

Sheridan School District 48J

Comprehensive School Counseling Program

Sheridan School District

January 2021

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FOUNDATION

The foundation of comprehensive school counseling programs are intended to guide the program in developing with consistency and focus over time. The foundation component of this comprehensive program will explain why the Sheridan School District utilizes such a program, and will ensure that the program is an integral part of the overall educational program for all students.

Foundation components include:

- Belief Statement
- Vision Statement
- Mission Statement
- District Policy
- American School Counseling Association Association (ASCA) National Standards
- Oregon's Framework for Comprehensive School Counseling Programs
- Relevant Oregon Administrative Rules (OARS)

District Policy

The district's *comprehensive counseling program* focuses on the developmental needs of all students.

Counselors coordinate the school guidance program and involve all staff members in designing and implementing plans to assist students in meeting the following program goals:

1. Develop decision-making skills
2. Obtain information about self
3. Understand the educational opportunities and alternatives available to them
4. Establish tentative career and educational goals
5. Accept increasing responsibility for their own actions
6. Develop skills in interpersonal relations
7. Utilise school and community resources

Within the framework of the counseling and guidance goals, specific student and curricular objectives will be developed.

Within the areas of counseling and guidance responsibility, the counselor enters into professional relationships with four segments of the school community: students, school personnel, and parents and guardians and other professional community resources.

Consistent with individual rights and the counselor's obligations as a professional, the counseling relationship and resulting information is, in most instances, protected as privileged communications by Oregon Law. When appropriate, counselors will be responsible for explaining the ramifications of confidentiality to students.

Italics-wording changed from original to reflect changes in national and state standards

Belief Statement

WE BELIEVE: all people deserve to be treated with respect and dignity regardless of culture, religion, language, gender, sexual orientation, socioeconomic status, or individual differences.

WE BELIEVE: all students have a right to a quality education that allows them to progress to their fullest potential and prepares them for their future.

WE BELIEVE: all students are capable of learning when we meet them where they are and provide an environment conducive to their learning process.

WE BELIEVE: all individuals have strengths they can draw on to be successful in school and life. Regardless of past experiences all individuals are capable of change.

WE BELIEVE: all individuals require positive, caring relationships and belonging to reach their full potential as individuals and learners.

WE BELIEVE: behavior is communication and makes sense within that individual's experience and perceptions.

WE BELIEVE: achievement gaps can be eliminated using a district wide comprehensive school counseling plan.

WE BELIEVE: families are an integral part of our school community and *our* children reach their fullest potential with support of the entire community.

WE BELIEVE: our role as student advocates puts us in a unique position to support all stakeholders in our students' lives as we work together to support students.

Vision Statement

Sheridan students will have careers that provide a sense of purpose and fulfillment. Students will be engaged community citizens who are respectful and inclusive regardless of individual differences. Students will have meaningful relationships, supporting the community and future generations.

Mission Statement

Sheridan School District: Where all students learn, grow, and succeed.

The mission of the Sheridan Comprehensive School Counseling Program is to provide developmental and systematic support to each and every student to ensure their academic, career, and social/emotional development, as well as provide opportunities for community service. Comprehensive School Counseling Programs (CSCPs) are proactive and preventative. CSCPs enhance learning by assisting students to acquire critical skills for lifelong learning and success. CSCPs embrace professional standards and models for best practice in the field.

Comprehensive school counseling programs provide an array of interventions and supports for students. These are delivered collaboratively with school stakeholders, families, and members of the community to provide seamless transitions to each student's next steps. The goal is that each student will leave the kindergarten through twelfth grade system with the skills and knowledge to live, learn, work, and contribute to both local and global communities.

The mission of the Sheridan School District Comprehensive School Counseling Program is adapted from the Oregon Framework Comprehensive School Counseling Programs Mission Statement.

Sheridan School District

COUNSELING AND GUIDANCE PROGRAM - Policy IJ; IJA

The district's counseling and guidance program is designed to involve all staff and parents in the educational, personal/social and career development of students.

Counselors may provide such services as academic counseling for students and parents, including assistance and information in the areas of scheduling, forecasting, assessments, alternative education programs, progress toward meeting local and state graduation requirements, scholarship and college entrance requirements and identification of district, community and statewide resources for students with academic personal/social or other needs.

Counselors are also available to assist students with academic, social and personal problems and define and arrive at positive solutions through a variety of conference settings.

Students generally schedule appointments to see a counselor through the office. Prior notice to a teacher that a student will be missing class may not always be possible because of the emergency nature of many of the appointments.

Teachers may refer to a student to a counselor by contacting the counselor directly or by completing a referral form, available in the office. Teachers interested in arranging a conference with a counselor and a particular student and/or parent should contact the counseling office.

Counselors and teachers with counseling responsibilities are expected to fully respect the right of privacy of those with whom they enter counseling relationships. Confidential matters are not to be discussed over the telephone.

Confidentiality is not to be abridged except:

1. When there is clear and present danger to the student or others;
2. To consult with other professional persons when this is in the student's interest;
3. When the student waives this privilege in writing.

ASCA National Model Overview

School counselors design and deliver school counseling programs that improve student outcomes. “The ASCA National Model: A Framework for School Counseling Programs” outlines the components of a school counseling program that is integral to the school’s academic mission and is created to have a significant positive impact on student achievement, attendance and discipline.

The ASCA National Model guides school counselors in the development of school counseling programs that:

- are based on data-informed decision making
- are delivered to all students systematically
- include a developmentally appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success
- close achievement and opportunity gaps
- result in improved student achievement, attendance and discipline

Explore the ASCA National Model website to learn more about the ASCA National Model, its component parts and how developing a school counseling program based on this framework can improve student achievement.

[The School Counselor and Academic Development \(Adopted 2017\)](#) [American School Counselor Association \(ASCA\) Position](#)

School counselors deliver programs that have an impact on student growth in three domain areas: academic development, career development and social/emotional development (ASCA, 2019). School counselors recognize students should demonstrate growth in these domains equally to be successful. School counselors understand these domains are not considered separate but are intertwined, each affecting the other (Schenck, Anctil, & Smith, 2010, p. 16). Although this statement focuses on academic development, it is understood career development and social/emotional development need to be considered with equal diligence.

The Rationale

Recent educational initiatives (e.g., No Child Left Behind [NCLB]; Every Student Succeeds Act [ESSA]) have stressed academic achievement as a measure of school success. As a result, school counseling programs align their annual student outcome goals with that of the institution, emphasizing academic achievement. School counselors contribute to the educational and academic outcomes of the school by enhancing student engagement and performance (Carey & Harrington, 2010a; Carey & Harrington, 2010b) through designing, implementing and assessing school counseling programs (ASCA, 2019).

School counseling programs use data to understand student needs, provide school counseling classroom, group and closing-the-gap interventions and remove systemic barriers to ensure all students as early as preschool and kindergarten have opportunity to develop academic goals at all grade levels reflecting their abilities and academic interests and can access appropriate rigorous, relevant coursework and experiences. Because of their unique position within a school and their unique training, school counselors can work with students facing mental health issues, family and social problems as well as career exploration and course planning to make school relevant (Howe, 2009).

School counselors play a critical role in ensuring schools provide a safe, caring environment and that students have the necessary mindsets and behaviors to advance academic achievement outcomes. School counselors work collaboratively with stakeholders to ensure equity, access and academic success of all students (ASCA, 2019).

The School Counselor's Role

School counselors support students' academic success by:

- Leading development of a safe and caring school culture
- Delivering a school counseling program based on data identifying student needs
- Delivering information to students and teachers within the school counseling curriculum on best practices in mindsets and behaviors (i.e., learning strategies, self-management skills, social skills) and metacognition skills (McGuire, 2015) critical in academic success
- Providing relevance to academic effort and educational pursuits by assisting in students' career planning and future career-related goals
- Working with administration, teachers and other school staff to create a school environment encouraging academic success and striving to one's potential (Stone & Clark, 2001)
- Working to remove barriers to access and provide students with the opportunity for academic challenge in the most rigorous coursework possible
- Establishing data analysis methods to identify and target systemic barriers deterring equitable access
- Providing opportunities for students to:
 - Enhance their self-efficacy beliefs and competence
 - Develop attributional beliefs
 - See value in tasks related to achievement
 - Develop mastery/learning goals
 - Develop autonomy
 - Relate to others (Rowell & Hong, 2013)
- Working to establish student opportunities for academic remediation as needed
- Emphasizing family-community-school relationships in addressing academic needs (Brown, 1999)

Summary

Educational institutions are evaluated on student outcomes, especially academic achievement. School counselors working in this educational environment play a critical role in ensuring

students have the academic development (in addition to the social/emotional and career development) knowledge, skills and attitudes needed to be successful. School counselors can assist schools in providing an environment conducive to and supportive of academic success.

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Oregon's Framework for Comprehensive School Counseling

https://www.oregon.gov/ode/educator-resources/standards/comprehensive_school_counseling/Documents/2018%20Framework%20for%20CSC%20Programs.pdf

Oregon's Early Learning and Kindergarten Guidelines for Social and Emotional Development

https://www.oregon.gov/ode/students-and-family/FullDayK/Documents/ODE_EarlyLearningStandards_final.pdf

Willamette Education Service District Social Emotional Learning Standards

https://drive.google.com/file/d/164Csdclk_L5FTbBZ1U_a-U0clOqBPxr4/view

CONTENT

The Comprehensive School Counseling Program is an Oregon Department of Education (ODE) approved and American School Counselor Association (ASCA) aligned educational program in Sheridan School District. This program will be delivered through instruction and student support in four key areas:

- School Counseling Core Curriculum
 - Instruction
 - Group Activities
- Individual Student Planning
 - Appraisal
 - Advising
 - Counseling
- Responsive Services
 - Counseling
 - Crisis Response
- Indirect Student Services
 - Referrals
 - Consultation
 - Collaboration

ASCA recommends the 80% of a school counselor's time be designated for direct services, including school counseling core curriculum, individual student planning, and responsive services. The remaining 20% of a school counselor's time should be designated for indirect services, including referrals for additional assistance, consultation, and collaboration with stakeholders. School counselors should meet yearly with building administrators to set agreements about how time will be used within these broad categories. Previous ASCA guidelines (ASCA 2005) may serve as a reference and are listed below.

Core Curriculum:

Elementary: 35-45%
Middle: 25-35%
High School: 15-25%

Individual Planning:

Elementary: 5-10%
Middle: 15-25%
High School: 25-45%

Responsive Services:

Elementary: 30-40%
Middle: 30-40%
High School: 25-45%

System Support and Integration:

Elementary: 10-15%
Middle: 10-15%
High School: 15-20%

Student Advocacy:

ODE recognizes that student advocacy is an ongoing aspect of the content section of this comprehensive counseling program. Because student advocacy will be integrated into instructions and support in each of the four preceding content areas, no specific time allocations are suggested for student advocacy.

Mindset Standards:

Includes standards related to the psycho-social attitudes or beliefs students have about themselves in relation to academic work. These make up the students' belief system as exhibited in behaviors.

Behavior Standards:

These standards include behaviors commonly associated with being a successful student. These behaviors are visible, outward signs that a student is engaged and putting forth effort to learn. The behaviors are grouped into three subcategories.

- a. Learning Strategies: Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.
- b. Self-management Skills: Continued focus on a goal despite obstacles (grit or persistence) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).
- c. Social Skills: Acceptable behaviors that improve social interactions, such

Domains:

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: Academic Development – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn. Career Development – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the life span. Social/Emotional Development –

Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills. ASCA Mindsets & Behaviors Database The grade-level competencies are housed in the ASCA Mindset

CORE CURRICULUM

The mindsets and behaviors are organized in four broad domains: academic, career, social/emotional, and community involvement. 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.

- **Academic Development:** Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.
- **Career Development:** Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan.
- **Social/Emotional Development:** standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.
- **Community Involvement:** standard guiding school counseling programs to help students give back to the community.

Career and College Readiness

Students who are career and college ready must identify and demonstrate well-developed social emotional skills and identified individual and community core principles that assure academic, vocational, and personal success. Students who are career and college ready in social-emotional and character development reflect these descriptions:

- Demonstrate character in their actions by treating others as they wish to be treated and giving their best effort.
- Assume responsibility for their thoughts and actions.
- Demonstrate a growth mindset and continually develop cognitively, emotionally and socially.
- Exhibit the skills to work independently and collaboratively with efficiency and effectiveness.
- Strive for excellence by committing to hard work, persistence and internal motivation.
- Exhibit creativity and innovation, critical thinking and effective problem solving
- Use resources, including technology and digital media, effectively, strategically capably and appropriately. ▪ Demonstrate an understanding of other perspectives and cultures.
- Model the responsibility of citizenship and exhibit respect for human dignity.
- Demonstrate additional indicators as identified in Oregon's College and Career Readiness Definition (education.oregon.gov/wp-content/uploads/2015/09/Adopted-College-and-CareerReadiness-Definition.pdf)

APPENDIX

SHERIDAN SCHOOL DISTRICT POSITION DESCRIPTION

Position Title: **Counselor**

Department: Building

Reports To: Principal

Terms of Employment: As per bargaining agreement

Classified: Exempt

Prepared By: Date:

Approved By: Date:

SUMMARY: The Counselor will assist students in developing decision-making skills, obtaining information about themselves, understanding opportunities and alternatives available in educational programs, setting tentative career and educational goals, accepting responsibilities for their own actions, developing skills in interpersonal relations, and utilizing school and community resources. The Counselor will assure that each individual has the opportunity to explore, develop and express his/her own unique personality and talents.

QUALIFICATIONS:

- Valid Oregon Teaching License. **Should be changed to Oregon School Counselor License**
- Bachelors or Masters Degree in Counseling desirable. **Should say Masters Degree. Can't get an Oregon license without it.**
- Experience with children preferred.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

ESSENTIAL DUTIES AND RESPONSIBILITIES *Other duties may be assigned.*

- Assists students in developing decision-making skills and helps students to accept increasing responsibility for own actions.
- Initiates counseling and guidance to individuals or small groups of children.
- Provides counseling and guidance services to teachers, parents' and/or students' requests.
- Assists in identifying students with special talents or needs.
- Assists students in their adaptation to the school environment.
- Assists teachers with appraisal and testing.
- Provides teachers with specialized guidance material.
- Interprets the guidance and counseling services of the school to parents, staff and the community.
- Makes home visits and initiates parent, teacher, and student conferences.
- Plans with administrators and teachers to provide appropriate classroom placement for students with special abilities and disabilities.
- Conducts case studies and maintains continuous communication with school staff in an effort to promote optimum adjustment and welfare of each student.
- Assists teachers in their efforts to communicate with students by providing liaison services.
- Organizes, coordinates and administers the keeping of student records as assigned.
- Knows the curriculum, district policies, rules, regulations, and guidelines pertaining to this position, and follows them conscientiously.
- Performs counseling responsibilities satisfactorily and continually evaluates and reappraises professional performance using district guidelines.
- Accepts constructive suggestions and assumes responsibility for seeking help and advice for needed improvement.
- Cooperates with other staff members in the development, coordination, and evaluation of instructional programs and the preliminary selection of textbooks, equipment and materials.
- Completes assigned responsibilities within identified resources and timelines.
- Plans and supervises purposeful assignments for educational assistants and/or volunteers.
- Maintains

confidentiality of student communications and keeps records as required by law, policy, and regulations.

- Facilitates communications between the district, parents, community and state agencies. · Accepts a share of responsibility in after-school related activities as assigned. · Keeps abreast of the latest curricular and educational trends and returns for further training as deemed necessary by the building administrator.
- Fulfills performance standards identified in the evaluation process as required by the position.
- Represents the school, district and profession in the best manner possible at all times. · Supervises student activities as required of all licensed staff.
- Performs other duties as required by the job or immediate supervisor. · Fulfills working conditions and physical effort listed below.

PHYSICAL REQUIREMENTS:

While performing the duties of this job, the employee is continuously required to sit and talk or hear. Occasionally the employee will repeat the same hand, arm or finger motion many times. The employee must be able to attend meetings in the evening and at other locations. Specific vision abilities required by this job include close vision such as ability to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff. The noise level in the work environment is usually quiet.

EDUCATION AND EXPERIENCE:

Completion of course work satisfying the requirement for issuance of a valid Oregon Teaching License with appropriate endorsement in the designated assignment.

Demonstrated ability to teach students to be successful learners through student teacher, internship or temporary/regular teaching experience.

CERTIFICATION AND LICENSING:

A valid Oregon Teaching Certificate. **Oregon School Counseling License**

The statement herein reflect general details as necessary to describe the principle functions of the job, the level of knowledge and skills typically required and the scope of responsibility, but should not be considered an all-inclusive listing of work and physical requirements. Individuals may perform other duties as assigned, including work in other functional areas to cover absences of relief, to equalize peak work or otherwise to balance the workload.

Yamhill County Resources for Parents and Families

Community Resources:

Rubi Ramirez:

Service Integration Coordinator

rramirez@yamhillcco.org

503-455-8044

Yamhill Community Care | 819 NE Third St, McMinnville, OR 97128 www.yamhillcco.org

WESD Suicide Protocol

Code: JHH Adopted: 10/06/20

Student Suicide Prevention**

The district shall develop a comprehensive student suicide prevention plan for students in kindergarten through grade 12.

The district may consult with state or national suicide prevention organizations, the Oregon Department of Education (ODE), school-based mental health professionals, parents, guardians, employees, students, administrators and school boards associations when developing the required plan.

The plan shall include, at a minimum:

1. Procedures relating to suicide prevention, intervention and activities that reduce risk and promote healing after a suicide;
2. Identification of the school officials responsible for responding to reports of suicidal risk;
3. A procedure by which a person may request the district to review the actions of a school in responding to suicidal risk;
4. Methods to address the needs of high-risk groups, including:
 - a. Youth bereaved by suicide;
 - b. Youth with disabilities, mental illness or substance abuse disorders;
 - c. Youth experiencing homelessness or out of home settings, such as foster care; and
 - d. Lesbian, gay, bisexual, transgender, queer and other minority gender identity and sexual orientation, Native American, Black, Latinx, and Asian students.
5. A description of, and materials for, any training to be provided to employees as part of the plan, which must include a process for designating staff to be trained in an evidence-based suicide prevention program.
 - a. When and how to refer youth and their families to appropriate mental health services; and
 - b. Programs that can be completed through self-review of suitable suicide prevention materials.

6. Supports that are culturally and linguistically responsive;
7. Procedures for reentry into a school environment following a hospitalization or behavioral health crisis² ; and The plan must be written to ensure that a district employee acts only within the authorization and scope of the employee's credentials or licenses.

The plan must be available annually to the community of the district, including district students, their parents and guardians, and employees and volunteers of the district, and readily available at the district office and on the district website.

END OF POLICY

SB 52: Adi's Act Youth Suicide Prevention in Oregon Schools

Youth suicide is a tragedy that can impact any family, school, and community. For many years in Oregon, we lost approximately 50 people aged 10-24 to suicide each year. In 2016, that number grew to 98 young people, reflecting steady growth nearly every year for the past 4 years. Lesbian, gay, bisexual, transgender and queer (LGBTQ) youth are at an even higher risk of suicide because of stigma and discrimination. The Oregon Health Authority's 2017 Healthy Teens Survey uncovered a startling reality:

- Nearly half lesbian, gay or bisexual 8th graders have contemplated suicide
- Close to a quarter of lesbian, gay or bisexual 8th graders have attempted suicide
- Almost a third of transgender 8th graders have attempted suicide

Many LGBTQ youth are isolated because of harassment, bullying and family rejection. They often have few people to turn to. However, having just one supportive adult can greatly reduce the risk of suicide. Many times, students feel most comfortable confiding in the adults that they interact with every day – teachers and school personnel.

Effectively Responding in Our Schools

Schools need to be ready with the right knowledge, tools, and resources to address the issue of youth suicide. Unfortunately, Oregon is one of only three states that do not have suicide prevention regulations for schools in statute and many schools do not have access to national best practices around suicide prevention.

Basic Rights Oregon is advocating for a youth suicide prevention concept that:

- Provides all school districts in Oregon with a model suicide prevention policy, based on national best practices.

- Requires school districts to have a suicide prevention policy including procedures relating to suicide prevention, intervention, and postvention.
 - Address populations at higher risk for youth suicide – like LGBTQ students.
- This legislation mirrors California law and builds off of Oregon's Safe Schools Act of 2009 that requires anti-bullying policies in K-12 schools.

SSD Crisis Response Policy and Protocol

Suicide Prevention

Code: JHH Adopted: 10/06/20 Student Suicide Prevention**

The district shall develop a comprehensive student suicide prevention plan for students in kindergarten through grade 12.

The district may consult with state or national suicide prevention organizations, the Oregon Department of Education (ODE), school-based mental health professionals, parents, guardians, employees, students, administrators and school boards associations when developing the required plan.

The plan shall include, at a minimum:

1. Procedures relating to suicide prevention, intervention and activities that reduce risk and promote healing after a suicide;
2. Identification of the school officials responsible for responding to reports of suicidal risk;
3. A procedure by which a person may request the district to review the actions of a school in responding to suicidal risk;
4. Methods to address the needs of high-risk groups, including:
 - a. Youth bereaved by suicide;
 - b. Youth with disabilities, mental illness or substance abuse disorders;
 - c. Youth experiencing homelessness or out of home settings, such as foster care; and
 - d. Lesbian, gay, bisexual, transgender, queer and other minority gender identity and sexual orientation, Native American, Black, Latinx, and Asian students.
5. A description of, and materials for, any training to be provided to employees as part of the plan, which must include a process for designating staff to be trained in an evidence-based suicide prevention program.
 - a. When and how to refer youth and their families to appropriate mental health services; and
 - b. Programs that can be completed through self-review of suitable suicide prevention materials.
6. Supports that are culturally and linguistically responsive;
7. Procedures for reentry into a school environment following a hospitalization or behavioral health crisis²; and

The plan must be written to ensure that a district employee acts only within the authorization and scope of the employee's credentials or licenses.

The plan must be available annually to the community of the district, including district students, their parents and guardians, and employees and volunteers of the district, and readily available at the district office and on the district website.

END OF POLICY Legal Reference(s): ORS 332.107 ORS 339.343 OAR 581-022-2510 Cross Reference(s): JHC - Student Health Services and Requirements

Suicide Risk Assessment-Level 1 Form

<https://www.wesd.org/cms/lib/OR01915639/Centricity/Domain/83/Suicide%20Risk%20Assessment%20Level%201-%20NEW.pdf>

Safety and Crisis Intervention During Distance Learning

While safety crises in distance learning lessons are rare, it is important to have a plan should a crisis situation occur. In the event of a crisis, we need to maintain connection with the student we are concerned about, and at the same time, minimize any potential trauma to other students in the lesson. This document outlines recommendations should any of the following situations occur:

- Student indicates, verbally or in writing, that they have a plan to kill themselves
- Student indicates they have thoughts or plans to kill someone else
- Suicide attempt by a student (student is engaging and/or preparing to engage in the act of suicide, by any means)
- Student or someone in the home is using a weapon in a threatening manner (e.g. pointing a firearm or holding a knife toward another person in a way that could lead to serious injury, etc.)
- Student is displaying inappropriate sexual behavior

ESTABLISHING A CARE TEAM

It is recommended to have at least two or more members to increase the likelihood that at least one person will be available in the event of a crisis. Consider temperament, experience, and comfort navigating crises when assigning team members. Members may include:

- Administration
- Counselor
- Office staff
- School Resource Officer
- Consider adding Behavior Specialist, Security Specialist, or Instructional Assistant Determine what your method of communication will be, based on the likelihood of members' timely response. Options may include:
 - Chat option available within your virtual learning platform - be cautious if the student of concern can view chat
 - Group text
 - Group email Responsibilities of Care members:

- When you receive an emergency message from a teacher, respond immediately
- Open school demographics system and access information for the student of concern
- Ask the teacher for the student's location (ie: home, grandparents), if location is unknown
- Make emergency calls, as appropriate, or coordinate with other emergency team members to make necessary calls. (If calling 911, you will need the student's name, location, and a description of the situation)
- Determine whether the teacher needs assistance in maintaining connection with the student. If so, remain in the room and assist. If the situation is stable, assign one person to join the breakout room with the other students
- Remain engaged until safety concern(s) are resolved

Reminders:

- The teacher is likely under significant stress so respond as quickly as possible to their request for support
- Remain calm
- Never leave the student of concern unattended
- If the student ends the call or becomes unresponsive, call 911 immediately
- When time allows, debrief the situation with the Emergency Response Team.

GUIDANCE FOR CLASSROOM STAFF

If any of the above situations occur in your classroom, the following steps are recommended:

Step #1: Calmly address the student of concern, assure them you care about everyone's well-being. Announce to your class you need to take a short break. You then move yourself and the student of concern to a breakout room.

Step #2: Go to the "Breakout room"

(Following are links on how to use breakout rooms in different DL platforms)

Zoom <https://www.youtube.com/watch?v=VkJ5WEf6xgk>

Google Meeting <https://www.youtube.com/watch?v=Mmju-SNpPhw>

Microsoft Teams <https://www.youtube.com/watch?v=hUUbA53ouSo>

Step #3 Alert your Care team (through the manner of communication you have pre-selected) and you need their help. Briefly state what the emergency is and identity of your student of concern.

Step #4 Ask the student for their location and let them know that you would like to help. Maintain communication with the student until a member of your ERT is able to respond. In the event of an in-progress suicide attempt or a threat with a weapon, call/text 911 immediately.

Step #5 When Care member(s) respond to your alert, it will be determined if they will join the breakout room to provide support to the class or if they will engage the student of concern and/or take appropriate steps to resolve the situation.

ASCA National Model: Executive Summary

ASCA Ethical Standards for School Counselors

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

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. ASCA Ethical Standards for School Counselors (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:

1. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
2. 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..
3. Do not diagnose but remain acutely aware of how a student's diagnosis can potentially affect the student's academic success.
4. Acknowledge the vital role of parents/guardians and families.
5. Are concerned with students' academic, career and social/ emotional needs and encourage each student's maximum development..
6. 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
7. Are knowledgeable of laws, regulations and policies affecting students and families and strive to protect and inform students and families regarding their rights..
8. Provide effective, responsive interventions to address student needs.

9. Consider the involvement of support networks, wraparound services and educational teams needed to best serve students..
10. 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:

1. 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.
2. 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.
3. 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.
4. Explain the limits of confidentiality in developmentally appropriate terms through multiple methods such as student handbooks, school counselor department websites, school counseling brochures, classroom lessons and/or verbal notification to individual students.
5. 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.
6. 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.
7. 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.

8. 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.
9. Protect the confidentiality of students' records and release personal data in accordance with prescribed federal and state laws and school board policies.
10. 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.
11. 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..
12. 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.
13. 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.
14. 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:

1. Collaborate with administration, teachers, staff and decision makers around school-improvement goals.
2. Provide students with a comprehensive school counseling program that ensures equitable academic, career and social/ emotional development opportunities for all students.
3. 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.
4. Use data to determine needed interventions, which are then delivered to help close the information, attainment, achievement and opportunity gaps.

5. Collect participation, Mindsets & Behaviors and outcome data and analyze the data to determine the progress and effectiveness of the school counseling program. School counselors ensure the school counseling annual student outcome goals and action plans are aligned with district's school improvement goals.
6. Use data-collection tools adhering to confidentiality standards as expressed in
7. A.2. g. Share data outcomes with stakeholders.

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

School counselors:

1. Collaborate with administration, teachers, staff and decision makers to create a culture of postsecondary readiness.
2. 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.
3. 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.
4. 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:

1. 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.
2. 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.
3. 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.

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

A.6. Appropriate Referrals and Advocacy

School counselors:

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. Provide internal and external service providers with accurate, objective, meaningful data necessary to adequately assess, counsel and assist the student.

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

A.7. Group Work

School counselors:

1. Facilitate short-term groups to address students' academic, career and/or social/emotional issues.
2. Inform parent/guardian(s) of student participation in a small group.
3. Screen students for group membership.
4. Use data to measure member needs to establish well-defined expectations of group members.
5. 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.
6. 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.
7. Facilitate groups from the framework of evidence-based or research-based practices.
8. Practice within their competence level and develop professional competence through training and supervision. i. Measure the outcomes of group participation (participation, Mindsets & Behaviors and outcome data).
9. Provide necessary follow up with group members.

A.8. Student Peer-Support Program

School counselors:

1. Safeguard the welfare of students participating in peer-to-peer programs under their direction.
2. 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:

1. 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.

2. 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.
3. 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.
4. 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:

- Strive to contribute to a safe, respectful, nondiscriminatory school environment in which all members of the school community demonstrate respect and civility.
- 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.
- Identify resources needed to optimize education.
- Collaborate with parents/guardians, when appropriate, to establish communication and to ensure students' needs are met.
- 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.
- 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.
- 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:

1. 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.

2. 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.
3. 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.
4. 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.
5. Guide and assist students who have experienced abuse and neglect by providing appropriate services.

A.12. Student Records

School counselors:

1. 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.
2. Advocate for the ethical use of student data and records and inform administration of inappropriate or harmful practices.
3. Recognize the difficulty in meeting the criteria of sole-possession records.
4. 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.
5. 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.
6. 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:

1. Use only valid and reliable tests and assessments with concern for bias and cultural sensitivity.
2. 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.

3. Are mindful of confidentiality guidelines when utilizing paper or electronic evaluative or assessment instruments and programs.
4. 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.
5. Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students and parents/guardians can understand.
6. Monitor the use of assessment results and interpretations and take reasonable steps to prevent others from misusing the information.
7. 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
8. Conduct school counseling program assessments 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:

1. 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.
2. 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.
3. Promote the safe and responsible use of technology in collaboration with educators and families.
4. Promote the benefits and clarify the limitations of various appropriate technological applications.
5. Use established and approved means of communication with students, maintaining appropriate boundaries. School counselors help educate students about appropriate communication and boundaries.
6. Advocate for equal access to technology for all students.

A.15. Virtual/Distance School Counseling

School counselors:

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

2. Recognize and acknowledge the challenges and limitations of virtual/distance school counseling.
3. Implement procedures for students to follow in both emergency and nonemergency situations when the school counselor is not available.
4. Recognize and mitigate the limitation of virtual/distance school counseling confidentiality, which may include unintended viewers or recipients.
5. Inform both the student and parent/guardian of the benefits and limitations of virtual/distance counseling.
6. 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:

1. Recognize that providing services to minors in a school setting requires school counselors to collaborate with students' parents/ guardians as appropriate.
2. 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.
3. Adhere to laws, local guidelines and ethical practice when assisting parents/guardians experiencing family difficulties interfering with the student's welfare.
4. 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.
5. Inform parents/guardians of the confidential nature of the school counseling relationship between the school counselor and student.
6. Respect the confidentiality of parents/guardians as appropriate and in accordance with the student's best interests.
7. 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.
8. 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:

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

2. 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.
3. 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.
4. Provide leadership to create systemic change to enhance the school.
5. Collaborate with appropriate officials to remove barriers that may impede the effectiveness of the school or the school counseling program.
6. Provide support, consultation and mentoring to professionals in need of assistance when in the scope of the school counselor's role.
7. 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.
8. 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.
9. Advocate for equitable school counseling program policies and practices for all students and stakeholders.
10. 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.
11. Affirm the abilities of and advocate for the learning needs of all students. School counselors support the provision of appropriate accommodations and accessibility.
12. Provide workshops and written/digital information to families to increase understanding, improve communication and promote student achievement.
13. Promote cultural competence to help create a safer more inclusive school environment
14. Adhere to educational/psychological research practices, confidentiality safeguards, security practices and school district policies when conducting research.
15. Promote equity and access for all students through the use of community resources.
16. Use culturally inclusive language in all forms of communication.
17. 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.
18. Work responsibly to remedy work environments that do not reflect the profession's ethics.
19. 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:

1. Have completed a counselor education program at an accredited institution and earned a master's degree in school counseling.
2. 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.
3. Accept employment only for those positions for which they are qualified by education, training, supervised experience and state/national professional credentials.
4. 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.
5. 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.
6. 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.
7. 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.
8. Seek consultation and supervision from school counselors and other professionals who are knowledgeable of school counselors' ethical practices when ethical and professional questions arise.
9. 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.
10. 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.
11. Work toward a school climate that embraces diversity and promotes academic, career and social/emotional development for all students.
12. 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.

13. 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:

1. 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.
2. 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.

The ASCA School Counselor Professional Standards & Competencies

outline the mindsets and behaviors school counselors need to meet the rigorous demands of the school counseling profession and the needs of pre-K–12 students. These standards and competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a school counseling program addressing academic achievement, career planning and social/emotional development. These standards and competencies can be used in a variety of ways including:

ASCA School Counselor Professional Standards & Competencies:

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School counselors

- Self-assess their own mindsets and behaviors
- Formulate an appropriate professional development plan

School Administrators

- Guide the recruitment and selection of competent school counselors
- Develop or inform meaningful school counselor performance appraisal.

School counselor education programs

- Establish benchmarks for ensuring school counseling students graduate with the knowledge, skills and attitudes needed to develop a school counseling program.

Organization of the ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies are organized by mindset standards and behavior standards and competencies. The standards are broader topics that describe the knowledge, attitude and skills school counselors need to implement a school counseling program. The competencies are more specific and measurable indicators of the behavior standards.

Mindsets: The mindset standards include beliefs school counselors hold about student achievement and success. Although it may be possible to measure these beliefs, the mindsets are more readily recognized through the behaviors a school counselor demonstrates as a result of the implementation of a school counseling program. Therefore, the mindset standards do not have correlating competencies.

Behaviors: The behavior standards include essential behaviors school counselors demonstrate through the implementation of a school counseling program including:

1. Professional foundation – the essential skills that are the basis of a school counselor’s professional orientation
2. Direct and indirect student services – interactions that are provided directly to students or indirectly for students in collaboration with families, teachers, administrators, other school staff and education stakeholders
3. Planning and assessment – activities necessary for the design, implementation and assessment of the school counseling program

Each behavior standard has specific competencies that are measurable indicators of the broader standard. These competencies can be used to further define the behaviors necessary for the implementation of a school counseling program.

The mindsets and behaviors standards are found in the following chart, and the behavior competencies are listed afterwards.

Danielson Framework for School Counselors