

School Board of Levy County

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...Opening the doors for opportunity

**COMPREHENSIVE  
STUDENT DEVELOPMENT PROGRAM**  
Revised JULY 2008

Based on the Florida's Counseling and Guidance Framework

# Acknowledgements

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# **Introduction**

The Levy County Comprehensive Student Development Program promotes student success through a focus on academic achievement, prevention and intervention activities, advocacy and social/emotional/personal and career development. This program provides students with the opportunity to learn more about themselves and others before they have problems resulting from self-concept issues. They learn interpersonal skills before they have an interpersonal crisis. In crisis situations, they can draw on their skills to address their problem. Every student needs sound emotional and social skills to achieve optimum benefits from the educational program. Individual uniqueness and maximum development in the four major areas are central to the program:

- 1) Academic Achievement
- 2) Personal/Social Development
- 3) Career Development
- 4) and Community Involvement

The content and strategies of this counseling and guidance program will vary with student needs, but its primary goal is student learning. The program content, however, should not be viewed as a prescription of the counselor's role, but rather as a description of a plan to collaborate with other school programs to enhance student achievement. This program identifies ways that counselors can share responsibility for and establish an ownership of the district's goals and mission.

The Levy County Comprehensive Student Development Program has been developed following the Florida's School Counseling and Guidance Framework's program standards as listed below:

**Standard 1: Mission Statement –**

A mission statement for the student development program has been developed.

**Standard 2: Rationale/Philosophy –**

A rationale/philosophy for the student development program has been developed.

**Standard 3: Advisory Committee –**

In order to insure that the comprehensive student development program is an integral part of the total system and community, establishing a school advisory committee, which may be a part of an already existing committee such as the School Advisory Committee (SAC), is strongly suggested.

**Standard 4: Program Resources –**

Staff, financial resources, and political resources appropriate to carrying out the full intent of the student development program have been addressed.

**Standard 5: Program Management and Support –**

Management and support strategies have been suggested for maintaining and enhancing the comprehensive student development program.

**Standard 6: Counseling –**

All students and their parents/guardians have access to counseling services to assist them with problems or concerns relating to academic, personal/social, or career development.

**Standard 7: Consultation –**

All students along with their parents/guardians are provided opportunities to develop, monitor, and manage their educational and career plans.

**Standard 8: Coordination –**

The counseling personnel coordinates student development activities that contribute to the effective operation of the school.

**Standard 9: Curriculum –**

A counseling and guidance curriculum that specifies what competencies all students should master has been developed.

**Standard 10: Accountability –**

Procedures and processes have been established to evaluate counseling and guidance personnel as well as a formal review process for the student development program.

## **Mission Statement**

Our mission as school counselors in Levy County is to provide a comprehensive developmental guidance program for all students through collaboration with all stakeholders that result in competent, lifelong learners and productive members of our democratic society.

# **Rationale**

When fully implemented, the Levy County Comprehensive Student Development Program will provide:

- ◆ A developmental approach to guidance;
- ◆ school counselors who devote full time to the program;
- ◆ a guidance program that encompasses 100% of the student population;
- ◆ identification and achievement of student competencies related to the program; and
- ◆ program accountability.

When fully implemented, the Levy County Comprehensive Student Development Program provides benefits for students, parents, educators, school guidance personnel, and the community.

## **Benefits for Students**

- ◆ All students will have access to guidance services
- ◆ Student needs and outcomes are center to the program
- ◆ Student input and involvement are encouraged
- ◆ Student interaction is encouraged
- ◆ Programs are developmental focus
- ◆ Programs have preventative and proactive focus
- ◆ Assistance in career exploration and development is provided
- ◆ Coping skills and effective communication training are provided
- ◆ Decision-making skills is developed
- ◆ Knowledge of self and others is developed;
- ◆ Knowledge of our changing world and diversity is broaden
- ◆ Opportunities for school counselor-student interaction is increased
- ◆ Students will develop a system for long-range planning

## **Benefits for Parents**

- ◆ Parents are assured that all children will receive support from the guidance program;
- ◆ Parent input and involvement are encouraged
- ◆ Outreach to parents is encouraged
- ◆ Support for parents regarding each child's educational development is provided
- ◆ Opportunities for school counselor-parent interaction are increased
- ◆ Parents are to obtain resources when needed

## **Benefits for Teachers**

- ◆ Teacher input and involvement in the guidance program are encouraged

- ◆ Accessible, extendible curriculum ideas are provided
- ◆ Counselor becomes a resource for assistance regarding guidance issues
- ◆ Students that are better able to cope with developmental concerns
- ◆ More students who exhibit school success skills

### **Benefits for Administrators**

- ◆ Administrative input and involvement are encouraged
- ◆ A clearly defined role and job description for the school counselor are provided
- ◆ Means of evaluating the guidance program is provided.
- ◆ Image of the guidance program is enhanced in the community
- ◆ A component for accountability for the guidance program is available

### **Benefits for the School Board**

- ◆ School board input and involvement are encouraged
- ◆ Greater school-community interaction;
- ◆ A rationale for including a comprehensive student development program in the district is provided
- ◆ A component for accountability for the guidance program is available.

### **Benefits for Business, Industry and Labor**

- ◆ Business, industry, and labor input and involvement is encouraged
- ◆ Opportunity for collaboration among school counselors is encouraged
- ◆ Counselor becomes as a resource for assistance regarding guidance issues
- ◆ Opportunities for business, industry, and labor to actively participate in the total school program is encouraged
- ◆ Potential work-force with decision-making skills, pre-employment skills, and increase worker maturity is increased

### **Benefits for School Guidance Personnel:**

- ◆ Provided a clearly defined role and function
- ◆ Counselors have the opportunity to reach all students
- ◆ A tool for guidance program improvement and management is provided
- ◆ Clearly defined responsibilities for student competencies is outlined
- ◆ National guidance program standards and related objectives in the Florida Sunshine State Standards are addressed
- ◆ A structure for regular guidance related meetings is provided
- ◆ A means for district wide assessment of the comprehensive guidance program is provided
- ◆ A district-wide tool is provided for counselor self-evaluation to enhance professional skills

The Levy County Comprehensive Student Development Program aligns with the Four Statutory Goals of Florida's K-20 Education System. Research shows that in addition to effective classroom instruction, students need to feel safe, they need interested parents who are involved in their education, and they need support and encouragement while at school. School counselors help to support learning for all children. The Comprehensive Student Developmental Program is critical to Florida's Four State Education Goals. Listed below is each of the state goals along with examples of ways in which this student development program provides direct or indirect involvement with each goal.

### **GOAL 1: Highest Student Achievement**

School counselors provide the following services and programs to prepare children and families for children's success in school and for rigorous academic standards.

- ◆ implementing academic improvement programs such as peer and cross-age tutoring, mentoring, acquiring study and test taking skills
- ◆ providing referral services to in-school and community resource programs
- ◆ offering preventative counseling and education
- ◆ responding to academic, career, and social concerns of students
- ◆ facilitating communication through parent/student/staff conferences
- ◆ use of assessments and inventories to identify strengths and weaknesses in areas such as learning styles
- ◆ implementing progress monitoring strategies
- ◆ consulting with educational professionals about students who are experiencing behavioral and learning problems
- ◆ investigating attendance problems and providing follow-up services

### **GOAL 2: Seamless Articulation and Maximum Access**

School counselors have in place compatible curricula and standards that are consistently applied across educational levels and schools so as to increase student interest in and qualification for degree and certification-oriented post-secondary education.

- ◆ assisting students in adjusting to school
- ◆ assisting students and parents with information about financial aid, scholarships and post-secondary schools.
- ◆ assisting students and parents with procedures for submitting financial aid and scholarships such as Bright Futures.
- ◆ assist students with their career development beginning at the elementary level and continuing throughout middle and high school utilizing clearly outlined proficiency requirements
- ◆ using assessment data such as interest inventories and online resources to assist students with post-secondary education planning
- ◆ disseminating information regarding dual enrollment as well as other accelerated mechanisms and assisting students in their education plan

### **GOAL 3: Skilled Workforce and Economic Development**

School counselors assist with the effective matching of educational curricula and graduate proficiency standards.

- ◆ provide information geared toward high-growth, high-skill occupations
- ◆ provide career development programs at all levels that address both traditional/nontraditional and technological careers
- ◆ provide character education through classroom instruction and small group
- ◆ coordinating with school and community personnel to bring together resources for students
- ◆ using technology as a vehicle for intervention
- ◆ providing career mentoring opportunities
- ◆ assist students in applying for financial aid programs
- ◆ helping with social skills development

### **GOAL 4: Quality, Efficient Services**

School counselors assist in high responsiveness to customers and accountability.

- ◆ an accountability system is utilized to analyze the effectiveness of the student developmental program
- ◆ facilitating communication regarding student academic performance
- ◆ consult and coordinate regarding alternative education services
- ◆ assisting educational professionals in finding and evaluating student data
- ◆ serving as a liaison between the parent and the school to ensure excellent educational services

## **Philosophy**

The Levy County School District adheres to the belief that guidance services should be available for all students. The program is an essential and integral part of the overall educational process. The comprehensive program is built on the assumption that educational, career, and personal objectives are attainable when guidance for all students is provided. This implementation acknowledges that guidance is no longer a service to be offered by one person, but a program coordinated with other stakeholders incorporating a comprehensive curriculum. Growth and learning are developmental; therefore, guidance must be developmental and sequential.

## **Advisory Committee**

**It is recommended that each school have a school-based Guidance Committee, which may be a part of an already existing committee such as the School Advisory Committee (SAC). This committee is organized at the school level and should include teachers, administrators, parents, students (if appropriate) and Business Leaders from the community.**

The primary purpose of the advisory committee is to work together, provide support, offer advice, review present activities, and encourage new activities to meet the goals of the comprehensive program in a collaborative effort.

Consider the following when establishing an advisory committee:

- ◆ Members are appointed and there is a published schedule of meetings and agenda items.
- ◆ Membership of the advisory committee should be chosen to reflect the diversity of the community to include staff, parents, school board members and business and community leaders.
- ◆ The Chair is held by someone other than an administrator or counselor.
- ◆ There may be an existing group already formed that could assume this responsibility.
- ◆ A subcommittee can be assigned very specific tasks such as program design, implementation issues, developing a calendar, writing lesson plans, etc.
- ◆ The advisory committee's information and insight on parental expectations, community expectations, and economic and employment forecasts can be a great asset to the student development program.

# **Program Resources**

## **Staff**

The district-staffing plan is the organizational model for allocating school personnel. Certified school counselors are the providers and managers of the student development program. The role of the school counselor is clearly defined by job descriptions that are written for elementary, middle and high school grades. Counseling and guidance services are delivered as part of a team approach that requires the involvement of all school staff. Major job responsibilities for school counselors include:

- ◆ implementing the guidance curriculum
- ◆ guiding and counseling individual students and groups through the development of career and educational plans
- ◆ counseling small groups and individuals with problems
- ◆ consulting with teachers, staff, and parents regarding meeting the developmental needs of students
- ◆ referring students with severe problems to appropriate community agencies in consultation with their parents
- ◆ coordinating, conducting, or participating in activities that contributes to the effective operation of the school
- ◆ evaluating and revising the student development program
- ◆ pursuing professional growth

## **Financial**

A successful student development program requires a commitment of resources both to develop and implement the program as well as to improve the program. The school counseling team can work with the school administrator to recommend a budget that adequately supports the program. The budget should be reviewed annually so the evolving goals of the advisory committee and staff can be accomplished. Administrators responsible for student development programs should develop new funding and resources that can be used to implement the program.

# Program Management and Support

The full implementation of the comprehensive student development program requires that the school counselor work cooperatively and collaboratively with district staff, administrators, faculty, school staff, students, parents and community members. The success of the program depends upon the extent to which all stakeholders...

- ◆ Understand that the goals of the total educational program and those of the comprehensive student development program are congruent.
- ◆ Realize that educational professionals have distinct but interactive roles in promoting the cognitive, emotional, and social development of students and maintain mutual respect for the understanding of the professional contributions that each brings to the school setting.

The school counselor assumes the leadership role for planning, implementing and evaluating the components of the comprehensive student development program in the school. The counselor works with others at the district level and in the school to maximize opportunities for all students, directing efforts toward making the school personnel, curriculum, and community sensitive to the developmental needs of the students.

## School Counselor Focus by level

**Elementary:** At the elementary school level, school guidance personnel help students learn the skills and attitudes required for school success. Early exploration of career and educational goals is emphasized, along with character education for the development of decision-making skills, problem solving skills, self-awareness, self-acceptance and positive interpersonal relationships.

**Middle School:** During the middle years, school counselors' concerns shift to the changing needs of the young adolescent. The guidance staff focuses on the student needs to identify and balance the academic, career and social demands of this tumultuous period. In transition planning, school guidance personnel work with students to translate knowledge of their interests, aptitudes, and academic skills toward the formation of a plan for high school and beyond.

**High School:** The school guidance program at the high school level helps students apply what they have learned, and move toward increased understanding and additional knowledge, that will help them become responsible adults. Student plans are continually

reviewed, as students are encouraged to develop fulfilling life plans predicated on self-awareness, an understanding of the world and the future. Other areas of emphasis include decision-making and time management skills, post secondary education and career planning and the development of autonomy and personal responsibility.

### **The Role of the School Administrator(s)**

Administrative support is critical to the full implementation of the comprehensive student development program. The administrator is an integral part of the success of the program by thoroughly understanding the role and function of the school counselor. The administrator provides the structure and support necessary for the school counselor to devote full time to the program. Such support includes the provision of adequate resources (i.e.: facilities, materials, and clerical help) to allow the counselor to use his/her specialized training and competencies in an effective manner.

### **The Role of the Teacher**

Teachers play a vital role in the development and implementation of the comprehensive student development program. As the professionals who have the most contact with students, teachers are in the best position to recognize and help provide for the developmental and individual needs of students. Through communication and referral, teachers facilitate interaction between students and the counselor. Teachers contribute to the developmental program by helping the counselor provide direct instruction in areas related to personal/social, career, and educational development of students. Teachers can also reinforce and expand upon concepts presented by the counselor to help students retain their knowledge, skills and understanding. With teacher support, input and expertise, teachers make it possible for the comprehensive student development program to become an integral part of the total educational program.

### **The Role of District Student Services Personnel**

The district Student Services Director serves as facilitator, leader, supporter and advisor throughout the development, implementation and evaluation of the comprehensive student development program. They are responsible for establishing policies and procedures that will increase the likelihood of full and successful implementation of the program district wide.

The Director is responsible for disseminating information concerning the program to district and school administrators, school board members, other school personnel, and the community. Additionally, they are responsible for coordinating professional development activities for school counselors that will support the program.

# Counseling

All students and their parents/guardians have access to counseling services to assist them with problems or concerns related to academic, personal/social, and career development.

The counselor will provide services such as counseling, consultation, and referral. The purpose of these services is to intervene on behalf of those students whose immediate personal concerns or problems put their personal/social, career and/or academic development at risk. School counselors:

- ◆ Counsel individual students or small groups with their personal concerns.
- ◆ Large group guidance
- ◆ Consult with student's family, teachers, educational support staff, and community agencies regarding strategies to help students.
- ◆ Use accepted theories, techniques, and ethical practices appropriate to school counseling at different developmental stages.
- ◆ Apply knowledge of different cultures to interact effectively with all populations.
- ◆ Demonstrate knowledge of career development theories and career counseling techniques in delivery of the student development program.

Topics may include:

## School based:

Attendance  
Attitudes and behaviors  
Peer relationships  
Study skills  
Safety

## Personal Issues:

Substance abuse  
Stress  
Pregnancy  
Gang pressure/involvement  
Harassment issues  
Death  
Divorce  
Abuse  
Career indecision  
Financial Aid  
Postsecondary options

## **Consultation**

Counselors will consult and assist consultee in finding a solution to a problem that concerns a third party.

Consultation is considered an indirect service to students through direct involvement with teachers, administrators and parents. Consultation is usually delivered on an individual basis or by working with individuals in small groups or advisement groups. These activities include but are not limited to behavioral concerns, interest and ability assessment, postsecondary options, career exploration and planning, and portfolio development.

In consultation, the consultant assumes no or limited responsibility for helping implement a plan of action, although the consultant will have played an important role in helping the consultee arrive at that plan. It is the consultee who must initiate the plan, make decisions about its direction and progress, and evaluate the outcomes.

Staffing or child study teams are commonplace in most schools where consultation takes place. Additionally, consulting with teachers is usually a regular part of a counselor's schedule.

The Systematic Facilitative Approach to Consultation:

- Step 1: Identify the problem
- Step 2: Clarify the Consultee's Situation
- Step 3: Identify the Goal or Outcomes
- Step 4: Observe and Record Behaviors
- Step 5: Develop a Plan of Action – The Consultee's Intervention
- Step 6: Consultee Initiates the Plan
- Step 7: Follow-up

## Coordination

The counseling personnel coordinate counseling and guidance activities that contribute to the effective operation of the school. The following activities are examples that may be coordinated through the school counseling department:

- ◆ referrals for community services
- ◆ referrals for psychological testing
- ◆ registration of new students
- ◆ peer facilitator program and special projects
- ◆ student records – maintenance and transfer
- ◆ special guidance events (ex: Career Day; Drug Awareness, etc.)
- ◆ financial aid and scholarship

# Curriculum

The counselor will implement a counseling and guidance program curriculum that specifies what competencies all students should master.

This curriculum is delivered through strategies, activities, or units presented systematically through classrooms, groups, or school-wide events. The purpose of the student development curriculum is not limited to being taught in one or two subjects, but is included in as many subjects as possible. Most schools will probably have neither the time nor the resources to fully address every student standard and competency. The school staff must determine which best attend to the particular needs of the students in their school and reflect the priorities established by the school improvement team, the school counseling advisory committee, and the school staff itself. School counselors can teach, team with teachers, or support teachers with materials and classroom activities. The nine student standards are the expected skills, knowledge, and attitudes that students should achieve as a result of participating in a counseling and guidance program.

The following standards represent expectations for students as a result of participation in the K-12 student development program:

1. Acquire and demonstrate academic self-management for lifelong learning.
2. Develop career and educational awareness.
3. Demonstrate career-planning skills.
4. Acquire and demonstrate self-knowledge and self-acceptance.
5. Acquire and demonstrate self-management and responsible behavior.
6. Demonstrate problem-solving and decision-making skills.
7. Develop interpersonal and communication skills.
8. Respect and value diversity.
9. Develop an awareness of community involvement.

# **Accountability**

Counselor will establish procedures to self evaluate professional skills and guidance program as well as a review process for the student development program.

## **Personnel Evaluation:**

Counselor performance evaluation is critical to the improvement and maintenance of the student development program. A primary use of the counselor performance evaluation is to identify competencies that are strong and those that need strengthening with the latter becoming targets for professional growth plans. A counselor's performance evaluation is based on roles and related competencies needed to implement the student development program. This evaluation should be used to assess and obtain feedback regarding professional skills and your comprehensive student development program. School counselors are encouraged to use the evaluation in the appendix to self-evaluate in conjunction with administratively approved evaluation.

## **Program Evaluation:**

The student development program is assessed periodically using program standards as the evaluative measure. Evaluation is an on-going process designed to provide useful information to school counselors and those responsible for making decisions about the program. It provides the means to assess progress toward full implementation of the program and to gauge program and counselor effectiveness. An equally important part of the program evaluation process contains the various formal and informal methods used by individual guidance counselors and guidance departments within schools to obtain information and feedback from faculty, students, and parents as part of the continuing effort to be responsive to local school needs. School counselors are encouraged to use the evaluation in the appendix to evaluate the content, quality and effectiveness of the services they provide.

## **Evaluation Results:**

It is suggested that counselors report the results to:

- ◆ Students, parents, and teachers who have been recipients of the program.
- ◆ Counselors and others involved with the implementation of the program.
- ◆ Administrators, superintendents, school board members who have administered or set policy for the program.
- ◆ Financial or personal supporters of the program.

# **Appendix**

# DEVELOPMENTAL GUIDANCE PROGRAM ELEMENTS

## Organizational Framework, Activities, and Time

Recommended Distribution of Guidance Counselor Time (%/Percentage)

Program Components	Elementary School	Middle School	High School
1. Educational and Prevention - School-wide Guidance Activities - Classroom and Computer Lab Activities - Structured Group Activities	35%	25%	15%
2. Individual Student - Assessment - Advisement - Placement - Student Records	5%	10%	40%
3. Responsive/Intervention - Individual Counseling - Small Group Counseling - Consultation - Family Support - Resources and Referral	45%	45%	30%
4. Program and System Support - Professional Development - Staff/Community and PR - Consultation with School Staff - Committee Participation - Community Outreach - Supervision of Guidance Support Staff - Program Planning/Management - Research, Accountability, Evaluation - Student Monitoring	15%	20%	15%

# Student Survey

Your grade this year \_\_\_\_\_

Your gender: M  F

Instructions: This survey has been designed to help us better determine the counseling and guidance needs of our students. Please read each standard and circle your response of each competency on the 1-4 scale provided:

1 – *Disagree*      2 – *Tend to Disagree*    3 – *Tend to Agree*      4 – *Agree*

## Academic Achievement

Standard 1. Student will acquire and demonstrate academic self-management for life-long learning.

1.1 I need help to understand and participate in a school environment.

1      2      3      4

1.2 I need help to understand that attitudes and behaviors are related to academic achievement.

1      2      3      4

1.3 I need help to formulate challenging academic goals and plans to reach them.

1      2      3      4

1.4 I need help to develop effective study skills.

1      2      3      4

1.5 I need help to develop effective time-management skills.

1      2      3      4

## Career Development

Standard 2. Students will develop career and educational awareness.

2.1 I need help to understand personal interests, abilities, and values as they relate to planning a postsecondary education and/or career path.

1      2      3      4

2.2 I need help to understand the relationship between educational achievements and career planning.

1      2      3      4

2.3 I need help to understand the positive attitudes between work and learning.

1      2      3      4

2.4 I need help to develop skills to locate, evaluate, and interpret career information.

1      2      3      4

1 – *Disagree*      2 – *Tend to Disagree*    3 – *Tend to Agree*      4 – *Agree*

2.5 I need help to understand how societal needs and functions influence the nature and structure of work.

1      2      3      4

2.6 I need help to demonstrate skills to prepare for, seek, obtain, maintain, and change jobs.

1      2      3      4

Standard 3. Students will demonstrate career-planning skills.

3.1 I need help to apply decision-making skills to career and educational planning.

1      2      3      4

3.2 I need help to develop skills in career planning.

1      2      3      4

3.3 I need help to understand the continuous changes in male/female roles.

1      2      3      4

## **Personal and Social Development**

Standard 4. Students will develop self-knowledge and self-acceptance.

4.1 I need help to understand the influence of a positive self-concept.

1      2      3      4

Standard 5. Students will acquire and demonstrate self-management and responsible behavior.

5.1 I need help to understand the impact of growth and development.

1      2      3      4

5.2 I need help to develop appropriate attitudes and behaviors.

1      2      3      4

5.3 I need help to develop personal safety skills.

1      2      3      4

Standard 6. Students will acquire and demonstrate problem-solving and decision –making skills.

6.1 I need help to identify common personal and interpersonal problems.

1      2      3      4

6.2 Student need help to apply decision-making/problem-solving skills.

1      2      3      4

Standard 7. Students will acquire and demonstrate interpersonal and communication skills.

7.1 I need help to demonstrate communication skills in speaking, listening, and nonverbal behavior.

1      2      3      4

1 – Disagree    2 – Tend to Disagree    3 – Tend to Agree    4 – Agree

7.2 I need help to demonstrate skills to interact and work cooperatively in teams.

1       2       3       4

7.3 I need help to identify and express thoughts and feelings.

1       2       3       4

7.4 I need help to demonstrate effective skills for interacting with peers and adults.

1       2       3       4

7.5 I need help to understand the effects of peer pressure.

1       2       3       4

Standard 8. Students will develop respect and value human diversity.

8.1 I need help to demonstrate respect and appreciation for individual and cultural differences.

1       2       3       4

8.2 I need help to describe stereotypes and their impact on self and others.

1       2       3       4

## **Community Involvement**

Standard 9. Students will develop an awareness of community involvement.

9.1 I need help to understand and enhance the community.

1       2       3       4

9.2 I need help to develop and participate in community volunteer service projects.

1       2       3       4

9.3 I need help to develop a sense of community pride.

1       2       3       4

# Parent Survey

Instructions: This survey has been designed to help us better determine the counseling and guidance needs of our students. Please read each stand and circle your response of each competency on the 1-4 scale provided:

1 – *Disagree*      2 – *Tend to Disagree*    3 – *Tend to Agree*      4 – *Agree*

## Academic Achievement

Standard 1. Student will acquire and demonstrate academic self-management for life-long learning.

1.1 Students need help to understand and participate in a school environment.

1      2      3      4

1.2 Students need help to understand that attitudes and behaviors are related to academic achievement.

1      2      3      4

1.3 Students need help to formulate challenging academic goals and plans to reach them.

1      2      3      4

1.4 Students need help to develop effective study skills.

1      2      3      4

1.5 Students need help to develop effective time-management skills.

1      2      3      4

## Career Development

Standard 2. Students will develop career and educational awareness.

2.1 Students need help to understand personal interests, abilities, and values as they relate to planning a postsecondary education and/or career path.

1      2      3      4

2.2 Students need help to understand the relationship between educational achievements and career planning.

1      2      3      4

2.3 Students needs help to understand the positive attitudes between work and learning.

1      2      3      4

2.4 Students needs help to develop skills to locate, evaluate, and interpret career information.

1      2      3      4

2.5 Students need help to understand how societal needs and functions influence the nature and structure of work.

1      2      3      4

2.6 Students need help to demonstrate skills to prepare for, seek, obtain, maintain, and change jobs.

1      2      3      4

1 – Disagree    2 – Tend to Disagree    3 – Tend to Agree    4 – Agree

Standard 3. Students will demonstrate career-planning skills.

3.1 Students need help to apply decision-making skills to career and educational planning.

1      2      3      4

3.2 Students need help to develop skills in career planning.

1      2      3      4

3.3 Students need help to understand the continuous changes in male/female roles.

1      2      3      4

## **Personal and Social Development**

Standard 4. Students will develop self-knowledge and self-acceptance.

4.1 Students need help to understand the influence of a positive self-concept.

1      2      3      4

Standard 5. Students will acquire and demonstrate self-management and responsible behavior.

5.1 Students need help to understand the impact of growth and development.

1      2      3      4

5.2 Students need help to develop appropriate attitudes and behaviors.

1      2      3      4

5.3 Students need help to develop personal safety skills.

1      2      3      4

Standard 6. Students will acquire and demonstrate problem-solving and decision –making skills.

6.1 Students need help to identify common personal and interpersonal problems.

1      2      3      4

6.2 Student need help to apply decision-making/problem-solving skills.

1      2      3      4

Standard 7. Students will acquire and demonstrate interpersonal and communication skills.

7.1 Students need help to demonstrate communication skills in speaking, listening, and nonverbal behavior.

1      2      3      4

7.2 Students need help to demonstrate skills to interact and work cooperatively in teams.

1      2      3      4

1 – Disagree    2 – Tend to Disagree    3 – Tend to Agree    4 – Agree

7.3 Students need help to identify and express thoughts and feelings.

1      2      3      4

7.4 Students need help to demonstrate effective skills for interacting with peers and adults.

1      2      3      4

7.5 Students need help to understand the effects of peer pressure.

1      2      3      4

Standard 8. Students will develop respect and value human diversity.

8.1 Students need help to demonstrate respect and appreciation for individual and cultural differences.

1      2      3      4

8.2 Students need help to describe stereotypes and their impact on self and others.

1      2      3      4

## **Community Involvement**

Standard 9. Students will develop an awareness of community involvement.

9.1 Students need help to understand and enhance the community.

1      2      3      4

9.2 Students need help to develop and participate in community volunteer service projects.

1      2      3      4

9.3 Students need help to develop a sense of community pride.

1      2      3      4

Thank you for your input.

# Staff/Teacher Survey

Your grade this year \_\_\_\_\_

Your sex: M  F

Instructions: This survey has been designed to help us better determine the counseling and guidance needs of our Students. Please read each stand and circle your response of each competency on the 1-4 scale provided:

Position:  Teacher  Counselor  Department Head  
Area of Specialization \_\_\_\_\_  
 Administrator  Other Specify \_\_\_\_\_

1 – *Disagree*    2 – *Tend to Disagree*    3 – *Tend to Agree*    4 – *Agree*

## Academic Achievement

Standard 1. Student will acquire and demonstrate academic self-management for life-long learning.

1.1 Students need help to understand and participate in a school environment.

1      2      3      4

1.2 Students need help to understand that attitudes and behaviors are related to academic achievement.

1      2      3      4

1.3 Students need help to formulate challenging academic goals and plans to reach them.

1      2      3      4

1.4 Students need help to develop effective study skills.

1      2      3      4

1.5 Students need help to develop effective time-management skills.

1      2      3      4

## Career Development

Standard 2. Students will develop career and educational awareness.

2.1 Students need help to understand personal interests, abilities, and values as they relate to planning a postsecondary education and/or career path.

1      2      3      4

2.2 Students need help to understand the relationship between educational achievements and career planning.

1      2      3      4

1 – Disagree    2 – Tend to Disagree    3 – Tend to Agree    4 – Agree

2.3 Students needs help to understand the positive attitudes between work and learning.  
1        2        3        4

2.4 Students needs help to develop skills to locate, evaluate, and interpret career information.  
1        2        3        4

2.5 Students need help to understand how societal needs and functions influence the nature and structure of work.  
1        2        3        4

2.6 Students need help to demonstrate skills to prepare for, seek, obtain, maintain, and change jobs.  
1        2        3        4

Standard 3. Students will demonstrate career-planning skills.

3.1 Students need help to apply decision-making skills to career and educational planning.  
1        2        3        4

3.2 Students need help to develop skills in career planning.  
1        2        3        4

3.3 Students need help to understand the continuous changes in male/female roles.  
1        2        3        4

## **Personal and Social Development**

Standard 4. Students will develop self-knowledge and self-acceptance.

4.1 Students need help to understand the influence of a positive self-concept.  
1        2        3        4

Standard 5. Students will acquire and demonstrate self-management and responsible behavior.

5.1 Students need help to understand the impact of growth and development.  
1        2        3        4

5.2 Students need help to develop appropriate attitudes and behaviors.  
1        2        3        4

5.3 Students need help to develop personal safety skills.  
1        2        3        4

1 – Disagree    2 – Tend to Disagree    3 – Tend to Agree    4 – Agree

Standard 6. Students will acquire and demonstrate problem-solving and decision –making skills.

6.1 Students need help to identify common personal and interpersonal problems.

1      2      3      4

6.2 Student need help to apply decision-making/problem-solving skills.

1      2      3      4

Standard 7. Students will acquire and demonstrate interpersonal and communication skills.

7.1 Students need help to demonstrate communication skills in speaking, listening, and nonverbal behavior.

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7.2 Students need help to demonstrate skills to interact and work cooperatively in teams.

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7.3 Students need help to identify and express thoughts and feelings.

1      2      3      4

7.4 Students need help to demonstrate effective skills for interacting with peers and adults.

1      2      3      4

7.5 Students need help to understand the effects of peer pressure.

1      2      3      4

Standard 8. Students will develop respect and value human diversity.

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1      2      3      4

9.2 Students need help to develop and participate in community volunteer service projects.

1      2      3      4

9.3 Students need help to develop a sense of community pride.

1      2      3      4

Thank you for your input.

# Counseling and Guidance Program Evaluation

The following is a sample of a Counseling and Guidance Program Evaluation, which can be adapted to fit the needs of the particular school.

Please check the number that best describes the function:

1 = Unsatisfactory      2 = Below Standard      3 = At Standard      4 = Above Standard      5 = Superior

	1	2	3	4	5
<b>1. Program Planning:</b> Designs, plans, and implements counseling and guidance program.					
1.1 Develops a written school-based counseling and guidance plan based on student needs.					
1.2 Organizes the counseling and guidance program by assessing needs, settings goals, and formulating a plan of action and program evaluation.					
1.3 Manages time effectively and provides counseling and guidance services on schedule.					
1.4 Maintains an organized, functional, and up-to-date office/counseling center.					
1.5 Seeks input from teachers and staff, and collaborates with them in making decisions about the school counseling program.					
<b>2. Counseling and Guidance:</b> Implements and facilitates delivery of counseling and guidance services.					
2.1 Demonstrates knowledge of multilateral and cross cultural communication skills and knowledge in the school counseling and guidance program when appropriate.					
2.2 Uses appropriate counseling process and techniques for individual and group sessions to meet developmental, preventive, and remedial needs of students.					
2.3 Uses appropriate assessment and diagnostic procedures for determining and structuring individual and group counseling to monitor student progress.					
2.4 Develops a written school-counseling plan where all students receive appropriate guidance, which relates to self-knowledge, educational and career exploration, and career planning.					
2.5 Provides counseling and guidance for students taken out of class and placed in special education classes, including gifted.					
2.6 Coordinates with school staff to provide supportive and instructional classroom guidance activities.					
2.7 Gathers evaluative data to determine effectiveness of classroom guidance and student comprehension, and makes revisions when necessary.					
<b>3. Consulting:</b> Consults with school or system staff and administration about issues, problems, and concerns involving students, as needed or as requested.					
3.1 Demonstrates knowledge of consulting process and techniques with students, parents, teachers, and administration.					
3.2 Assists parents and teachers in understanding and responding to development levels of students.					
3.3 Presents instructional/informational programs to groups of students, parents, teachers, and administrators (e.g., parent educational programs, group guidance, behavior management, school safety, and suicide prevention).					
3.4 Interprets achievement and aptitude test data to assist school staff with curriculum planning.					
3.5 Demonstrates knowledge of accessing community resources.					

	1	2	3	4	5
<b>4. Coordinating:</b> Facilitates an effective system of sharing information with stakeholders.					
4.1 Communicates effectively with students, parents, administration, community, and staff.					
4.2 Advocates for all students.					
4.3 Assists teachers with the integration of guidance activities into the curriculum.					
4.4 Share appropriate non-confidential information about students with the school personnel, parents, and the community.					
4.5 Makes appropriate referrals of students to school and community programs.					
4.6 Assists with coordination of student services in the school.					
4.7 Assists with coordination of the school's annual testing program.					
<b>5. Student Appraisal:</b> Assists with preparation of students for standardized test taking and interpretations.					
5.1 Interprets test results and other student data accurately.					
5.2 Assists in the development of an assessment preparation improvement plan to include Criterion, Norm-Referenced, Writing, Career-Performance Based, College and Postsecondary practice and actual tests.					
5.3 Uses standardized tests and inventories according to published practices and professional standards.					
<b>6. Ethical Standards:</b> Professional Practices and Development					
6.1 Adheres to ethical standards of the counseling profession.					
6.2 Follows the laws, policies, and procedures, which govern school administration.					
6.3 Maintains ethical and professional growth by regular staff development.					

Additional Comments:

# **Code of Ethics**

## **Ethical Standards for School Counselors American School Counselor Association**

**Revised June 25, 1998**

### **Preamble**

The American School Counselor Association (ASCA) is a professional organization whose members have a unique and distinctive preparation grounded in the behavioral sciences, with training in clinical skills adapted to the school setting. The counselor assists in the growth and development of each individual and uses his/her highly specialized skills to protect the interests of the counselee within the structure of the school system. School counselors subscribe to the following basic tenets of the counseling process from which professional responsibilities are derived:

1. Each person has the right to respect and dignity as a human being and to counseling services without prejudice as to person, character, belief or practice, regardless of age, color, disability, ethnic group, gender, race, religion, sexual orientation, marital status or socioeconomic status.
2. Each person has the right to self-direction and self-development.
3. Each person has the right of choice and the responsibility for goals reached.
4. Each person has the right to privacy and thereby the right to expect the counselor-counselee relationship to comply with all laws, policies, and ethical standards pertaining to confidentiality.

In this document the American School Counselor Association has specified the principles of ethical behavior necessary to maintain and regulate the high standards of integrity, leadership, and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by its members. As the code of ethics of the association, this document establishes principles that define the ethical behavior of its members. The purposes of this document are to:

1. Serve as a guide for the ethical practices of all professional school counselors, regardless level, area, population served, or membership in this professional association.
2. Provide benchmarks for both self-appraisal and peer evaluations regarding counselor responsibilities to counsees, parents, colleagues and professional associates, schools and community, self and, the counseling profession.
3. Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

### **A. RESPONSIBILITIES TO STUDENTS**

The professional school counselor:

- Has a primary obligation to the counselee who is to be treated with respect as a unique individual.
- Is concerned with the educational, career, emotional, and behavior needs and encourages the maximum development of each counselee.
- Refrains from consciously encouraging the counselee's acceptance of values, lifestyles, plans, decisions, and beliefs that represent the counselor's personal orientation.
- Is responsible for keeping informed of laws, regulations or policies relating to counsees and strives to ensure that the rights of counsees are adequately provided for and protected.

## **A2. Confidentiality**

The professional school counselor:

- Informs the counselee of the purposes, goals, techniques and rules of procedure under which she/he may receive counseling at or before the time when the counseling relationship is entered.
- Notice includes confidentiality issues such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are clearly defined to counsees through a written and shared statement of disclosure.
- Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the counselee or others or when legal requirements demand that confidential information be revealed. Counselors will consult with other professionals when in doubt as to the validity of an exception.
- Discloses information to an identified third party, who by his or her relationship with the counselee is at a high risk of contracting a disease that is commonly known to be both communicable and fatal. Prior to disclosure, the counselor will ascertain that the counselee has not already informed the third party about his or her disease and that he/she is not intending to inform the third party in the immediate future.
- Requests from the court that disclosure not be required when the release of confidential information without a counselee's permission may lead to potential harm to the counselee.
- Protects the confidentiality of counselee's records and releases personal data only according to prescribed laws and school policies. Student information maintained in computers is treated with the same care as traditional student records.
- Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the counselee, consistent with the obligation of the counselor as a professional person. In a group setting, the counselor sets a norm of confidentiality and stresses its importance, yet clearly states that confidentiality in group counseling cannot be guaranteed.

## **A3. Counseling Plans**

The professional school counselor:

- Works jointly with the counselee in developing integrated and effective counseling plans, consistent with both the abilities and circumstances of the counselee and counselor. Such plans will be regularly reviewed to ensure continued viability and effectiveness, respecting the counselee's freedom of choice.

## **A4. Dual Relationships**

The professional school counselor:

- avoids dual relationships which might impair his/her objectivity and increase the risk of harm to the client (e.g., counseling one's family members, close friends or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or reduce the potential for harm. Such safeguards might include informed consent, consultation, supervision and documentation.

## **A5. Appropriate Referrals**

The professional school counselor:

- makes referrals when necessary or appropriate to outside resources. Appropriate referral necessitates knowledge of available resources, and making appropriate plans for transitions with minimal interruption of services. Counsees retain the right to discontinue the counseling relationship at any time.

## **A6. Group Work**

The professional school counselor:

- screens prospective group members and maintains an awareness of participants' needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.

## **A7. Danger to Self or Other**

The professional school counselor:

- informs appropriate authorities when the counselee's condition indicates a clear and imminent danger to the counselee or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals. The counselor informs the counselee of actions to be taken so as to minimize his or her confusion and clarify counselee and counselor expectations.

## **A8. Student Records**

The professional school counselor:

- maintains and secures records necessary for rendering professional services to the counselee as required by laws, regulations, institutional procedures, and confidentiality guidelines.

## **A9. Evaluation, Assessment and Interpretation**

The professional school counselor:

- Adheres to all professional standards regarding selection, administration, and interpretation of assessment measures. The counselor recognizes that computer-based testing programs require specific training in administration, scoring and interpretation which may differ from that required in more traditional assessments.
- Provides explanations of the nature, purposes, and results of assessment/evaluation measures in language that can be understood by counselee(s).
- Does not misuse assessment results and interpretations and takes reasonable steps to prevent others from misusing the information.
- Utilizes caution when using assessment techniques, making evaluations, and interpreting the performance of populations not represented in the norm group on which an instrument was standardized.

## **A10. Computer Technology**

The professional school counselor:

- Promotes the benefits of appropriate computer applications and clarifies the limitations of computer technology. The counselor ensures that (1) computer applications are appropriate for the individual needs of the counselee, (2) the counselee understands how to use the application, and (3) follow-up counseling assistance is provided. Members of under-represented groups are assured equal access to computer technologies and the absence of discriminatory information and values within computer applications.
- Counselors who communicate with counselees via internet should follow the NBCC Standards for WebCounseling.

## **A11. Peer Helper Programs**

The professional school counselor:

- has unique responsibilities when working with peer helper programs. The school counselor is responsible for the welfare of counselees participating in peer helper programs under his/her direction. School counselors who function in training and supervisory capacities are referred to the preparation and supervision standards of professional counselor associations.

## **B. RESPONSIBILITIES TO PARENTS**

## **B1. Parent Rights and Responsibilities**

The professional school counselor:

- Respects the inherent rights and responsibilities of parents for their children and endeavors to establish as appropriate, a collaborative relationship with parents to facilitate the maximum development of the counselee.
- Adheres to laws and local guidelines when assisting parents experiencing family difficulties which interfere with the counselee's effectiveness and welfare.
- Is sensitive to the cultural and social diversity among families and recognizes that all parents, custodial and non-custodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their position and according to law.

## **B.2 Parents and Confidentiality**

The professional school counselor:

- Informs parents of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and counselee.
- Provides parents with accurate, comprehensive and relevant information in an objective and caring manner, as appropriate and consistent with ethical responsibilities to the counselee.
- Makes reasonable efforts to honor the wishes of parents and guardians concerning information that he/she may share regarding the counselee.

## **C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES**

### **C1. Professional Relationship**

The professional school counselor:

- Establishes and maintains a professional relationship with faculty, staff and administration to facilitate the provision of optimum counseling services. The relationship is based on the counselor's definition and description of the parameters and levels of his/her professional roles.
- Treats colleagues with respect, courtesy, fairness and in a professional manner. The qualifications, views, and findings, of colleagues are represented to accurately reflect the image of competent professionals.
- Is aware of and optimally utilizes related professionals and organizations to whom the counselee may be referred.

### **C2. Sharing Information With Other Professionals**

The professional school counselor:

- Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information, and staff consultation.
- Provides professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel, and assist the counselee.
- If a counselee is receiving services from another counselor or other mental health professional, the counselor, with client consent will inform the other professional and develop clear agreements to avoid confusion and conflict for the counselee.

## **D. RESPONSIBILITIES TO THE SCHOOL AND COMMUNITY**

### **D1. Responsibilities to the School**

The professional school counselor:

- Supports and protects the educational program against any infringement not in the best interests of counselees.
- Informs appropriate officials of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property, while honoring the

confidentiality between the counselee and the counselor.

- Delineates and promotes the counselor's role and function in meeting the needs of those served. The counselor will notify appropriate officials of conditions which may limit or curtail his/her effectiveness in providing programs and services.
- Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors recommend that administrators hire for professional counseling positions only individuals who are qualified and competent.
- Assists in the development of (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet the counselee's developmental needs and (3) a systematic evaluation process for comprehensive school counseling programs, services and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services.

## **D2. Responsibility to the Community**

The professional school counselor:

- collaborates with agencies, organizations, and individuals in the school and community in the best interest of counselees and without regard to personal reward or remuneration.

## **E. RESPONSIBILITIES TO SELF**

### **E1. Professional Competence**

The professional school counselor:

- Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.
- Monitors personal functioning and effectiveness and does not participate in any activity which may lead to inadequate professional services or harm to a counselee.
- Strives through personal initiative to maintain professional competence and keep abreast of scientific and professional information. Professional and personal growth is continuous and ongoing throughout the counselor's career.

### **E2. Multicultural Skills**

The professional school counselor:

- understands the diverse cultural backgrounds of the counselees with whom he/she works. This includes, but is not limited to, learning how the school counselor's own cultural/ethnic/racial identity impacts his/her values and beliefs about the counseling process.

## **F. RESPONSIBILITIES TO THE PROFESSION**

### **F1. Professionalism**

The professional school counselor:

- Accepts the policies and processes for handling ethical violations as a result of maintaining membership in the American School Counselor Association.
- Conducts himself/herself in such a manner as to advance individual, ethical practice and the profession.
- Conducts appropriate research and reports findings in a manner consistent with acceptable educational and psychological research practices. When using client data for research, statistical, or program planning purposes, the counselor ensures protection of the identity of the individual counselees.
- Adheres to ethical standards of the profession, other official policy statements pertaining to counseling, and relevant statutes established by federal, state and local governments.

- Clearly distinguishes between statements and actions made as a private individual and as a representative of the school counseling profession.
- Does not use his/her professional position to recruit or gain clients, consultees for his/her private practice, seek and receive unjustified personal gains, unfair advantage, sexual favors, or unearned goods or services.

## **F2. Contribution to the Profession**

The professional school counselor:

- Actively participates in local, state and national associations which foster the development and improvement of school counseling.
- Contributes to the development of the profession through the sharing of skills, ideas, and expertise with colleagues.

## **G. MAINTENANCE OF STANDARDS**

Ethical behavior among professional school counselors, Association members and non members, is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues, or if counselors are forced to work in situations or abide by policies which do not reflect the standards as outlined in the Ethical Standards for School Counselors, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide.

The counselor should consult with a professional colleague to confidentially discuss the nature of the complaint to see if he/she views the situation as an ethical violation.

- When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek appropriate resolution.

- If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school, school district, the state SCA and ASCA Ethics Committee.

- If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:

-State school counselor association

-American School Counselor Association

- The ASCA Ethics Committee is responsible for educating and consulting with the membership regarding the ethical standards. The Committee periodically reviews and recommends changes in the code as well as the Policies and Procedures for Processing Complaints of Ethical Violations. The Committee will also receive and process questions to clarify the application of such standards.

- Questions must be submitted in writing to the ASCA Ethics Chair. Finally, the Committee will handle complaints of alleged violations of our ethical standards. Therefore, at the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o The Executive Director, American School Counselor Association, 801 North Fairfax Street, Suite 310, Alexandria, Va 22314.

## **H. Resources**

School counselors are responsible for being aware of, and acting in accord with the standards and positions of the counseling profession as represented in the documents listed below.

- American Counseling Association. (1995). Code of ethics and standards of practice. Alexandria, Va. ( 5999 Stevenson Ave., Alexandria, Va. 22034) 1/800/347-6647 [www.counseling.org](http://www.counseling.org)
- American School Counselor Association. (1997). The national standards for school counseling programs. Fairfax, Va. (801 North Fairfax Street, Suite 310, Alexandria, Va. 22314 1/800/306-4722 [www.schoolcounselor.org](http://www.schoolcounselor.org))