**

Monthly action calendars are shared with staff that are intended to give ideas to support and teach kindness actions and to promote a positive classroom and building environment.

**Calvin U. Smith Elementary****BRAG:**

Buddies Read and Grow, is a program where older students are paired with younger students to promote relationship building while encouraging students to read. Students meet once a month with their BRAG Buddies.

**Character Kid Awards:**

Each month teachers nominate one of their students who has displayed that month's character trait as their classroom's character kid. Students who receive the character kid awards are recognized at school assemblies, receive a certificate and come up on stage for a group picture.

**Character Education Program:**

Activities are created for schoolwide promotion of the month's character traits among students and staff.

**Student Leadership:**

Students in 3rd, 4th and 5th grade are selected to discuss ways to better our school climate, promote character traits and be helpful citizens to our community.

**Meet the 6th Grade Counselor:**

In 5th grade's last classroom guidance lesson, students will get a chance to meet their 6th grade school counselor. This gives students the opportunity to ask questions and get familiar with a middle school staff member to prep for the 5th to 6th transition.

**College Week:**

The week of May 6th-May 10th, students and staff will participate in a school wide college themed week. Themed days such as "Alma Mater Monday" and "College Colors Friday" will take place. It is encouraged that staff share some of their college experiences and inform students some of the opportunities college can create.

**Perfect Attendance Award:**

Given out at the end of the year to students who have perfect attendance

**Reading Incentive:**

(theme differs yearly)...this year the whole school is reading Charlotte's Web, with weekly Trivia and prizes, as well as a culminating school-wide county fair.

**Clubs & Activities:**

After school activities for 3-5<sup>th</sup> graders: Yoga, Zumba, Kickball, Yearbook, and for students in grades 1-2, Games for Fun.

**Senior Graduate Walk:**

Graduates that attended Smith are invited back to our end of year Awards assembly to talk to students about plans beyond graduation and to give students something to strive for.

**3<sup>rd</sup> Grade Boys Lunch bunch:**

Counselor and Social Worker meet with a group of 3<sup>rd</sup> grade boys on Fridays for lunch to work on appropriate peer interactions and development of social skills.

**Safety Patrol:** 5<sup>th</sup> grade student leaders assist with supervision at arrival and dismissal

**Mentoring Program:**

PASS team works with referrals from teachers to assign staff mentors to students in need. Mentors may meet with students weekly, bi-weekly or monthly for lunch or another fun activity.

**Hugh Gregg Elementary School**

**Gregg School Pledge:**

At Gregg School, we recite the Gregg School pledge each day at the start of the day. On Mondays, the principal leads the pledge the PA. The pledge is displayed in every room.

**Character Education Program:**

Activities are created for schoolwide promotion of the district's monthly character traits among students and staff. The Building Leadership Team (BLT) collaborates on this work with the school counselor, social worker, administration, student council and staff.

**Staff College Bulletin Board and Class Photos Bulletin Board:**

We went to college and so can you!

**Fish! (Bee) Coupons:**

Staff recognizes students with a Bee coupon utilizing the principles of the Fish! Philosophy: Being Playful, Being There, Being Positive, Being the one to make someone's day, or for some other reason. Student put their coupon in the glass "beehive" in the office. Each week their names are announced on the PA, a photo is taken and displayed in the school newsletter. and at the end of each month, one coupon is chosen allowing that student to select a school-wide "fun/playful" activity (such as choose your seat for the day, drop everything and read, dance party, etc.)

**Birthday Book and Pencil:**

Each student receives a book from the Principal's birthday bookshelf and a pencil for his/her birthday.

**Cross Grade Level Buddy Classrooms:**

Each classroom has an assigned buddy classroom: K with 5th, 1st with 3rd, 2nd with 4th. They have periodic meetings for projects and sit together in assemblies.

**Peer Tutors:**

Fifth graders are recommended to assist K-2 students with their reading or some other skill. They meet 1- 5x's/week for 5-10 minutes.

**Half Day Attendance Incentives:**

BLT has created surprise incentives for students who attend school on half days, a day traditionally where attendance can dip. Students come to school not knowing what awaits: examples include: a homework pass, tic tac toe with a buddy classroom, a mini dance party or duct taping the principal to the wall.

**Strive for <5:**

Each marking period, students who are still eligible for the "Strive for <5" recognition receive a card in their report card indicating they are on track for making that recognition at the end of the year (no more than 5 absences all year).

**Student Council:**

Students in third, fourth and fifth grades are elected by their peers to be in this club and act as representatives for their class. They meet twice a month before school and lead service projects to improve our school, community and/or world. (for example: spirit days, morning announcements, sharing kindness notes on lockers, collecting pull tabs for Ronald McDonald House, St. Baldrick's)

**Yoga and Mindfulness Lessons/Class sessions:**

Sessions delivered over the course of the semester with the school social worker customized for the grade/age of student.

**Reading Goals and Rewards:**

Each grade level has a designated number of books they are expected to read each trimester (summer). If they meet this benchmark, they are invited to participate in a surprise. Examples include a ride on Captain Bill's Boat on Seneca Lake, Sundae/Bingo, and pool party.

**One School One Book:**

Our work to create a community of readers, we supply each family with a novel and we all (staff, students, parents) read it together. We have fun launch assemblies, follow up activities in school and celebrations when we finish. Since it is meant to be a read aloud, staff records videos of the assignments and they are posted to our school's YouTube channel.

**Senior Walk Through-**

Corning HS Seniors are invited to Gregg School on the last day to meet with our 5th graders in small groups over juice and donuts. They talk about their current and past experiences while sharing their Gregg School yearbooks. These graduating high school seniors then walk through the halls dressed in their caps and gowns as we all cheer them on with our 5th graders. They lead us out to our traditional staff vs 5th grader kick ball game.



## **School Responsive Services- Elementary**

- Student Support Services must be available to meet the needs of students and the school community during a time of crisis. Student Support Services must make themselves available to all students presenting with a crisis. This responsibility takes priority over any other school counseling responsibility. (Responsive services include, but are not limited to death, divorce, violence, classroom disruption, homelessness, suicidal ideation and school anxiety).
- Each School Counselor is responsible for facilitating graduation/career success either at their building or for their assigned caseload.
- Each Student Support will be available to students requesting individual support and/ or mediating situations among a group of students.

## **Individual Student Planning- Elementary**

- Each School Counselor will implement large (classroom) and/or small-group counseling programs each year.
- Student Support will be available and provide assistance in transition of students described as “new entrants.”
- Each School Counselor is to support and collaborate with classroom teachers to meet the academic, social, and emotional needs of the students. Student support team will collaborate and consult with building administrators to provide academic, social, and emotional interventions as needed.
- Each Student Support is responsible for attending Committee on Special Education Meetings for their individual students and reflecting their individual academic goals and programming in the student’s daily schedule.
- Each Social Worker is required to provide mandated counseling as indicated by a student’s Individualized Education Plan. It is the School Social Worker’s sole responsibility to recommend continuation or termination of counseling services based on goals set and met by the School Social Worker.

## **System Support- Elementary**

- Each counselor should utilize various communication methods to inform the whole school community of the school counseling programing.
- Elementary counselors must update knowledge and skills by participating in training, professional meetings, conferences and relevant coursework.
- Elementary counselor's should join the American School Counselors Association and/or the New York State School Counselors Association. Each counselor should participate in building and district committees.
- Elementary counselors will submit a needs assessment on data to evaluate the program and continue updating program activities.

## Corning-Painted Post Middle School- School Counseling

Components	Academic Domain	Career Domain	Personal/Social Development Domain
<b>Curriculum</b>	Advisory RCD - Give 'em 5 National Junior Honors Society C-PP Power Up 6th grade orientation Transition planning 6th-7th and 7th-8th and 8th-9th	Cookies and Careers- Career Panel Manufacturing Day (8th grade) Chemistry Day (7th grade) NASA Day (6th grade) FCS (8th grade career assessments, Junior Achievement Presentation) Naviance Career Planning 6-8	Team Meetings - student concerns 1x Group counseling (friendships, conflict resolution) FCS (6th- laundry; 7th- cooking) Advisory
<b>Responsive Services</b>	After School Homework Club AIS 7th grade Health lessons (stress, substance abuse, mental health, etc.) School Attendance calls	STEM Academy Mock Interviews Career Development Council	Individual Counseling IEP/Non-IEP Preparing all Students for Success (PASS) SPOA Referral HAWK Pride Coupons Student of the Week (SOTW) Mental Health Referrals/threat assessments Hawk's Threads Jr. Teen Intervene

<b>Individual Planning</b>	Student Success Team meetings (SST) Goal Setting - 6th grade lesson, 7th and 8th Parent/Teacher Conferences "Risk of failing" conferences Tours and Buddies - new students	CHOICES POL - Presentation of Learning Naviance Career Planning 6-8 Young Entrepreneur Academy	Behavior Support Plans Behavior Intervention Plans Individual Crisis Management Plans
<b>System Support</b>	5th to 6th grade Transitions 8th to 9th grade Transitions Student Council Assessment Reflection - progress/grades/ NWEA scores 504 SST CSE meetings PPS/ADMIN/School Counselors Master Scheduling/Planning 6th grade Orientation	Life Powered by You Career Development Council	Therapeutic Crisis Intervention RCD (Responsibility Centered Discipline) Parent Boot Camp Monthly Advisory meetings ISP (In School Planning) Intramurals Food Bank Backpack Programs Clubs

## **C-PP Middle School - Curriculum**

**Health Curriculum:** human growth and development, nutrition, healthy relationships, health-wellness triangle, stress management, Mental & Emotional Health; Violence & Injury Prevention, Nutrition and Physical activity, drug prevention, puberty and personal health

**Cookies and Careers:** Local agencies present their careers during student recess times and share a sweet treat with them.

**6<sup>th</sup> grade Orientation:** 6<sup>th</sup> grade students come the first day of school without the upperclassman to get oriented with the building and familiarize themselves with their teachers and schedules.

**Junior Achievement:** Outside organization educates students about work readiness and financial literacy during 8<sup>th</sup> grade family and consumer science classes.

**STEM Academy:** (Science, Technology, Engineering, and Mathematics) Academy that accepts students in 8<sup>th</sup> grade that have shown interest in these fields to offer them a HS diploma as well as an Associate's Degree.

**CHOICES:** Corning Inc. offers a one-day event that is designed to education 8<sup>th</sup> grade girls in career choices in the area.

**Life Powered by You:** Program designed to meet the needs of the non-traditional female student in introducing them to different career opportunities.

**Presentations of Learning:** (POL) Students present their learning (academic strengths, weaknesses, goals) to their family members who come in.

**Clubs:** Opportunities for students to participate in activities that are of interest to them (Dungeons and Dragons, Art, PRIDE, Ski, Robotics, Drama)

**Intramurals:** Before and after school sports related activities.

**Young Entrepreneurs Academy:** YEA students are given the opportunity to learn about and create their own future businesses.

**C-PP Power Up:** District initiative informing the community about technology and the potential negative impact of social media.

## **Responsive Services - CPPMS**

**Advisory:** A re-imaging of homeroom, where one teacher meets with a small group of students as their advocate and support person. This also includes an extension of 1 hour once a month.

**Supportive Opportunities Achieve Resilience:** SOAR - small group of students work with a social worker and the special education teachers to develop a growth mindset.

**Hawk Pride Coupons:** Staff members recognize students who meet the expectations/rules of the building. The students are entered into a monthly drawing to win a prize.

**Backpack Program:** Local food pantry provides food to families who are in need at the end of each week as well as for extended vacations.

**Teen Intervene:** Intervention for at-risk students educating them on the dangers of drug and alcohol use.

**Student Success Team K-12 (SST):** As aligned with our Multi-Tiered System of Supports, SST is a **pre-referral** process that helps ensure that our school staff members are aware of all factors that affect a child's learning. SST allows the school and families to collaborate, work as a team and create plans for success.

**Preparing all Students for Success K-12 (PASS):** As an outcome of the Student Mental Health Committee work, PASS is the “vehicle” by which key support staff, such as, social workers, school counselors, psychologists and building administrators keep a close eye on the “at risk” population of students. Through PASS, staff make decisions about next step supports and possible referrals.

**Team Meetings:** Regularly scheduled meetings where core teachers meet to align curriculum, create plans to support students and develop common practices.

## Individual Student Planning- CPPMS

**Course Selection:** In 6th and 7th grade the school counselors push into the Humanities classes to present 7th grade course options in April. Descriptions of all courses and mock schedules are created to help students visualize what fits them best as a learner. The lesson closes with a question/answer time.

**Career Interest:** In 8th grade during their Family Consumer Science course, students take a career interest survey.

Career Assessment- [www.careerzone.com](http://www.careerzone.com)

## System Support- CPPMS

**Therapeutic Crisis Intervention for Schools (TCIS)** (TCIS) is a crisis prevention and intervention program created by Cornell University designed to teach staff how to help at-risk children learn constructive ways to handle crisis.

**Responsibility Centered Discipline (RCD)** characterizes expectations for students to follow in order to help them be successful in their environment. Teachers highlight the “give em 5” conversation to help students solve their own problems and a win-win fashion. RCD aligns with the growth mindset model to help students learn from their mistakes and grow.

**School Climate Survey** - A student climate survey is given through Advisory two times a year - questions involve safety and relationships. Results help make decisions about Advisory lesson topics and general climate needs.

**Student Placement** : school counselors gather AIS and CSE needs and determine what courses will take the place of others. During the summer, information is mass added into the school database,

**Master Scheduling:** School counselors assist in decisions are made with administration to determine the master schedule according to student needs. Class sizes are evened out and constraints are put into place to manage classroom behavioral needs.

## Corning-Painted Post High School- School Counseling

Components	Academic	Career	Personal/Social Development
<b>Curriculum</b>	Youth Leadership Institute Youth in Government Hawk Day Presentations Time Management Skill Building Goal Setting Graduation Pathways BOCES Visitation Days Elective Presentations CPPSD High School Learning Center Community Foundation-Rose's Youth Group Referrals IB Student/Alumni Panel IB Information Night PTSA Academic Roundtable	Naviance-Do What You Are Mad City Money Career/Job Fair Manufacturing Day Cookies and Careers Military Presentations ASVAB PSAT CDOS Pathways	Student of the Day Freshman Advisory Hawk Day Presentations CPPHS Student Appreciation Luncheons CPPHS Alumni Career Panel CPPHS Student Services Web Page SUPA/ACE Coordinator CPPHS School Profile CPPHS Senior Survey
<b>Responsive Services</b>	504 Meeting CSE/FBA/SST Meetings	Transition Planning Sophomore Career Day	Preparing all Students for Success (PASS) SPOA Referral

	Attendance Interventions PINS Referrals CPS Referrals SSD Referrals The College Board Senior Jeopardy Notifications Failure Notifications Five Week Interventions Parent Teacher Conferences	New Visions-Programs Summer Learning Experiences	Behavior Support Plans Behavior Intervention Plans Individual Crisis Management Plans Emotional Development Support Threat Assessments -Others/Self Gender Identity Group Counseling Therapy Dog Program Mindfulness
<b>Individual Planning</b>	Freshman/Sophomore/Junior meetings Naviance College Planning Graduation Checklist	Career Panels Job Shadows' NCAA Clearinghouse Scholarship Coaching	Behavior Support Plans Behavior Intervention Plans 1x1 Counseling Sessions Students Individual Crisis Management Plans Hawk Threads Referrals to outside Agency Support Coping Skills Personal Safety Planning
<b>System Support</b>	Freshman Orientation Student Visitation Day PTSA Presentations	Financial Aid Planning College Rep Visitations Helping Students Get Involved in School	Teen Intervene Program Hawk Threads Hawk Talks Therapeutic Crisis Intervention



		Activities Girls State/Boys State HOBY-Kiwanis Summit	Respite Referrals Transition/Discharge Planning of Hospitalizations Food Bank/Food Pantry Teen Angel/Candlelight Christmas Programs Backpack Program Summer Learning Experience
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## C-PP High School Curriculum

### GRADE 9:

**Freshman Academy Student Success Skills:** Large Group Counseling - The SSS model includes a group counseling and a classroom guidance curriculum designed to help students develop critically important cognitive, social and self-management skills.

**Freshman Academy PASS Meetings:** School Counselors, School Social Workers, and Administration review academic and social emotional needs of 9th grade students

**1:1 Student/Counselor Meetings:** The school counselor will meet individually with each freshman reviewing course selection, grades, graduation requirements and school involvement outside the classroom.

**Naviance/Family Connection:** Career and College Planning: [www. student.naviance.com/cppehs](http://www.student.naviance.com/cppehs) - My Career Planning Portfolio is a personal electronic portfolio that students can create on-line in a paper format. In their portfolios, they can store Career and College information of interest, exploration tool responses, personal reflections, plans, and their education and work history. At the end of their junior year they will print off their comprehensive career plan.

**Freshman Orientation:** Students attend an hour tour/question & answer sessions at the high school. Incoming Freshman and their parents attend an evening event that is designed to help with the transition from middle to high school. During the orientation, parents and students

are given the opportunity to learn more about the scheduling process, meet faculty and staff, and hear about available courses and electives.

**Freshman Visitation Day:** Incoming Freshman attend a program at the High School to help with the transition. Students have round table discussions with Freshman mentors to learn about the high school and address any concerns or questions they may have. Students also take a tour of the building and meet some of the High School Staff.

**Freshman Only Orientation Day:** Incoming 9th grade students attend a full day of school. Students run through a mock schedule, attend class meetings, tour the building and meet with their advisory teacher.

**8th Grade Transition Planning:** counselors are responsible for course selections, scheduling, and orientation of incoming Freshman.

### **Grades 10-12:**

**HAWK Days:** Special programming during days of school to bring special topics to students including topics such as disability awareness, anti-bullying, character education, healthy decision making (including drug, alcohol, vaping), student mental health, career and college preparation and planning, financial planning.

**SAT/ACT/PSAT:** are college entrance assessments for Sophomores, Juniors and Seniors. These assessments are used to help colleges and universities determine student readiness for college success.

**Parent Teacher Conference:** promoting communication between parents and school with a focus on academic and social emotional progress.

**Scholarships:** cooperation with students and families to make scholarship opportunities available for juniors and seniors. Scholarships are available with a variety of criteria and financial awards.

**Financial Aid Night:** in partnership with Corning Community College an overview of student and family steps for both NYS and Federal financial aid is presented.

**Transition Planning:** end of the year annual meeting with middle school counselors to discuss upcoming at risk students. Discuss transition planning and ongoing support services as students enter the high school.

**At Risk Communication:** counselors meet with a multi disciplinary team to coordinate and share information regarding students.

**CPP Power Up:** is designed as a k12 program for students and parents to focus on digital citizenship, trends in social media and online safety.

**HAWK Days:** Special programming during days of school to bring special topics to students including topics such as disability awareness, anti-bullying, leadership, character education, healthy decision making (including drug, alcohol, vaping), student mental health, career and college preparation and planning, financial planning.

**Career Development Council:** Providing students opportunities to attend career panels and job shadows based on potential career interests

**Vocational Tours/Planning:** Sophomores attend presentations and tours of GST BOCES exploring vocational programs that meet academic requirements and vocational training.

**Sophomore Career Day:** Community members, employers, and professionals present about their careers to sophomores on the campus of Corning Community College

**Job/Career Fair:** Local employers, military representatives, and local colleges present potential employment and future career opportunities to juniors and seniors

**Elective Presentations:** Teachers and School Counselors present curricular options to students from the Course Selection book to prepare students for course selections.

**Alumni College Panel:** Alumni come in to speak about their experiences at different colleges/universities

**PTSA College Planning Presentations:** School counselors present on the timeline and available resources

**College Visitations:** College Representatives visit the High School Guidance Office to meet with interested students. Students have an opportunity to learn about the college and hear about new programs offered. Students also have an opportunity to ask questions and learn more about the college campus.

**Senior Interview Meetings:** Individual counseling meetings auditing each senior's transcript, college and/or career plan and graduation track. Students are scheduled by rank first and then by EOP status (students that receive free and reduced lunch and have low academic standing) all other students are scheduled accordingly. Outlining the Senior Year timeline. The information disseminated includes SAT registration and testing, transcript requests, requesting letters of recommendations, completing online common applications, scholarships, financial aid, etc

**College Planning Night:** Seniors and their parents are invited to attend an evening program focused on college preparation. This program is offered at the Senior High School during the month of October.

**Senior Survey:** Large Group Sessions Held in government and economics classes, reviewing post graduation plans.

**At-Risk Communication:** (notification) Parents of students at-risk of not graduating are informed by letter. Communication of each child's at-risk status should start promptly after the first marking period.

**College Application Process:** The counselor is responsible for letters of recommendation, transcript requests and all other responsibilities related to the completion of each student's college applications.

**Scholarships:** Counselors along with the departments clerical support are responsible for maintaining a current database of college scholarships that is effectively communicated to students and parents. NY State Academic Excellence Scholarship. Counselors are a member of the high school scholarship review committee for local community awards. In this role the school counselor collects the community scholarship applications, sets up the day the committee review the applicants and forwards this information to the Scholarship Committee for Awards.

# Corning-Painted Post District Family and Community Partnerships

**Special Connections:** Partnership to support students and parents in post and secondary work for individuals with an IEP/504 services, providing information on career and education supports, outside community agency supports (OPWDD, ARC of Steuben, Mental Health resources, and outside activities).

**Rotary:** Work cooperatively to bring together business and professional leaders in order to provide goodwill and humanitarian service through the Interact Service Club, including Rotary Readers 9th grade Advisory classes attend CPP elementary schools to read to the K-2 classrooms.

**Community Gardens:** Community collaboration with CPP school district to promote and support anti-hunger concerns within the community.

**Corning Inc. Math and Science Awards:** Awards given to students who display excellence in performance of Math and Science.

**Career Development Council:** Providing students opportunities to attend career panels and job shadows based on potential career interests, Vocational Tours/Planning Sophomores attend presentations and tours of GST BOCES exploring vocational programs that meet academic requirements and vocational training.

**Teen Intervene:** Educational evidenced-based prevention program provided by Family Service Society and Steuben Council on Addictions to discuss and to address substance abuse prevention including coping with peer pressure and developing problem solving skills.

**PINS:** Referral based service to Steuben County Community Services for identified at risk youth who are having difficulty in school or at home in order to collaborate and develop a plan to improve the youth's success.

**Food Bank of the Southern Tier (backpack program):** Provides children who are at risk of hunger with a bag of food for the weekend each Friday throughout the school year.

**Summer Learning Experience:** Serves at risk youth ages 8-18 to apply for summer learning opportunities through a partnership with Steuben County Community Services.

**"Hawk Threads":** Provides students in need with a selection of gently used or new clothing, school supplies and hygiene supplies at no cost. Located in the High School Building and open during the school week as well as select evening hours.

**High School Learning Center@ Corning Community College:** An alternative High School setting located at the Corning Community College campus for students ages 15-21.

**Care First:** Grief-related counseling provided by a community agency

**Corning Community College, Mansfield University, and Syracuse University :** College credit bearing course offering. Financial Aid support provided.

**Youth in Government:** Student internship program in partnership with the Steuben County Government

**Rockwell Museum Teen Council:** Student group responsible for planning community art experiences for teens

**Mad City Money:** Real-life budgeting scenario role playing for money management, staffed by community partners

**Therapy Dogs:** Therapy Dogs International representatives visiting the schools and students

**Five Points Visit :** Students visit a high security NY State prison

# Program Accountability

## Using Data in School Counseling Programs

Data informs, confirms progress, and can reveal shortcomings in student performance. Using data enables school counselors to work in tandem with building administrators and faculty to close the achievement gap through systemic change. By using data, school counselors present a picture of the current status of student needs and issues and then examine the practices that can lead to higher levels of student success.

School counselors will evaluate programs and demonstrate accountability by collecting and using data that link the programs to both student achievement and school improvement. This process will strengthen the relationship between the school counseling program and the instructional program.

It is important to use all three of the following types of data:

- Process data (i.e. number of students in a given group)
- Perception data (i.e. needs assessments or surveys)
- Results data (i.e. proof of change in student competency such as graduation rates, attendance, etc.)

## ***ACCOUNTABILITY SYSTEM***

School Counselors and Administrators are increasingly challenged to demonstrate the effectiveness of the School Counseling Program in measurable terms. To evaluate the program and to hold it accountable, school counselors must collect and use data that links the program to student achievement.

Results Reports – These reports include the process, perception and results data to ensure school counseling programs are carried out, analyzed for effectiveness and modified as needed. Sharing these reports with stakeholders serves to advocate for the students and program. Immediate, intermediate and long-range results are collected and analyzed for the program improvement.

ex: Mental Health Data collection, **Devereux Students Strengths Assessment (DESSA)**

The School Counseling Advisory Committee will self-audit their program yearly in June as a guide to evaluate the comprehensive

programming.

## REFERENCES

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

### Part 100 and School Counseling Programs

As per the New York State Education Department, listed in Part 100.2 of the Commissioner's Regulations, school counseling/ guidance programs are defined as follows:

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



counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and

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

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

Office of Elementary, Middle, Secondary and Continuing Education – Part 100/Part 100.2j

# AMERICAN SCHOOL COUNSELORS ASSOCIATION

## National Standards for School Counseling Programs

### ACADEMIC DEVELOPMENT

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

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

#### **A:A1 Improve Academic Self-concept**

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

#### **A:A2 Acquire Skills for Improving Learning**

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

#### **A:A3 Achieve School Success**

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

- A:A3.5 Demonstrate dependability, productivity, and initiative
- A:A3.6 Share knowledge

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

**A:B1 Improve Learning**

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

**A:B2 Plan to Achieve Goal**

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

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

**A:C1 Relate School to Life Experiences**

- A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life

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

## **CAREER DEVELOPMENT**

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

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

### **C:A1 Develop Career Awareness**

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

### **C:A2 Develop Employment Readiness**

- C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills

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

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

**C:B1 Acquire Career Information**

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

**C:B2 Identify Career Goals**

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

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

**C:C1. Acquire Knowledge to Achieve Career Goals**

- C:C1.1 Understand the relationship between educational achievement and career success
- C:C1.2 Explain how work can help to achieve personal success and satisfaction
- C:C1.3 Identify personal preferences and interests which influence career choice and success

- C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
- C:C1.5 Describe the effect of work on lifestyle
- C:C1.6 Understand the importance of equity and access in career choice
- C:C1.7 Understand that work is an important and satisfying means of personal expression

### **C:C2 Apply Skills to Achieve Career Goals**

- C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals
- C:C2.2 Learn how to use conflict management skills with peers and adults
- C:C2.3 Learn to work cooperatively with others as a team member
- C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences

## **PERSONAL/SOCIAL DEVELOPMENT**

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

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

### **PS:A1 Acquire Self-Knowledge**

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

- PS:A1.11 Identify and discuss changing personal and social roles
- PS:A1.12 Identify and recognize changing family roles

### **PS:A2 Acquire Interpersonal Skills**

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

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

### **PS:B1 Self-Knowledge Application**

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

**STANDARD C:** Students will understand safety and survival skills.

### **PS:C1 Acquire Personal Safety Skills**

- PS:C1.1 Demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact)
- PS:C1.2 Learn about the relationship between rules, laws, safety, and the protection of rights of the individual
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
- PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help
- PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- PS:C1.8 Learn how to cope with peer pressure
- PS:C1.9 Learn techniques for managing stress and conflict
- PS:C1.10 Learn coping skills for managing life events



# AMERICAN SCHOOL COUNSELOR ASSOCIATION 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 preK–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 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.

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

## 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:**

- Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
- 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.
- Do not diagnose but remain acutely aware of how a student's diagnosis can potentially affect the student's academic success.
- Acknowledge the vital role of parents/guardians and families.
- Are concerned with students' academic, career and social/emotional needs and encourage each student's maximum development.
- 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.
- Are knowledgeable of laws, regulations and policies affecting students and families and strive to protect and inform students and families regarding their rights.
- Provide effective, responsive interventions to address student needs.
- Consider the involvement of support networks, wraparound services and educational teams needed to best serve students.
- 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:**

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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 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' preK–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.
- e. 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.
- f. 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.
- g. 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.
- 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.6. Appropriate Referrals and Advocacy**

### **School counselors:**

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

### **A.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 programs.
- 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 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 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 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.

### **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 ongoing 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.
- 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.

## **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.
- 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, non-maleficence, 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.