



Foley High School Counseling Department

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Introduction

The Foley High School comprehensive counseling program is an integral part of the total educational process at Foley High School and must be accessible to all students. The Foley High School counseling program consists of activities that address and meet students' various educational and developmental needs. School counselors must show that each activity implemented as a part of the school counseling and guidance program is developed as a result of a thorough analysis of student needs, desired achievement goals, and related data. Counselors have developed a program to meet the standards of the American School Counselor Association (ASCA) National Model specifically as they relate to the students at Foley High School.

Foundation

Mission

The counseling staff at Foley High School delivers a comprehensive program that prepares all students to achieve their full potential. The school counseling program provides a technology-driven, data-informed, assessment-based program that inspires students to enroll in college, enlist in the military or be employed in the community. We advocate for equity, access and student success by identifying social and economic barriers, allowing students to develop a sense of pride in themselves. This is our commitment to excellence.

Vision

The Counseling Department of Foley High School envisions a future world where all students are productive citizens who are using their strengths to be successful. They are resilient to obstacles and are involved in healthy relationships.

Beliefs

The comprehensive counseling program provided by counselors at Foley High School are based on the following beliefs:

1. All students should have equal access to programs and resources despite social and economic barriers.
2. All students can achieve success.
3. Every student is valuable and should be treated with dignity and respect.
4. All students will have access to high quality school counseling services provided by a full-time, licensed, professional school counselor.
5. Student diversity is considered in the design and delivery of school counseling services.
6. All students can expect that school is a safe and nurturing environment.

The comprehensive school counseling program is an essential integrated component of the total instructional program through which students have maximum opportunity for academic, career, and personal/social development. In this regard, the school counseling program involves a planned, purposeful, and sequential program of activities that begins in kindergarten and continues through the twelfth grade. Comprehensive school counseling programs are data-driven by student needs and provide outcome-based accountability measures that align the school counseling program with the school's overall academic mission.

Program Benefits

All stakeholders share the benefits of this plan. School counseling programs have a positive impact on students, parents/guardians, teachers, administrators, boards of education, school counselors, counselor educators, communities, postsecondary institutions, and student services personnel.

Benefits for Students

- Ensures every student access to the school counseling program
- Monitors and interprets data to facilitate student improvement and school success • Provides strategies for closing the achievement gap
- Promotes the most challenging and appropriate academic curriculum for each student • Advocates for students and promotes equitable access to educational opportunities

Benefits for Parents/Guardians

- Supports active partnerships for student learning and career planning
- Invites and coordinates access to school and community resources
- Advocates for student academic, career, and personal development
- Provides training and informational workshops
- Provides data for information on student progress

Benefits for Teachers

- Promotes an interdisciplinary team approach to address student needs and educational goals • Increases collaboration with school counselors and teachers
- Supports development of classroom management skills
- Analyzes data to improve school climate and student achievement
- Provides support for students' attendance

Benefits for Administrators

- Develops and implements a school counseling plan to promote student success
- Utilizes data for school improvement
- Uses data for implementation of *Standard For Success* (a comprehensive online tool for staff evaluation and growth)
- Provides a proactive school counseling curriculum that addresses student needs and enhances school climate

Benefits for Boards of Education

- Provides data that support the implementation of a college and career readiness standards school counseling and guidance program
- Ensures equity and access to a quality school counseling program for every student
- Articulates appropriate credentials and staffing ratios
- Informs the community about school counseling program success
- Provides data about improved student achievement

Benefits for School Counselors

- Defines responsibilities within the context of a school counseling program
 - Decreases non-school counseling program activities
 - Supports access to every student
 - Provides a tool for program management, implementation, and accountability •
- Recognizes school counselors as leaders, advocates, and agents of change
- Ensures the school counseling program contributes to the school's mission
 - Provides evidence of ongoing activities for the implementation of the *Standard For Success*

Benefits for Counselor Educators

Builds collaboration between counselor education programs and schools
Provides a framework for school counseling programs
Provides a model for site-based school counseling fieldwork and internships
Increases data collection for collaborative research on school counseling programs
Establishes a framework for professional development to benefit practicing school counselors

Benefits for Communities

Builds collaboration with businesses and industries and enhances the potential for every student's postsecondary success
Provides a workforce with a stronger academic and technological foundation
Promotes equity and access to the workforce

Benefits for Postsecondary Education

Enhances articulation and transition of the student to postsecondary institutions Encourages and supports rigorous academic preparation that prepares every student for the most appropriate postsecondary educational opportunities
Motivates every student to seek a wide range of substantial postsecondary options Promotes equity and access to postsecondary education for every student

Benefits for Student Services Personnel

Defines the school counseling program
Maximizes collaborative teaming to ensure individual student success
Uses school counseling program data to maximize benefits for individual student growth Increases collaboration for utilizing school and community **resource**

Program Delivery Components

A comprehensive school counseling program must ensure that every student has multiple opportunities to acquire competencies in the three domains of Academic Development, Career Development, and Personal/Social Development. A combination of the four program delivery components (School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support) should be utilized in assisting students to achieve these competencies.

School Curriculum

School guidance curriculum includes structured experiences presented systematically through classroom and group activities from ninth through twelfth grade. The curriculum emphasizes decision-making; self understanding; study skills; and career exploration, preparation, and planning. Examples of school guidance curriculum delivery options within this component may include, but are not restricted to:

Classroom Instruction: Counselors, career coach and the social worker facilitate, co-lead, or assist in the delivery of instruction based on Behaviors and Mindsets. These activities may be conducted in the classroom, in the school's gymnasium, in the school's conference rooms, in the school's cafeteria, in the school's library, or on field trips. Attendance Awareness Month, College Application Week, Suicide Awareness and Prevention Week, Red Ribbon Week, Bullying Prevention Week and Youth Violence, National School Counselor Week, National School Social Worker Week, Domestic Violence Awareness Month, Charity Awareness, Gratitude Month, Transitions and New Beginnings, Black History Month, National Teen Dating Violence Awareness Month, Creativity Awareness Month, National Volunteer, National Mental Health Awareness Month and Celebrate Kindness Week are programs and activities that are emphasized in the classroom, large groups as well as morning announcements at Foley High School.

The Peer Helpers sponsor and the Peer Helpers also serve as peer mediators for all students that are referred to the program by the counselors, social worker or administrators. This program helps our students to understand and respect self and others, make better decisions, set goals, and take necessary actions where appropriate. Peer Helpers serve as tour guides and mentors for our new students, often resulting in the development of unexpected friendships. Peer Helpers are available to play a fundamental role in assisting students during emergencies and crises.

The counseling department works with our Peer Helpers and The Lion Pride News Crew in planning and implementing school-wide activities for all prevention weeks. Suicide Prevention Week in September included three days of news segments as well as taking up donations for the local American Foundation of Suicide Prevention, and later in the month Peer Helpers will do segments on the news regarding suicide prevention. Additional prevention activities include but are not restricted to:

- Suicide Prevention Week.
- Red Ribbon Week.
- National Bullying Prevention Month in October – Mix-it-Up Day in October in the school's cafeteria. Kindness and Assertiveness will be highlighted this week. Celebrate Kindness Week, February 2020 – a kindness matters project will also be in play.
- Alcohol Awareness and the Prevention of Underage Drinking Month – Baldwin County Community Alliance will sponsor the following activities: 30 second commercial and Billboard Contest.

Students at each grade level are mandated to develop and/or update the 4-year plan utilizing the Alabama Career Planning Systems (ACPS) Program. Foley High School's 9th Grade Counselor vertical teams with the 8th grade counselors at all feeder pattern schools to complete 8th grade high school registration. Additionally, to prepare for postsecondary plans, students take advantage of the tools and **resources** provided by the ACPS. Specific lessons in the Lauren's Kid **curriculum** are presented to avoid duplicating the **curriculum** at each grade level.

High School Academic Guide information is conveyed to rising 9th grade students in large group settings. All counselors conduct academic advisement in the classroom to implement the guidance **curriculum** scope and sequence standards, competencies, and indicators for academic, career, and personal/social development domain.

9th-12th grade students are equipped with the skills needed for business and industry, continuing education, and lifelong learning in the Career Preparedness course and/or Senior Project. These courses focus on academic planning and career development, financial literacy, and technology.

The Advisor/Advisee initiative at Foley High School ensures that each student on campus has the same mentor for four years. Students receive face-to-face time with teachers during extended Advisory once a month. Schedules, progress reports, report cards, transcripts, guidance materials, and counselors' "hot topics" are disseminated and aired in the homeroom during Advisor/Advisee.

#SUCCESS Class was implemented at Foley High School during the 2015-2016 school year and will continue during the 2019-2020 school year. Foley High School will continue to utilize several classes to schedule students by grade levels to implement **SUCCESS Classes** designed to enhance student engagement at school and with learning for marginalized, disengaged students in grades 9-12, through relationship building, problem solving and capacity building, and persistence. Counselors will work closely with the selective group of teachers/mentors to help identify the students for the program based on specific criteria. Success coaching is a partnership between the student, success coach, counselor, social worker, teachers and administration to devise a plan to ensure that students that are facing obstacles beyond their control are successful in high school with the ultimate goal of making sure that these students graduate. Helping students set goals, preparing plans to meet their goals and celebrating their successes are missions of this program. With the help of the success coach, the ninth and tenth grade counselors, the social worker and the success team, students will be coached to work through hurdles that get in the way of academic success. The success coach helps students with study skills and time management. The intent is to build relationships with these students and their parents in an effort for the students to feel comfortable expressing their needs and concerns so that they can be directed or guided to the appropriate personnel and/or **resources** that are needed for success.

Small Group Activities: Counselors conduct small group counseling sessions outside the classroom to respond to students' identified interests or needs. Small group counseling may be either immediate response or long term counseling. Academically at-risk, attendance, ACCESS, Credit Recovery (IMPACT), anger management/conflict resolution skills are topics that may be documented and addressed in the format of a small group. Additional small group activities that occur at Foley High School this academic year include, but are not restricted to:

- The Bridge Substance Abuse Group.
- College and Career Day at Coastal Alabama Community College (CACC) is in October. This is an awesome event that Coastal Alabama hosts for all seniors in Baldwin and surrounding counties. Students have the opportunity to meet with more than 75 colleges and career representatives for possible college or career entrance. Students are also given a tour of CACC in addition to presentations from the performing arts students, cheerleaders and dance team. This event motivates seniors in a way that excites them and appears to get them really thinking about their future.
- The Alabama College Application Campaign (ALAC) is a national effort to increase the number of first-generation and low-income students pursuing a college degree or other higher education credential. The primary purpose of this effort is to help high school seniors navigate the complex college admissions process and ensure they apply to at least one postsecondary institution. The effort occurs November 5, 6, and 8 during the school day at Foley High School, with a focus on students who might not otherwise apply to college. This week is a fun and collaborative outreach effort that helps schools and communities embrace a culture of college readiness and exploration.
- Compass II Life Therapy referrals are given for teen boys who could benefit from leadership skills. A 10-week cycle was scheduled to begin at Foley High School in the spring of 2020, but did not happen. The team will try to reschedule the group for January 2021.
- A possible pregnant mothers' group, with To Be Options For Pregnant Women with Debbie Gomillion, will be scheduled during the second semester if there are enough girls to hold the group.
- *Feeding the Gulf Coast* sponsors a small food bank on the campus of Foley High School. Ansley Beverly, school social worker, coordinates the food between *Feed the Gulf Coast* and the students in need of food. Two locked shelves, as well as a locked refrigerator/freezer are provided to store the food. Perishable and non-perishable items are available to students on an as needed basis. Referrals to the food bank can come from individual students, parents and/or staff.
- Approximately families of ten students will be referred to participate in Turkey Take out this school term.
- St. Paul's Episcopal Church of Daphne has given Foley High School 65 Chick-fa-la gift cards to disseminate to students/families at-risk.

Interdisciplinary Curriculum Development: Counselors participate on interdisciplinary teams to develop and refine curriculum in content areas. These teams develop classroom units that integrate subject matter with the school guidance curriculum. The career coach, Morrell Baxter, partners with the teachers at Foley High School to invite community members and/or to present topics that also lead to acquisition of competencies in the domains of affective, social, and employability skills for every student in developmentally appropriate ways. The data list below is an example of the partnership on the campus of Foley High School.

Parent Meetings and Instruction: Counselors conduct informational meetings for parents/guardians to address the needs of the school community and to reflect the school counseling and guidance curriculum. A Parent/Senior Night was hosted in September. Students and parents heard a College Consultant speak on the admissions process. The freshmen counselors also coordinate with the 8th grade counselors at the Foley feeder patterns to present the annual high school registration parent meeting in the spring. An AP recruitment and informational parent meeting is held at the end of the school year. An AP Parent/Student night will be held in the spring to discuss the entire college admissions process, testing, application and scholarship information will be provided. The Junior class counselor will hold a meeting in the spring to address the ACT testing results, Co-Op, early exit, financial aide, admissions, college applications and the graduation process. The sophomore counselor will meet with students in Health classes to help students update their 4-year plans. Students will also be encouraged to take advantage of interest assessments to help determine their likes, dislikes, interest, personality, and the type of career field that may be suited for them with their current abilities. Students will learn how to evaluate their transcript to complete the graduation checklists. The freshman counselor will hold an informational meeting for students and parents regarding standardized testing and graduation requirements. In October, the social worker organized an informational meeting for students and parents interested in Job Corp.

Individual Student Planning

Individual student planning includes counseling activities that provide every student with an opportunity to plan, monitor, and manage their academic, career, and personal/social development. Individual student planning emphasizes test interpretation, while academic counseling includes postsecondary education, career/technical education, and career planning. Examples of individual student planning delivery options within this component may include, but are not restricted to:

Individual or Small-Group Appraisal: Counselors help students assess and interpret individual abilities, interests, skills, and achievements. The utilization of appropriate assessment information becomes an important aspect of individual development of immediate and long-range plans.

Individual or Small-Group Advisement: Counselors help students acquire self-appraisal skills; personal and social development skills; and educational, career, and labor market information. This information assists students in planning for personal, academic, and career aspirations. Counselors recognize the critical need to enlist teachers and parents or guardians in helping students make academic and career choices.

Placement and Follow-Up: Counselors advise students in making transitions by providing information and by assisting in the access of **resources**.

Topics for individual student planning activities may include, but are not limited to:

Advisor/Advisee Programs	Four-Year Educational Plan
Assessment Result Interpretation	Goal Setting
Career Awareness and Exploration	Interest Inventories
Career/Technical Education Programs	Postsecondary Application Process
College and Career Readiness	Student Portfolios
Financial Aid/Scholarship Advising	Transition
Job Shadowing	Registration
FAFSA completion	Transcript Evaluations

Responsive Services

Responsive services include counseling or referral activities that meet the immediate needs and concerns of students. Responsive services include personal counseling, crisis counseling, problem solving, agency referrals, and consultation. Examples of responsive services delivery options within this component may include, but are not restricted to:

Consultation: School counselors serve as student advocates by consulting with students, parents or guardians, educators, and community agencies regarding strategies to help students and families. Advocacy may include participation in student study teams and student management teams.

Personal Counseling: Counseling is provided in small-group or individual settings for students experiencing difficulties dealing with relationships, personal concerns, or developmentally appropriate tasks. Personal counseling assists students in identifying problems, causes, alternatives, and consequences leading to informed decision making.

Crisis Counseling: Counseling and support services are provided to students and families facing emotional crises as outlined in the school crisis management plan. Crisis counseling is normally short-term and temporary, using appropriate referral sources if necessary.

Peer Facilitation: Counselors may train students as peer mediators, conflict managers, tutors, and mentors. Programs should adhere to the ethics standards and practices established by the National Peer Helpers Association. Foley High School has established a Peer Helper Program, which is funded by the Jennifer Claire Moore Foundation. Peer Helpers are trained in peer mediation, mentoring new students, and tutoring.

Referrals: Counselors use referral sources to enhance the services provided through the school counseling and guidance program. These referral sources may include, but are not restricted to: • Mental Health Agencies

- Employment and Training Programs
- Vocational Rehabilitation Services
- Juvenile Services
- Social Services

System Support

System support includes indirect guidance management activities that maintain and enhance the total counseling and guidance program. Responsibilities in this area include staff relations, community relations, task forces, professional development, support teams, test interpretation, data analysis, and curriculum development. This component provides appropriate support to academic programs. Examples of system support delivery options within this component may include, but are not restricted to:

Professional Development: Counselors are regularly involved in updating professional knowledge and skills. This may involve participating in regular school in-service training, attending professional meetings, completing postgraduate course work and consulting professional journals.

In-Service: Counselors attend system and school in-service training to ensure counseling skills are updated in the areas of curriculum development, technology, and data analysis. Counselors may

provide in-service instruction in school guidance curriculum and areas of special concern to the school and community.

Consultation, Collaboration, and Teaming: Counselors provide important contributions to the school system by consulting, partnering, collaborating, and teaming.

Public Relations: Counselors design activities to orient the staff and community about the comprehensive school counseling and guidance program.

Community Outreach: Counselors forge partnerships with local businesses, industries, and social service agencies. Community outreach requires counselors to be knowledgeable about community resources, employment opportunities, and local labor market information.

Consultation with Staff: Counselors consult regularly with teachers and professional staff members in order to receive feedback on emerging needs of students and to provide information and support to staff.

Curriculum Development Support: Counselors participate in the ongoing review and revision of academic curriculum materials as related to data analysis, student advocacy, postsecondary education, and career/technical education planning.

Advisory Committees: Counselors form counseling and guidance advisory committees at both the system and the individual school level. Counselors actively serve on community committees or advisory councils that influence other programs to generate support for system and individual school counseling and guidance programs. Foley High School's fall advisory council is scheduled to meet on October 31, 2022. A tentative date of March 30, 2023 has been scheduled for the spring advisory council meeting. The advisory council members for the 2022-2023 school year include:

Caleb Santa Cruz, Youth Pastor
Joe Aldrete, Dream Center
Scott Dees, Coastal Alabama Community College
Katie Goodson, St. Paul's Episcopal Church
Kristin Langham, Parent
Janay Dawson, Board Member
Kylee Raulerson, South Baldwin Chamber
Mayme McFarland, Student Council President
Jill Styron, Teacher
Jessica Webb, Principal
Sherry Rainbolt, Counselor
Wendy O'Toole, Counselor
Barbara Wilkerson, Counselor
Jamel Thomas, Counselor
Morrell Baxter, Career Coach
Makayla Ridgway, Social Worker

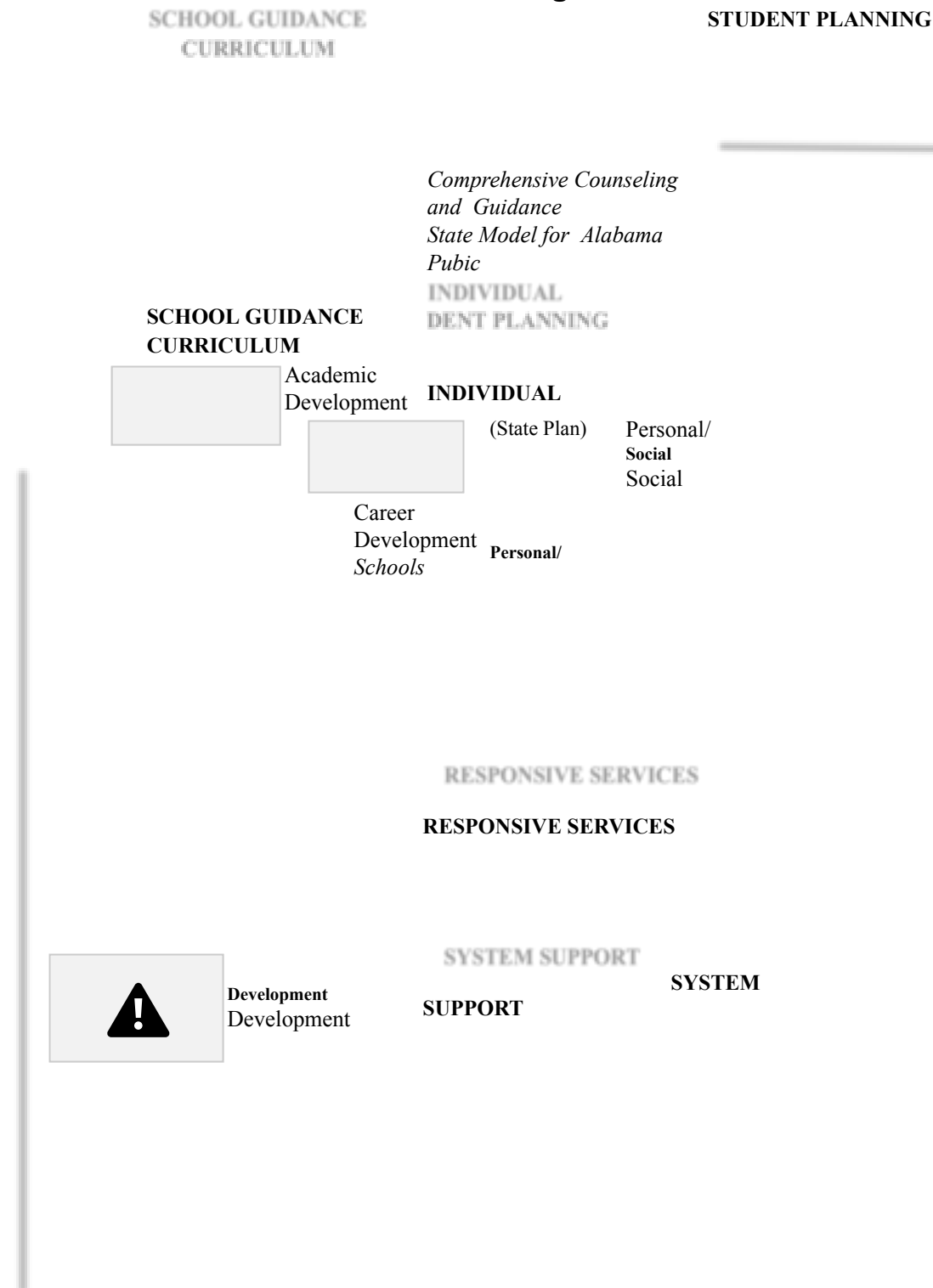
Program Management and Operations: Planning and management tasks include the support of activities conducted in the school counseling and guidance program and responsibilities expected of a member of the school staff. Budget, facilities, policies and procedures, and research and resource development are elements of management activities.

Budget: The school counseling operates on the funds provided by the state of Alabama. These funds are used to provide resources for classroom, small group and individual counseling.

Research and Evaluation: Some examples of counselor research and evaluation include *STAGES*, *SCUTA*, or other personnel guidance evaluations, program evaluations, data analysis, follow-up studies, professional development, and updating of **resources**.

Fair-Share Responsibilities: Fair-share responsibilities may include such tasks as bus duty, cafeteria duty, hall duty, class/club sponsorship, chaperone homecoming dance/winter ball/prom/golf tournament and taking tickets at sports events. Non-guidance responsibilities assigned to counselors should not be above and beyond those of other certified faculty members, and should not interfere with the delivery of guidance services.

Figure 1



Program Delivery Components*			
SCHOOL GUIDANCE CURRICULUM Provides guidance content in a systematic way to all students in Grades 9 -12	INDIVIDUAL STUDENT PLANNING Assists students in planning, monitoring, and managing their personal and career planning	RESPONSIVE SERVICES Addresses the immediate concerns of students	SYSTEM SUPPORT Includes program, staff, and school support activities and services
Purpose Student awareness, skill development, and application of skills needed in everyday life	Purpose Student educational and occupational planning, decision making, and goal setting	Purpose Prevention and intervention	Purpose Program delivery and support

Areas Addressed: Academic Motivation to achieve Decision-making skills Goal setting Planning Problem-solving skills Career Awareness of educational opportunities Knowledge of career opportunities Knowledge of career/technical training Personal/Social Self-esteem development Interpersonal effectiveness Communication skills Cross-cultural effectiveness Responsible behavior	Areas Addressed: Academic Acquisition of study skills Awareness of educational opportunities Appropriate course selection Lifelong learning Testing Information Utilization of test data Career Knowledge of career opportunities Knowledge of career/technical training Need for positive work habits Personal/Social Development of healthy self-concept Development of adaptive and adjustive social behavior	Areas Addressed: Academic Academic concerns Personal/Social Physical abuse Sexual abuse Emotional abuse Grief, loss, and death Substance abuse Family issues Sexual issues Coping with stress Suicide Prevention & Awareness Relationship concerns School-related concerns: tardiness, absences and truancy, misbehavior, school avoidance, drop-out prevention	Areas Addressed: Academic Guidance program development Parent education Teacher and administrator consultation Staff development for educators School improvement planning Counselor professional development Research and publishing Community outreach Public relations
Counselor Role Structured groups Consultation Guidance curriculum implementation	Counselor Role Assessment Planning Placement	Counselor Role Individual counseling Small-group counseling Consultation Referral	Counselor Role Program development and management Consultation Coordination

Note: These lists represent examples and are not exhaustive.

*Reprinted with permission, Gysbers, N.C., and Henderson, P. (2000). *Developing and Managing Your School Guidance Program*, (3rd ed.), Alexandria, Va.: American Counseling Association.

Program Structural Components

Local Education Agency (LEA) Counseling Advisory Committee

In order to ensure that the system's comprehensive counseling and guidance program is an integral part of the total school system and community, the LEA counseling advisory committee must be in place. The LEA counseling advisory committee is a representative group of persons appointed to provide advice and assistance for the school counseling program within a school system. The committee should consist of representative stakeholders of the school counseling program, including students, parents or guardians, teachers, counselors, administrators, school board members, as well as business and community representatives. Ideally, advisory committee membership reflects the community's diversity. The advisory committee serves as a communication liaison between the comprehensive counseling and guidance program and the community. The LEA counseling advisory committee reviews program goals, competencies, and results, and participates in making recommendations to the school counseling and guidance department, principal, and superintendent. It is recommended that the committee meet at least twice a year.

Individual School Counseling Advisory Council

In addition to the LEA counseling advisory committee, each local school must establish a counseling advisory council to advise and assist with the development and implementation of the comprehensive counseling program as reflected in the LEA advisory committee guidelines. The committee helps identify student needs and provides program support. The individual school counseling committee assists with the development and implementation of the comprehensive counseling program. Committee members represent all interested parties of the comprehensive counseling program: students, parents/guardians, teachers, administrators, and community resource persons. It is recommended that the committee meet at least twice a year.

Counseling Department Organization

At the beginning of the school year, counselors meet with principals regarding the counseling program. If there are two or more counselors in the school, specific/equitable duties and student caseloads should be assigned. Each LEA should have a counseling coordinator to work with principals and counselors to ensure that program planning, design, implementation, and evaluation take place in a timely, effective, and equitable manner.

All schools must provide counseling services from certified school counselors in Grades K-12 at a ratio designated for the type of school by the Southern Association of Colleges and Schools. Adequate support personnel should be available to counselors to ensure effective program delivery.

Coordinators' Role

Coordination and direction of the LEA's comprehensive counseling program is critical. Counseling coordinators provide necessary support for comprehensive school counseling program development, implementation, and evaluation of procedures that enhance the effectiveness of the school system's comprehensive counseling program. Counseling coordinators serve as facilitators, leaders, supporters, and advisors. Counseling coordinators provide leadership to ensure the credibility of the comprehensive counseling program for faculty, staff, and the community.

Principals' Role

Administrative support is critical to full implementation of the comprehensive counseling program at Foley High School. Principals, as chief administrators in schools, are ultimately responsible for the success of all instructional programs, including the school counseling program. Principals understand the role of school counselors and provide the necessary support for counselors to fulfill that role. Such support includes the provision of adequate facilities, materials, and clerical staff to allow counselors to use their specialized training in an effective manner. Principals provide input into program development and encourage and support participation of all school personnel in the implementation of the counseling program.

Counselors' Role

Counselors assume the leadership role for managing and implementing the comprehensive counseling program in their school. Counselors are responsible for the systematic delivery and evaluation of structured developmental counseling services to all students. Counselors work directly with students, individually and in small groups, to deal with unique or problem-centered concerns that require more privacy or attention than can be accommodated in structured activities. Counselors serve students indirectly by acting as consultants to administrators, teachers, parents, and others to help them understand and respond to the developmental, emotional, and social needs of students. Counselors coordinate various activities within the school that are related to student welfare. Appropriate referrals, placements, and follow-ups are activities that are particularly pertinent to counseling.

High School Counselors

The high school counseling program builds on goals from elementary and middle school. The high school program assists students in applying and enhancing acquired knowledge and understanding as they strive to become responsible adults. Counseling activities help students develop realistic and fulfilling life plans. Competency in decision-making is stressed, career planning is refined, and personal responsibility is emphasized. The high school four-year educational plan and the educational/career-planning portfolio, developed in the middle school, move with the student to the high school and are reviewed and updated annually.

Teachers' Role

Teachers play a vital role in the planning and implementation of a comprehensive school counseling program. As professionals who have the greatest contact with students, teachers are in the best position to recognize and help provide for the developmental and individual needs of students. Through appropriate communication and referral, teachers facilitate the interaction between students and counselors. Teachers demonstrate support for the program by providing adequate opportunities for student-counselor contact. Teachers contribute directly to the school counseling program by helping counselors deliver programs that facilitate the academic, career, and personal/social development of students. Teachers strengthen and follow through on concepts presented to help students retain the knowledge, skills, and understanding established through the program. Teacher support, input, and expertise make it possible for the school counseling program to become an integral part of the total educational program.

School Counseling Resources

Appropriate resources are required for each of the four program delivery components: School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support. These resources include equipment and materials, staff expertise, and community resources. Resource materials must be

relevant to the program, appropriate for the diversity of the school and community, and of sufficient quantity to be useful. All counselors should be provided the necessary equipment and materials to implement the comprehensive counseling program.

Use of Time

The following percentages (See Figure 2 below) serve as a guide to school counselors and administrators for determining the time the program needs to allocate for each of the four program delivery components. School counselors should keep daily records that document time and activities performed. These records allow counselors and administrators to determine the actual amount of time spent in each of the four program delivery components and in non-school counseling activities. In this way, adjustments can be made to better utilize counselor time so that the greatest amount of time is spent in direct service to students.

School counselors should spend 80 percent or more of their time in direct and indirect services to students.

Program Goals for Students

School counseling programs throughout Alabama may differ in recognized need; however, every school system and school must develop a comprehensive, outcome-based, and developmental counseling program. The ASCA has developed national standards to better define the role of school counseling programs. The standards address program content and identify broad areas of knowledge, attitudes, and skills that all students develop as a result of participating in an effective school counseling program.

Alabama has utilized *The ASCA National Model: A Framework for School Counseling Programs* to provide all essential elements for developing programs to help students achieve success in school. The ASCA National Standards, located below and on pages 17-23 of this document, facilitate student development in three domains: Academic Development, Career Development, and Personal/Social Development.

ASCA National Standards for Students*

Academic Development

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

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

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

Career Development

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

Standard B. Students will employ strategies to achieve future career goals with success and satisfaction.

Standard C. Students will understand the relationship between personal qualities, education,

training and the world of work.

Personal/Social Development

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

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

Standard C. Students will understand safety and survival skills.

(*Reprinted with permission from American School Counselor Association, 200, pp. 81-86. *The ASCA National Model: A Framework for School Counseling Programs*. Alexandria, Va.: Author.)

Comprehensive Counseling and Guidance State Model for Alabama Public Schools 16

Alabama Grade-Cluster Standards, Competencies, and Indicators—Guidance Curriculum Scope and Sequence

The following competencies for Alabama students at each grade-cluster level (K-2, 3-5, 6-8, 9-12) are linked directly to the nine national standards as presented in *The ASCA National Model: A Framework for School Counseling Programs*. The competencies describe the attitudes, knowledge, and skills that students should be able to demonstrate as a result of participating in an effective school counseling program.

Counselors should determine the student competencies and the corresponding indicators (listed below each competency) to be utilized in planning and developing the school counseling curriculum and the individual student planning components appropriate for specific grade-cluster levels within the school program. Classroom and small group activities must be outcome-based and linked to the appropriate indicators.

The following chart is a tool to be used to assist counselors in planning the overall counseling curriculum. The solid dots highlight the grade-cluster level where each competency indicator is introduced. The competency indicators are intended to be cumulative; therefore, the hollow dots highlight the grade cluster level(s) in which the competency indicator may be expanded or reinforced. Careful analysis of the scope and sequence of the local school guidance curriculum ensures that all students master all competency indicators by the end of Grade 12.

Minimum Requirements for School Counseling and Guidance Programs in Alabama

School counselors function in a manner consistent with the educational philosophy and mission of the school system and the school. As a member of the educational team, each counselor has special responsibilities for helping all students meet their needs. School counselors provide a comprehensive counseling program for students; consult and collaborate with teachers, parents, and staff to enhance their effectiveness in helping students and follow the Minimum Requirements for Comprehensive School Counseling and Guidance Programs in Alabama.

Organizational Framework, Activities, and Time

1. Every school system and school must implement a comprehensive counseling and guidance program that:
 - a. Ensures that each counselor develops and follows a planned **calendar** of activities
 - b. Ensures that 100 percent of each counselor's time is spent in providing counseling services through the four program delivery components: School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support
 - c. Ensures that each counselor participates annually in a planned professional development program designed to strengthen identified needs of the counseling and guidance program and/or the counselor as well as to foster ethical standards.
2. Every school system and school must provide for performance-based evaluation of counselors. The elements of this evaluation must conform to the duties and responsibilities of the counselor as stated in the *Comprehensive Counseling and Guidance State Model for Alabama Public Schools* (the State Plan), Bulletin 2003, No. 89.
3. Every school system and school should make provisions for new counselors to attend the ALCA Conference to meet the training requirement expected as part of the Alabama Department of Education Counselor Academy. Baldwin County Public School System new counselors are also required to attend the new counselors' orientation. Experienced counselors are also encouraged to attend the ALCA Conference.
4. Every school system and school must establish a counseling and guidance advisory committee to assist in the development and implementation of the comprehensive counseling and guidance program.

Competencies

5. Every school system and school must implement a comprehensive counseling and guidance program that ensures that every student has the opportunity to achieve the minimum competencies at each appropriate grade level.

Structural Components

6. All schools must provide counseling services performed by certified school counselors for all students in Grades K-12 at a ratio designated by the Southern Association of Colleges and Schools for the type of school.
7. Every school system and school must implement a comprehensive counseling program and ensure that a person is appointed at the system level to coordinate and monitor the delivery of counseling and guidance services to all students.

School Guidance Curriculum

8. Every school system and school must implement a comprehensive counseling program that:
 - a. Ensures that each counselor engages in counseling with students in small groups to influence responsible student behavior and enhance student academic achievement; and
 - b. Ensures that each counselor implements a planned sequential program of large-group guidance activities designed to teach students the competencies identified in the three domains of Academic Development, Career Development, and Personal/Social Development in a fashion that enhances the instructional program and focuses on increasing student achievement.

Individual Student Planning

9. Every school system and school must implement a comprehensive counseling program that:
 - a. Ensures that each counselor engages in counseling with students in individual settings that facilitate responsible student behavior and enhance student academic achievement;
 - b. Ensures that each Grades 8-12 counselor guides students in the development and annual revision of a high school four-year educational plan and requires students to maintain an educational/career-planning portfolio of study based on legislative and other graduation requirements. (The selection of the high school four-year educational plan shall be approved in writing by the parents or guardians and become part of the educational/career planning portfolio);
 - c. Ensures that each counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information; and
 - d. Ensures that each counselor provides equal access and appropriate placement for all students by utilizing test data and other available information that identifies interests, achievement levels, and aptitudes.

Responsive Services

10. Every counselor must assist in the early identification of students at risk of school failure and must facilitate the delivery of preventive and intervention services.

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11. Every counselor must consult with students, parents, teachers, community agencies, and others (nurses, attendance officers, school psychologists, school social workers) regarding strategies to help students achieve personal and academic advancement.

System Support

12. Every school system and school must implement a comprehensive counseling program that:
 - a. Ensures that each counselor organizes and manages the counseling and guidance program to provide equal access and the most effective delivery of services to students, staff, parents, and the community;
 - b. Conducts systematic evaluations and follow-up studies to determine the need for program revision;
 - c. Promotes awareness of the program components to students, staff, and the community; and
 - d. Ensures that each counselor coordinates guidance services with all aspects of the school program in conjunction with other school staff and community resources.

Resources

13. Every school system and school must provide facilities that are easily accessible and allow for the implementation of a comprehensive counseling and guidance program. Minimum facility requirements for delivery of counseling and guidance services include facilities that:
 - a. Provide private office(s) properly equipped with locked files for counseling records,
 - b. Provide private telephone line(s) for confidential telephone conversations,
 - c. Are adequate in size for conducting small-group counseling and classroom guidance activities, and
 - d. Ensure adequate space for reception areas and for organizing and displaying guidance materials.

14. Every school system and school must provide resource materials that are relevant to the program, appropriate for the community, and of sufficient quantity to be useful.

Program Accountability Components

Accountability and evaluation of school counselors and the school counseling program are integral components of quality programs. Alabama's comprehensive school counseling programs should be data driven. This means data should be collected to validate certain counseling activities as well as to determine if any change in student perception and behavior has occurred as a result of counseling activities. School counselors and the comprehensive counseling program must answer the question, "How are students different as a result of the school counseling program?" Now, more than ever, school counselors are challenged to demonstrate the effectiveness of their programs in measurable terms. This is accomplished through continuous program evaluations and student results evaluations that assess the implementation of a comprehensive counseling and guidance program that must follow the Minimum Requirements for School Counseling and Guidance Programs in Alabama. The monitoring of student progress and program progress in addition to performing personnel evaluations requires the collection of data that support and link school counseling and guidance programs to students' academic success.

MONITORING STUDENT PROGRESS

Counselors of data-driven school counseling programs are able to determine what, if any, student change has occurred as a result of their efforts. Data analysis allows school counselors, administrators, faculty, and advisory committee members to create a current picture of students and the school environment. Careful analysis of the current situation allows discussion and planning to focus on student needs and the counselor's role in addressing those needs.

Student Data

Using student, school site, and system data to monitor student progress ensures that every student receives the necessary support to be successful in school. In order for this to occur, school counselors must be proficient in the collection, analysis, and interpretation of student achievement and related data. Monitoring student progress is part of the school counselor's responsibility as indicated on page 9 of this document in the section, "Individual Student Planning." To achieve this goal, school counselors monitor student progress through three types of data: student-achievement data, achievement-related data, and standards- and competency-related data.

Student-achievement data measure academic progress. Student-achievement data include:

- Standardized test data
- Grade point averages
- Scholastic Aptitude Test (SAT), PSAT/NMSQT, American College Testing (ACT) Program, ACT WorkKeys, Scantron Performance Series, and the ASVAB
- Graduation rate
- Grade level (at or above) in reading, math, and other content areas
- Successful completion of all courses
- Promotion and retention rates
- Completion of specific academic programs (Distinction, Tech/Prep)

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Achievement-related data measure those areas shown to be correlated to academic success.

Achievement-related data include:

- Suspension and expulsion rates
- Alcohol, tobacco, and other drug violations
- Attendance rates
- Participation in extracurricular activities
- Parent/guardian involvement
- Homework completion rates

Standards and competency-related data measure student mastery of the competencies delineated in the comprehensive counseling and guidance program. These data include:

- Percentage of students having a four-year plan on file
- Percentage of students setting and attaining academic goals
- Percentage of students participating in job shadowing
- Percentage of students applying conflict resolution skills

Disaggregated Data

Ensuring academic success for every student includes counselor-initiated activities designed to meet the needs of under-served, under-performing, and under-represented populations. School counselors do this by examining student academic achievement data and developing outcome-based interventions designed to help students succeed. Alabama's school counselors must not only look at data globally, but also must be able to disaggregate data. School counselors must be able to separate data by variables to determine if there are any groups of students who may not be performing as well as others. Disaggregated data often precipitate change because they bring to light issues of equity and focus the discussion upon the needs of specific groups of students. Examples of databases to be examined are:

- Gender
- Ethnicity
- Socioeconomic status
- Vocational program
- Language spoken at home

- Special education
- Grade level

Data Over Time

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

Assessing the current school counseling and guidance program reveals how well the program is meeting the academic, career, and personal/social needs of students. The process of data gathering and analysis ensures that school guidance and counseling implementation plans are rooted in a clear understanding of the particular and unique needs of students. School counselors should determine student needs that are unique to their school and community. Data analysis is the mechanism by which the practicing school counselor is able to acquire specific information to best understand these needs.

MONITORING PROGRAM PROGRESS

Program Evaluations

Evaluation of the comprehensive counseling and guidance program is a vital element in determining the effectiveness of the school program. The counseling and guidance program evaluation provides a means for enhancing and improving the program and demonstrating accountability. An evaluation of the counseling and guidance program using process data, perception data, and results data measures the degree to which students have acquired the skills and knowledge defined by the competencies and the Minimum Requirements for School Counseling and Guidance Programs in Alabama.

Process data answer the question, “What did you do for whom?” and provide evidence that an event took place. Process data describe the manner in which the program is conducted and indicate if the program follows established practices. These data are important in that they indicate that an event took place, but do not provide evidence that any change occurred.

Perception data answer the question, “What do students think they know, believe, or can demonstrate?” These data are often collected through pre/post surveys, tests, or skill demonstration opportunities (role plays, evaluation forms).

Results data answer the question, “So what?” These data show that the program has a positive impact on students’ ability to utilize their knowledge, attitudes, and skills to effect behavior change.

Measurable success resulting from utilization of the above data can be determined by an increase in the number of students completing high school who achieve the academic, career, and personal/social competencies essential for becoming successful adults. These students have a wide range of substantial postsecondary options that may include entry into the workforce, further technical training, or postsecondary education opportunities. Counselors should analyze student achievement and counseling and guidance program-related data, conduct research on activity outcomes, and discover achievement gaps that exist among different groups of students.

Student Results Evaluations

The goal of results evaluations is to show change in student behavior and student learning. Student results data are collected for activities listed in the school counseling and guidance plan, and collection occurs both before and after the activity. The data indicate which activity worked and clarify what should be changed.

Results evaluations and the results report serve as a tool for:

- Ensuring the program is carried out as planned
- Ensuring every student is served
- Ensuring developmentally appropriate materials are used
- Documenting the program's process, perception, and results
- Documenting the program's immediate, intermediate, and long-range impact

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- Analyzing program effectiveness
- Sharing program successes
- Improving the program
- Advocating for systematic change in the school system

The results report for school guidance curriculum may include the following:

- Grade level served
- Lesson content areas
- Curriculum or materials used
- Number of school counseling lessons delivered
- Subject area of school counseling lessons
- Number of students served
- Short-term perception data such as pre/post tests
- Intermediate and long-term results data such as impact on behavior, attendance, or achievement
- Implications of the results on the counseling and guidance program

Program Audits

The program audit is used to assess the school counseling program's alignment with the *Comprehensive Counseling and Guidance State Model for Alabama Public Schools* and The *ASCA National Model: A Framework for School Counseling Programs, 4th Edition*. An audit is a checklist that helps define the current status of the school counseling and guidance program. The primary purpose for collecting this information is to guide future actions within the program and to improve future results for students. Program audits are first performed when a school counseling program is being designed and then annually to appraise the progress of program development. Program implementation and results findings allow strengths and weaknesses to be recognized, and program needs to be determined for the following school year.

PERSONNEL EVALUATIONS

Effective August 2019, all teachers/educators in LEAs implementing *Standard For Success*, were formatively assessed through the *Standard For Success* online process. All teachers/educators include regular classroom teachers, school counselors, school librarians, and all special educators, including psychometrists/psychologists, speech-language pathologists, pre-kindergarten special educators, and special educators teaching students who generally take the Alabama Alternate Assessment (AAA). New to the *Standard for Success* online process, school counselors and school librarians requested a Continuum that specifically related to the AQTS to their respective professions. As a result, *Standard For Success*

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counselor and librarian work groups, comprised of LEA, SDE, counselor and librarian professional association representatives, and university personnel, developed the Counselor and Librarian Continua. Both Continua serve as the *Standard For Success* self-assessment for each profession.

Standard For Success, very similar to *Educate Alabama*, includes the following steps: 1) careful self assessment by counselors; 2) timely, ongoing dialogues between instructional leaders and counselors; 3) quality Professional Learning Plans developed collaboratively with instructional leaders; 4) participation in professional growth opportunities provided by the SDE, LEA or local school; and 5) compelling Supporting Evidence entries demonstrating professional growth occurred during the year, ultimately impacting student achievement.

Program Development and Implementation Components

The success of school counseling program development is directly linked to the understanding of the *Comprehensive Counseling and Guidance State Model for Alabama Public Schools* (the State Plan), Bulletin 2003, No. 89, by all stakeholders: the community, school board, educators, parents or guardians, and students. As an essential resource person and facilitator of change, the school counselor must assume the primary responsibility for school counseling and guidance program development.

The counseling model described in this document represents a commitment and a direction toward a more consistent approach to school counseling. Parents/guardians and students need to be confident that academic and career plans are built from a similar experiential base as students' transition between grade levels or from one Alabama school to another.

The following outline lists steps for developing a comprehensive counseling and guidance program in all school systems and in each individual school. While reviewing local school counseling and guidance programs, some implementation steps may be in place, others may need to be revised, and others may be missing. Each step need not be completed sequentially; in fact, several steps may be developed simultaneously. Full implementation requires all steps to be completed.

DEVELOPMENT AND IMPLEMENTATION OF THE LEA COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM

LEA Preparation

The purpose of preparation is to help understand the foundation and evolution of the State Plan. This section is included to provide background information for counselors not familiar with previous Alabama counseling and guidance models.

- Review the history of school counseling.
- Review the history of comprehensive school counseling and guidance programs in Alabama. —
The Revised Comprehensive Counseling & Guidance State Model for Alabama's Public Schools (The State Plan), Bulletin 1996, No. 27
— *The Comprehensive Counseling and Guidance State Model for Alabama Public Schools*, (the State Plan), Bulletin 2003, No. 89
- Determine changes needed for transition to the new State Plan, outline a plan for change, and outline changes made.
- Align the LEA school counseling and guidance program to the new State Plan.

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LEA Consultation with Leadership

The purpose of consultation with persons in leadership roles is to secure support and essential resources for implementation of the program.

- Meet with key administrators (superintendent, principal(s), coordinator) to review the outlined changes for transition to the new State Plan.
- Reaffirm and secure the commitment of the LEA counseling and guidance advisory committee regarding the transition to the new State Plan.
- Select a steering committee to develop the new document (LEA adaptation of the new State Plan).
- Develop work groups, a work plan, a time line, and a calendar for completion and actual writing of the LEA's adaptation of the new State Plan.

LEA Needs Assessment

The purpose of the needs assessment is to prioritize the competencies from the State Plan and to add any competencies that are unique to the individual LEA.

- Discuss major areas of concern of the school district such as achievement, bullying, dropout rate, drugs, teen pregnancy, unemployment, and violence with the LEA advisory committee.
- Develop a survey instrument highlighting the school counseling and guidance program standards and competencies.
- Distribute the survey to students, educators, parents or guardians, and other stakeholders in the community.
- Analyze the data from the survey to establish priorities for the LEA adaptation of the new State Plan and disseminate information to stakeholders.

LEA Document Development

- Review *The ASCA National Model: A Framework for School Counseling Programs* and the *Comprehensive Counseling and Guidance State Model for Alabama Public Schools*.
- Review other

system-level plans based on the ASCA National Model and/or the new State Plan. • Review and revise the assumptions and statement of philosophy according to the following key elements:

- Every student
- Comprehensive in scope
- Data-driven
- Integral part of educational program
- Preventive in design
- Measurable student outcomes
- Collaborates with all stakeholders
- No Child Left Behind (NCLB) Act
- Closing the achievement gap
- Outcome-based
- Define the counseling and guidance program's component in terms of the LEA's educational mission.
 - Focuses primarily on students
 - Advocates for equity, access, and success of every student
 - Establishes a structure for innovations
 - Creates one vision
 - Indicates linkages (relationship to state department, professional standards, and LEA)
 - Indicates long-range desired results.
 - Provides an anchor in the face of change

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- Analyze major differences (ASCA domains, goals and standards) between 1996 State Plan and the 2003 State Plan. (See Figure 3, page 34.)
 - Domains
 - Educational Goals to Academic Development
 - Career Planning to Career Development
 - Knowledge of Self and Others to Personal/Social Development
 - Goals and Standards
 - 16 goals (1996 State Plan) to 9 standards (2003 State Plan)
- Prioritize competencies for the LEA and add other grade-level competencies, as needed. — Combining competencies within a single activity
 - Deciding time allotment and **calendar** for individual competencies

Figure 3

State Plan (1996) and State Plan (2003) Comparison of ASCA Domains and Goals and Standards*	
Alabama State Plan (1996)	Alabama State Plan (2003)
Educational Goals	Academic Development
Students will: <ul style="list-style-type: none"> • Apply effective study skills. • Gain test-taking skills. 	Student will: <ul style="list-style-type: none"> A. Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
Set educational goals.	B. Complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.
Learn effectively.	C. Understand the relationship of academics to the world of work and to life at home and in the community.
Career Planning	Career Development
Students will: <ul style="list-style-type: none"> • Analyze skills and interests. • Plan for the future. 	Students will: <ul style="list-style-type: none"> A. Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
• Form a career identity.	B. Employ strategies to achieve future career success and satisfaction.
• Combat career stereotyping.	C. Understand the relationship between personal qualities, education and training and the world of work.
Knowledge of Self and Others	Personal/Social Development
Students will: <ul style="list-style-type: none"> • Develop positive attitudes. • Respect others. • Develop relationship skills. 	Students will: <ul style="list-style-type: none"> A. Acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others
<ul style="list-style-type: none"> • Gain self-awareness. • Gain responsibilities. • Make effective decisions. 	B. Make decisions, set goals, and take necessary action to achieve goals.
<ul style="list-style-type: none"> • Learn how to resolve conflicts. • Learn how to make healthy choices. 	C. Understand safety and survival skills.

*Domains for 1996 and 2003 are indicated in bold type. Goals for 1996 are indicated by bullets. Standards for 2003

are indicated as A., B., and C.

LEA Adaptation of the State Plan (2003) Program Delivery Components

Align the four **program delivery** components of the State Plan (1996) and the new State Plan (2003) according to the following changes/additions:

- Guidance Curriculum (1996) to School Guidance Curriculum (2003)
 - Classroom Guidance Activities
 - Group Activities
 - Interdisciplinary Curriculum Development
 - Parent Workshops and Instruction (new)
- Individual Planning (1996) to Individual Student Planning (2003)
 - Individual or Small-Group Appraisal
 - Individual or Small-Group Advisement
 - Placement and Follow-Up
- Responsive Services
 - Consultation
 - Personal Counseling
 - Crisis Counseling
 - Peer Facilitation (new)
 - Referrals
- System Support
 - Professional Development
 - In-Service
 - Consultation, Collaboration and Teaming (new)
 - Public Relations
 - Community Outreach
 - Consultation with Staff
 - **Curriculum** Development Support
 - Advisory Committees (new)
 - Program Management and Operations (new)
 - Research and Evaluation
 - Fair-Share Responsibilities (new)

LEA Adaptation of Program Structural Components

- Develop management agreements that reflect the Minimum Requirements for School Counseling and Guidance Programs in Alabama as well as other additional program requirements.
 - Counselor's Responsibilities
 - Counselor's Job Description
 - Counselor's Role in Parenting Education
 - Counselor's Role in Tech/Prep
 - Counselor's Role in Discipline
 - Student-Counselor Assignment
 - Counselor's Use of Time
- Consult counseling and guidance advisory committees.
 - LEA counseling and guidance advisory committee
 - Individual school counseling and guidance advisory committee
- Incorporate use of data.

- Student progress evaluation
- Program evaluation

- Longitudinal data collection/storage/access regarding counseling and guidance program
- Data analysis
- Data management
- Develop action plans.
 - Curriculum action plan
 - Closing-the-gap action plan
- Utilize calendars.
 - Annual calendar of LEA counseling and guidance activities (system-wide testing, LEA advisory committee meetings, counselor in-service programs)
 - Monthly/weekly calendar of LEA counseling and guidance activities (counseling staff team meetings, classroom guidance lessons, group counseling sessions)

LEA Program Accountability

- Develop forms and sample reports.
 - Program evaluation data sources
 - Demographic data
 - Attendance data
 - Suspension and expulsion rates
 - Behavioral referrals
 - Promotions and retentions
 - Graduation rates
 - Standardized test results
- Conduct program audits.
- Utilize school counselor performance evaluations.
 - *Standard For Success* or LEA-developed counselor performance evaluation instrument
 - Data analysis of standards implementation

LEA Program Implementation Process

- Develop counselor program forms.
- Draft initial document.
- Document review by administration, board of education, and other stakeholders.
- Make changes.
- Finalize document.
- Secure letter of approval/implementation from superintendent.
- Provide copy of finalized document to each system counselor.

DEVELOPMENT AND IMPLEMENTATION OF THE INDIVIDUAL SCHOOL COMPREHENSIVE COUNSELING PROGRAM

Individual School Preparation

Review the LEA plan for a comprehensive counseling and guidance program in addition to reviewing the

requirements set forth in this document. Pay close attention to components that affect the grade levels of the individual school.

Individual School Consultation with Leadership

The purpose of consultation with persons in leadership roles is to establish with the principal, faculty, staff, and community stakeholders the changes that will take place during the transition. • Establish individual school counseling and guidance advisory committee.

- Consult and plan with the school principal the transition timeline, **calendar** and faculty in-service for the counseling plan.
- Consult and plan with the principal, advisory committee, and faculty for the needs assessment.

Individual School Needs Assessment

The purpose of the needs assessment is to establish priorities for each school. Individual schools may have additional competencies that can be identified through the individual school needs assessment. • Conduct a needs assessment as it applies to the individual school and grade level(s). • Prioritize competencies.

Individual School Document Development

- Review the LEA's comprehensive counseling and guidance plan.
- Review other individual school plans, as appropriate.
- Incorporate applicable components of the LEA's comprehensive counseling and guidance program as the introductory material for the individual school plan.
 - Introduction
 - Mission
 - Program Benefits
 - Program Delivery
 - Program Goals for Students
 - Minimum Requirements
 - Program Accountability
- Utilize the competencies in the specific domains as they apply to the grade level (s) of the individual school.
- Develop at least one activity that addresses each competency for each grade level in the individual school.
- Develop a **calendar** for the academic year that shows the planned implementation according to the three domains.
- Develop or adapt forms for the purpose of gathering information to document program implementation and program effectiveness.

Individual School Adaptation of the State Plan (2003) Program Delivery Components

Align the four program delivery components of the State Plan (1996) and the new State Plan (2003) according to the following changes/additions:

- Guidance **Curriculum** (1996) to School Guidance **Curriculum** (2003)
 - Classroom Guidance Activities
 - Group Activities
 - Interdisciplinary **Curriculum** Development
 - Parent Workshops and Instruction (new)
- Individual Planning (1996) to Individual Student Planning (2003)

- Individual or Small-Group Appraisal
- Individual or Small-Group Advisement
- Placement and Follow-Up

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- Responsive Services
 - Consultation
 - Personal Counseling
 - Crisis Counseling
 - Peer Facilitation (new)
 - Referrals
- System Support
 - Professional Development
 - In-Service
 - Consultation, Collaboration and Teaming (new)
 - Public Relations
 - Community Outreach
 - Consultation with Staff
 - Curriculum Development Support
 - Advisory Committees (new)
 - Program Management and Operations (new)
 - Research and Evaluation
 - Fair-Share Responsibilities (new)

Individual School Adaptation of Program **Structural Components**

- Develop management agreements that reflect the Minimum Requirements for School Counseling and Guidance Programs in Alabama as well as other additional program requirements. —
Counselor's Responsibilities
 - Counselor's Job Description
 - Counselor's Role in Parenting Education
 - Counselor's Role in Tech/Prep
 - Counselor's Role in Discipline
 - Student-Counselor Assignment
 - Counselor's Use of Time
- Consult counseling and guidance advisory committees.
 - LEA counseling and guidance advisory committee
 - Individual school counseling and guidance advisory committee
- Incorporate use of data.
 - Student progress evaluation
 - Program evaluation
 - Longitudinal data collection/storage/access regarding counseling and guidance program.
 - Data analysis
 - Data management
- Develop action plans.
 - Curriculum action plan
 - Closing the gap action plan
- Utilize calendars.
 - Annual calendar of LEA/individual school counseling and guidance activities (system-wide testing, LEA/individual school advisory committee meetings, counselor in-service programs)
 - Monthly/weekly calendar of LEA/individual school counseling and guidance activities (counseling staff team meetings, classroom guidance lessons, group counseling sessions)

Individual School Program Accountability

- Develop forms and sample reports.
 - Program evaluation data sources
 - Demographic data
 - Attendance data
 - Suspension and expulsion rates
 - Behavioral referrals
 - Promotions and retentions
 - Graduation rates
 - Standardized test results
- Conduct program audits.
- Utilize school counselor performance evaluations.
 - *Standard For Success* or LEA-developed counselor performance evaluation instrument
 - Data analysis of standards implementation

Individual School Program Implementation Process

- Develop counselor program forms.
 - Draft initial document.
 - Document review by administration and other stakeholders.
 - Make changes.
 - Finalize document.
 - Secure letter of approval/implementation from principal/superintendent. •
- Provide copy of finalized document to counselor(s).

ASCA Ethical Standards

Preamble

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

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

All students have the right to:

- Be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including but not limited to: ethnic/racial identity, nationality, age, social class, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity, emancipated minors, wards of the state, homeless youth and incarcerated youth. School counselors as social-justice advocates support students from all backgrounds and circumstances and consult when their competence level requires additional support.
- Receive the information and support needed to move toward self-determination, self development and affirmation within one's group identities. Special care is given to improve overall educational outcomes for students who have been historically underserved in

educational services.

- Receive critical, timely information on college, career and postsecondary options and understand the full magnitude and meaning of how college and career readiness can have an impact on their educational choices and future opportunities.
- Privacy that should be honored to the greatest extent possible, while balancing other competing interests (e.g., best interests of students, safety of others, parental rights) and adhering to laws, policies and ethical standards pertaining to confidentiality and disclosure in the school setting.
- A safe school environment promoting autonomy and justice and free from abuse, bullying, harassment and other forms of violence.

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.

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- Inform all stakeholders, including students, parents/guardians, teachers, administrators, community members and courts of justice of best ethical practices, values and expected behaviors of the school counseling professional.

A. RESPONSIBILITY TO STUDENTS

A.1. Supporting Student Development

School counselors:

- a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
- b. Aim to provide counseling to students in a brief context and support students and families/guardians in obtaining outside services if the student needs long-term clinical counseling.
- c. Do not diagnose but remain acutely aware of how a student's diagnosis can potentially affect the student's academic success.
- d. Acknowledge the vital role of parents/guardians and families.
- e. Are concerned with students' academic, career and social/ emotional needs and encourage each student's maximum development.
- f. Respect students' and families' values, beliefs, sexual orientation, gender identification/ expression and cultural background and exercise great care to avoid imposing personal beliefs or values rooted in one's religion, culture or ethnicity.
- g. Are knowledgeable of laws, regulations and policies affecting students and families and strive to protect and inform students and families regarding their rights.
- h. Provide effective, responsive interventions to address student needs.
- i. Consider the involvement of support networks, wraparound services and educational teams

needed to best serve students.

j. Maintain appropriate boundaries and are aware that any sexual or romantic relationship with students whether legal or illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student's age. This prohibition applies to both in person and electronic interactions and relationships.

A.2. Confidentiality

School counselors:

a. Promote awareness of school counselors' ethical standards and legal mandates regarding confidentiality and the appropriate rationale and procedures for disclosure of student data and information to school staff.

b. Inform students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes informed consent and clarification of the limits of confidentiality. Informed consent requires competence, voluntariness and knowledge on the part of students to understand the limits of confidentiality and, therefore, can be difficult to obtain from students of certain developmental levels, English-language learners and special needs populations. If the student is able to give assent/consent before school counselors share confidential information, school counselors attempt to gain the student's assent/consent. c. Are aware that even though attempts are made to obtain informed consent, it is not always possible. When needed, school counselors make counseling decisions on students' behalf that promote students' welfare.

d. Explain the limits of confidentiality in developmentally appropriate terms through multiple methods such as student handbooks, school counselor department websites, school counseling brochures, classroom lessons and/or verbal notification to individual students. e. Keep information confidential unless legal requirements demand that confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the

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student. Serious and foreseeable harm is different for each minor in schools and is determined by students' developmental and chronological age, the setting, parental rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.

f. Recognize their primary ethical obligation for confidentiality is to the students but balance that obligation with an understanding of parents'/guardians' legal and inherent rights to be the guiding voice in their children's lives. School counselors understand the need to balance students' ethical rights to make choices, their capacity to give consent or assent, and parental or familial legal rights and responsibilities to make decisions on their child's behalf. g. Promote the autonomy of students to the extent possible and use the most appropriate and least intrusive method to breach confidentiality, if such action is warranted. The child's developmental age and the circumstances requiring the breach are considered, and as appropriate, students are engaged in a discussion about the method and timing of the breach. Consultation with peers and/or supervision is recommended.

h. In absence of state legislation expressly forbidding disclosure, consider the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:

- 1) Student identifies partner, or the partner is highly identifiable
- 2) School counselor recommends the student notify partner and refrain from further high-risk behavior
- 3) Student refuses
- 4) School counselor informs the student of the intent to notify the partner
- 5) School counselor seeks legal consultation from the school district's legal

- representative in writing as to the legalities of informing the partner
- i. Request of the court that disclosure not be required when the school counselor's testimony or case notes are subpoenaed if the release of confidential information may potentially harm a student or the counseling relationship.
- j. Protect the confidentiality of students' records and release personal data in accordance with prescribed federal and state laws and school board policies.
- k. Recognize the vulnerability of confidentiality in electronic communications and only transmit student information electronically in a way that follows currently accepted security standards and meets federal, state and local laws and board policy.
- l. Convey a student's highly sensitive information (e.g., a student's suicidal ideation) through personal contact such as a phone call or visit and not less-secure means such as a notation in the educational record or an e-mail. Adhere to state, federal and school board policy when conveying sensitive information.
- m. Advocate for appropriate safeguards and protocols so highly sensitive student information is not disclosed accidentally to individuals who do not have a need to know such information. Best practice suggests a very limited number of educators would have access to highly sensitive information on a need-to-know basis.
- n. Advocate with appropriate school officials for acceptable encryption standards to be utilized for stored data and currently acceptable algorithms to be utilized for data in transit.
- o. Avoid using software programs without the technological capabilities to protect student information based upon currently acceptable security standards and the law.

A.3. Comprehensive Data-Informed Program

School counselors:

- a. Collaborate with administration, teachers, staff and decision makers around school improvement goals.

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- b. Provide students with a comprehensive school counseling program that ensures equitable academic, career and social/ emotional development opportunities for all students.
- c. Review school and student data to assess needs including, but not limited to, data on disparities that may exist related to gender, race, ethnicity, socio-economic status and/or other relevant classifications.
- d. Use data to determine needed interventions, which are then delivered to help close the information, attainment, achievement and opportunity gaps.
- e. Collect 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.
- f. Use data-collection tools adhering to confidentiality standards as expressed in A.2.
- g. Share data outcomes with stakeholders.

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

School counselors:

- a. Collaborate with administration, teachers, staff and decision makers to create a culture of postsecondary readiness
- b. Provide and advocate for individual students' preK– postsecondary college and career awareness, exploration and postsecondary planning and decision making, which supports the students' right to choose from the wide array of options when students complete secondary education.
- c. Identify gaps in college and career access and the implications of such data for addressing both intentional and unintentional biases related to college and career counseling.
- d. Provide opportunities for all students to develop the mindsets and behaviors necessary to learn

work-related skills, resilience, perseverance, an understanding of lifelong learning as a part of long-term career success, a positive attitude toward learning and a strong work ethic.

A.5. Dual Relationships and Managing Boundaries

School counselors:

- a. Avoid dual relationships that might impair their objectivity and increase the risk of harm to students (e.g., counseling one's family members or the children of close friends or associates). If a dual relationship is unavoidable, the school counselor is responsible for taking action to eliminate or reduce the potential for harm to the student through use of safeguards, which might include informed consent, consultation, supervision and documentation.
- b. Establish and maintain appropriate professional relationships with students at all times. School counselors consider the risks and benefits of extending current school counseling relationships beyond conventional parameters, such as attending a student's distant athletic competition. In extending these boundaries, school counselors take appropriate professional precautions such as informed consent, consultation and supervision. School counselors document the nature of interactions that extend beyond conventional parameters, including the rationale for the interaction, the potential benefit and the possible positive and negative consequences for the student and school counselor.
- c. Avoid dual relationships beyond the professional level with school personnel, parents/guardians and students' other family members when these relationships might infringe on the integrity of the school counselor/student relationship. Inappropriate dual relationships include, but are not limited to, providing direct discipline, teaching courses that involve grading students and/or accepting administrative duties in the absence of an administrator.
- d. Do not use personal social media, personal e-mail accounts or personal texts to interact with students unless specifically encouraged and sanctioned by the school district. School counselors adhere to professional boundaries and legal, ethical and school district guidelines when

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using technology with students, parents/guardians or school staff. The technology utilized, including, but not limited to, social networking sites or apps, should be endorsed by the school district and used for professional communication and the distribution of vital information.

A.6. Appropriate Referrals and Advocacy

School counselors:

- a. Collaborate with all relevant stakeholders, including students, educators and parents/guardians when student assistance is needed, including the identification of early warning signs of student distress.
- b. Provide a list of resources for outside agencies and resources in their community to student(s) and parents/guardians when students need or request additional support. School counselors provide multiple referral options or the district's vetted list and are careful not to indicate an endorsement or preference for one counselor or practice. School counselors encourage parents to interview outside professionals to make a personal decision regarding the best source of assistance for their student.
- c. Connect students with services provided through the local school district and community agencies and remain aware of state laws and local district policies related to students with special needs, including limits to confidentiality and notification to authorities as appropriate.
- d. Develop a plan for the transitioning of primary counseling services with minimal interruption of services. Students retain the right for the referred services to be done in coordination with the school counselor or to discontinue counseling services with the school counselor while maintaining an appropriate relationship that may include providing other school support services.
- e. Refrain from referring students based solely on the school counselor's personal beliefs or values rooted in one's religion, culture, ethnicity or personal worldview. School counselors

maintain the highest respect for student diversity. School counselors should pursue additional training and supervision in areas where they are at risk of imposing their values on students, especially when the school counselor's values are discriminatory in nature. School counselors do not impose their values on students and/or families when making referrals to outside resources for student and/or family support.

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

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

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

A.7. Group Work

School counselors:

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

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

c. Screen students for group membership.

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

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

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

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

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

i. Measure the outcomes of group participation (participation, Mindsets & Behaviors and outcome data).

j. Provide necessary follow up with group members.

A.8. Student Peer-Support Program

School counselors:

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

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

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

School counselors:

a. Inform parents/guardians and/or appropriate authorities when a student poses a serious and foreseeable risk of harm to self or others. When feasible, this is to be done after careful delib-

eration and consultation with other appropriate professionals. School counselors inform students of the school counselor's legal and ethical obligations to report the concern to the appropriate authorities unless it is appropriate to withhold this information to protect the student (e.g. student might run away if he/she knows parents are being called). The consequence of the risk of not giving parents/guardians a chance to intervene on behalf of their child is too great. Even if the danger appears relatively remote, parents should be notified. b. Use risk assessments with caution. If risk assessments are used by the school counselor, an intervention plan should be developed and in place prior to this practice. When reporting risk assessment results to parents, school counselors do not negate the risk of harm even if the assessment reveals a low risk as students may minimize risk to avoid further scrutiny and/or parental notification. School counselors report risk assessment results to parents to underscore the need to act on behalf of a child at risk; this is not intended to assure parents their child isn't at risk, which is something a school counselor cannot know with certainty. c. Do not release a student who is a danger to self or others until the student has proper and necessary support. If parents will not provide proper support, the school counselor takes necessary steps to underscore to parents/guardians the necessity to seek help and at times may include a report to child protective services. d. Report to parents/guardians and/or appropriate authorities when students disclose a perpetrated or a perceived threat to their physical or mental well-being. This threat may include, but is not limited to, physical abuse, sexual abuse, neglect, dating violence, bullying or sexual harassment. The school counselor follows applicable federal, state and local laws and school district policy.

A.10. Underserved and At-Risk Populations

School counselors:

- a. Strive to contribute to a safe, respectful, nondiscriminatory school environment in which all members of the school community demonstrate respect and civility.
- b. Advocate for and collaborate with students to ensure students remain safe at home and at school. A high standard of care includes determining what information is shared with parents/guardians and when information creates an unsafe environment for students.
- c. Identify resources needed to optimize education.
- d. Collaborate with parents/guardians, when appropriate, to establish communication and to ensure students' needs are met.
- e. Understand that students have the right to be treated in a manner consistent with their gender identity and to be free from any form of discipline, harassment or discrimination based on their gender identity or gender expression.
- f. Advocate for the equal right and access to free, appropriate public education for all youth, in which students are not stigmatized or isolated based on their housing status, disability, foster care, special education status, mental health or any other exceptionality or special need. g. Recognize the strengths of students with disabilities as well as their challenges and provide best practices and current research in supporting their academic, career and social/emotional needs.

A.11. Bullying, Harassment and Child Abuse

School counselors:

- a. Report to the administration all incidents of bullying, dating violence and sexual harassment as most fall under Title IX of the Education Amendments of 1972 or other federal and state laws as being illegal and require administrator interventions. School counselors provide services to

victims and perpetrators as appropriate, which may include a safety plan and reasonable accommodations such as schedule change, but school counselors defer to administration for all discipline issues for this or any other federal, state or school board violation.

- b. Report suspected cases of child abuse and neglect to the proper authorities and take reasonable precautions to protect the privacy of the student for whom abuse or neglect is suspected when alerting the proper authorities.
- c. Are knowledgeable about current state laws and their school system's procedures for reporting child abuse and neglect and methods to advocate for students' physical and emotional safety following abuse/neglect reports.
- d. Develop and maintain the expertise to recognize the signs and indicators of abuse and neglect. Encourage training to enable students and staff to have the knowledge and skills needed to recognize the signs of abuse and neglect and to whom they should report suspected abuse or neglect.
- e. Guide and assist students who have experienced abuse and neglect by providing appropriate services.

A.12. Student Records

School counselors:

- a. Abide by the Family Educational Rights and Privacy Act (FERPA), which defines who has access to students' educational records and allows parents the right to review and challenge perceived inaccuracies in their child's records.
- b. Advocate for the ethical use of student data and records and inform administration of inappropriate or harmful practices.
- c. Recognize the difficulty in meeting the criteria of sole-possession records.

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- d. Recognize that sole-possession records and case notes can be subpoenaed unless there is a specific state statute for privileged communication expressly protecting student/school counselor communication.
- e. Recognize that electronic communications with school officials regarding individual students, even without using student names, are likely to create student records that must be addressed in accordance with FERPA and state laws.
- f. Establish a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding paper sole-possession records or deleting electronic sole possession records when a student transitions to the next level, transfers to another school or graduates. School counselors do not destroy sole-possession records that may be needed by a court of law, such as notes on child abuse, suicide, sexual harassment or violence, without prior review and approval by school district legal counsel. School counselors follow district policies and procedures when contacting legal counsel.

A.13. Evaluation, Assessment and Interpretation

School counselors:

- a. Use only valid and reliable tests and assessments with concern for bias and cultural sensitivity.
- b. Adhere to all professional standards when selecting, administering and interpreting assessment measures and only utilize assessment measures that are within the scope of practice for school counselors and for which they are licensed, certified and competent.
- c. Are mindful of confidentiality guidelines when utilizing paper or electronic evaluative or assessment instruments and programs.
- d. Consider the student's developmental age, language skills and level of competence when determining the appropriateness of an assessment.
- e. Use multiple data points when possible to provide students and families with accurate,

- objective and concise information to promote students' well-being.
- f. Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students and parents/guardians can understand.
- g. Monitor the use of assessment results and interpretations and take reasonable steps to prevent others from misusing the information.
- h. Use caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
- i. Conduct school counseling program 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:

- a. Demonstrate appropriate selection and use of technology and software applications to enhance students' academic, career and social/emotional development. Attention is given to the ethical and legal considerations of technological applications, including confidentiality concerns, security issues, potential limitations and benefits and communication practices in electronic media.
- b. Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, social media, facsimile machines, telephones, voicemail, answering machines and other electronic technology.

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- c. Promote the safe and responsible use of technology in collaboration with educators and families.
- d. Promote the benefits and clarify the limitations of various appropriate technological applications.
- e. Use established and approved means of communication with students, maintaining appropriate boundaries. School counselors help educate students about appropriate communication and boundaries.
- f. Advocate for equal access to technology for all students.

A.15. Virtual/Distance School Counseling

School counselors:

- a. Adhere to the same ethical guidelines in a virtual/distance setting as school counselors in face-to-face settings.
- b. Recognize and acknowledge the challenges and limitations of virtual/distance school counseling.
- c. Implement procedures for students to follow in both emergency and nonemergency situations when the school counselor is not available.
- d. Recognize and mitigate the limitation of virtual/distance school counseling confidentiality, which may include unintended viewers or recipients.
- e. Inform both the student and parent/guardian of the benefits and limitations of virtual/distance counseling.
- f. Educate students on how to participate in the electronic school counseling relationship to minimize and prevent potential misunderstandings that could occur due to lack of verbal cues and inability to read body language or other visual cues that provide contextual meaning to the school counseling process and school counseling relationship.

B. RESPONSIBILITIES TO PARENTS/ GUARDIANS, SCHOOL AND SELF

B.1. Responsibilities to Parents/Guardians

School counselors:

- a. Recognize that providing services to minors in a school setting requires school counselors to collaborate with students' parents/ guardians as appropriate.
- b. Respect the rights and responsibilities of custodial and noncustodial parents/guardians and, as appropriate, establish a collaborative relationship with parents/guardians to facilitate students' maximum development.
- c. Adhere to laws, local guidelines and ethical practice when assisting parents/guardians experiencing family difficulties interfering with the student's welfare.
- d. Are culturally competent and sensitive to diversity among families. Recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children's welfare by virtue of their role and according to law.
- e. Inform parents of the mission of the school counseling program and program standards in academic, career and social/ emotional domains that promote and enhance the learning process for all students.
- f. Inform parents/guardians of the confidential nature of the school counseling relationship between the school counselor and student.
- g. Respect the confidentiality of parents/guardians as appropriate and in accordance with the student's best interests.
- h. Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical and legal responsibilities to the student and parent.

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

B.2. Responsibilities to the School

School counselors:

- a. Develop and maintain professional relationships and systems of communication with faculty, staff and administrators to support students.
- b. Design and deliver comprehensive school counseling programs that are integral to the school's academic mission; driven by student data; based on standards for academic, career and social/emotional development; and promote and enhance the learning process for all students.
- c. Advocate for a school counseling program free of non-school-counseling assignments identified by "The ASCA National Model: A Framework for School Counseling Programs" as inappropriate to the school counselor's role.
- d. Provide leadership to create systemic change to enhance the school.
- e. Collaborate with appropriate officials to remove barriers that may impede the effectiveness of the school or the school counseling program.
- f. Provide support, consultation and mentoring to professionals in need of assistance when in the scope of the school counselor's role.
- g. Inform appropriate officials, in accordance with school board policy, of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property while honoring the confidentiality between the student and the school counselor to the extent feasible, consistent with applicable law and policy.
- h. Advocate for administrators to place in school counseling positions certified school

counselors who are competent, qualified and hold a master's degree or higher in school counseling from an accredited program.

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

B.3. Responsibilities to Self

School counselors:

- a. Have completed a counselor education program at an accredited institution and earned a master's degree in school counseling.
- b. Maintain membership in school counselor professional organizations to stay up to date on current research and to maintain professional competence in current school counseling issues and topics. School counselors maintain competence in their skills by utilizing current interventions and best practices.
- c. Accept employment only for those positions for which they are qualified by education, training, supervised experience and state/national professional credentials.
- d. Adhere to ethical standards of the profession and other official policy statements such as ASCA Position Statements and Role Statements, school board policies and relevant laws. When laws and ethical codes are in conflict school counselors work to adhere to both as much as possible.
- e. Engage in professional development and personal growth throughout their careers. Professional development includes attendance at state and national conferences and reading journal articles. School counselors regularly attend training on school counselors' current legal and ethical responsibilities.
- f. Monitor their emotional and physical health and practice wellness to ensure optimal professional effectiveness. School counselors seek physical or mental health support when needed to ensure professional competence.
- g. Monitor personal behaviors and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job. School counselors are cognizant of and refrain from activity that may diminish their effectiveness within the school community.
- h. Seek consultation and supervision from school counselors and other professionals who are

knowledgeable of school counselors' ethical practices when ethical and professional questions arise.

i. Monitor and expand personal multicultural and social-justice advocacy awareness, knowledge and skills to be an effective culturally competent school counselor. Understand how prejudice, privilege and various forms of oppression based on ethnicity, racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity expression, family type, religious/spiritual identity, appearance and living situations (e.g., foster care, homelessness, incarceration) affect students and stakeholders. j. Refrain from refusing services to students based solely on the school counselor's personally held beliefs or values rooted in one's religion, culture or ethnicity. School counselors respect the diversity of students and seek training and supervision when prejudice or biases interfere with providing comprehensive services to all students.

k. Work toward a school climate that embraces diversity and promotes academic, career and social/emotional development for all students.

l. Make clear distinctions between actions and statements (both verbal and written) made as a private individual and those made as a representative of the school counseling profession and of the school district.

m. Respect the intellectual property of others and adhere to copyright laws and correctly cite others' work when using it.

C. SCHOOL COUNSELOR ADMINISTRATORS/SUPERVISORS

School counselor administrators/supervisors support school counselors in their charge by: a.

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

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b. Advocating for fair and open distribution of resources among programs supervised. An allocation procedure should be developed that is nondiscriminatory, informed by data and consistently applied.

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

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

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

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

D. SCHOOL COUNSELING INTERN SITE SUPERVISORS

Field/intern site supervisors:

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

b. Have the education and training to provide clinical supervision. Supervisors regularly pursue continuing education activities on both counseling and supervision topics and skills. c. Use a collaborative model of supervision that is on-going and includes, but is not limited to, the following activities: promoting professional growth, supporting best practices and ethical practice, assessing supervisee performance and developing plans for improvement, consulting on specific cases and assisting in the development of a course of action.

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

- e. Do not engage in supervisory relationships with individuals with whom they have the inability to remain objective. Such individuals include, but are not limited to, family members and close friends.
- f. Are competent with technology used to perform supervisory responsibilities and online supervision, if applicable. Supervisors protect all electronically transmitted confidential information.
- g. Understand there are differences in face-to face and virtual communication (e.g., absence of verbal and nonverbal cues) that may have an impact on virtual supervision. Supervisors educate supervisees on how to communicate electronically to prevent and avoid potential problems.
- h. Provide information about how and when virtual supervisory services will be utilized. Reasonable access to pertinent applications should be provided to school counselors.
- i. Ensure supervisees are aware of policies and procedures related to supervision and evaluation and provide due-process procedures if supervisees request or appeal their evaluations.
- j. Ensure performance evaluations are completed in a timely, fair and considerate manner, using data when available and based on clearly stated criteria.
- k. Use evaluation tools measuring the competence of school counseling interns. These tools should be grounded in state and national school counseling standards. In the event no such tool is available in the school district, the supervisor seeks out relevant evaluation tools and advocates for their use.
- l. Are aware of supervisee limitations and communicate concerns to the university/college supervisor in a timely manner.
- m. Assist supervisees in obtaining remediation and professional development as necessary.
- n. Contact university/college supervisors to recommend dismissal when supervisees are unable to demonstrate competence as a school counselor as defined by the ASCA School Counselor Professional Standards & Competencies and state and national standards. Supervisors consult with school administrators and document recommendations to dismiss or refer a supervisee for

assistance. Supervisors ensure supervisees are aware of such decisions and the resources available to them. Supervisors document all steps taken.

E. MAINTENANCE OF STANDARDS

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

- a. School counselors consult with professional colleagues to discuss the potentially unethical behavior and to see if the professional colleague views the situation as an ethical violation. School counselors understand mandatory reporting in their respective district and states.
- b. School counselors discuss and seek resolution directly with the colleague whose behavior is in question unless the behavior is unlawful, abusive, egregious or dangerous, in which case proper school or community authorities are contacted.
- c. If the matter remains unresolved at the school, school district or state professional practice/standards commission, referral for review and appropriate action should be made in the following sequence:
 - State school counselor association
 - American School Counselor Association (Complaints should be submitted in hard copy to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 310, Alexandria, VA 22314.)

F. ETHICAL DECISION MAKING

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

- a. Define the problem emotionally and intellectually

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

GLOSSARY OF TERMS

Advocate

a person who speaks, writes or acts to promote the well-being of students, parents/guardians and the school counseling profession. School counselors advocate to close the information, opportunity, intervention and attainment gaps for all students.

Assent

to demonstrate agreement when a student is not competent to give informed consent to counseling or other services the school counselor is providing.

Assessment

collecting in-depth information about a person to develop a comprehensive plan that will guide the collaborative counseling and service provision process.

Boundaries

something that indicates or affixes an extent or limits.

Breach

disclosure of information given in private or confidential communication such as information given during counseling.

Competence

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the quality of being competent; adequacy; possession of required skill, knowledge, qualification or capacity.

Disclosure

the act or an instance of exposure or revelation.

Diversity

the inclusion of individuals representing more than one national origin, gender/gender identity, color, religion, socio-economic stratum, sexual orientation and the intersection of cultural and social identities.

Dual Relationship

a relationship in which a school counselor is concurrently participating in two or more roles with a student.

Empathy

the action of understanding, being aware of, being sensitive to and vicariously experiencing the feelings, thoughts and experience of another without having the feelings, thoughts and experience fully communicated in an objectively explicit manner.

Emancipated Minor

a minor who is legally freed from control by his or her parents or guardians, and the parents or guardians are freed from any and all responsibility toward the child.

Encryption

process of putting information into a coded form to control and limit access to authorized users.

Ethics

the norms and principles of conduct and philosophy governing the profession.

Ethical Behavior

actions defined by standards of conduct for the profession.

Ethical Obligation

a standard or set of standards defining the course of action for the profession.

Ethical Rights

the fundamental normative rules about what is allowed of people or owed to people, according to some legal system, social convention or ethical theory.

Feasible

capable of being done, effected or accomplished.

Gender Expression

the ways in which students manifest masculinity or femininity in terms of clothing, communication patterns and interests, which may or may not reflect the student's gender identity. **Gender**

Identity

One's personal experience of one's own gender. When one's gender identity and biological sex are not congruent, the student may identify as transsexual or transgender.

Harassment

the act of systematic and/or continued unwanted disturbing or troubling persecution.

Informed Consent

assisting students in acquiring an understanding of the limits of confidentiality, the benefits, facts and risks of entering into a counseling relationship.

Intervention

to provide modifications, materials, advice, aids, services or other forms of support to have a positive impact on the outcome or course of a condition.

Confidentiality

the ethical duty of school counselors to responsibly protect a student's private communications shared in counseling.

Conflict of Interest

a situation in which a school counselor stands to personally profit from a decision involving a student.

Consent

permission, approval or agreement; compliance.

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Consultation

a professional relationship in which individuals meet to seek advice, information and/or deliberation to address a student's need.

Conventional Parameters

general agreement or accepted standards regarding limits, boundaries or guidelines.

Cultural Sensitivity

a set of skills enabling you to know, understand and value the similarities and differences in people and modify your behavior to be most effective and respectful of students and families and to deliver programs that fit the needs of diverse learners.

Data Dialogues

inquiry with others around student information to uncover inequities, promote informed investigations and assist in understanding the meaning of data and the next steps to have an impact on data. **Data**

Informed

accessing data, applying meaning to it and using data to have an impact on student success.

Developmental Level/Age

the age of an individual determined by degree of emotional, mental and physiological maturity as compared with typical behaviors and characteristics of that chronological age.

Legal Mandates

a judicial command or precept issued by a court or magistrate, directing proper behavior to enforce a judgment, sentence or decree.

Legal Rights

those rights bestowed onto a person by a given legal system.

Mandatory Reporting

the legal requirement to report to authorities.

Minors

persons under the age of 18 years unless otherwise designated by statute or regulation.

Perception

A mental image or awareness of environment through a physical sensation. A capacity for understanding or a result of an observation.

Peer Helper

peer-to-peer interaction in which individuals who are of approximately the same age take on a helping role assisting students who may share related values, experiences and lifestyles. **Peer Support** programs that enhance the effectiveness of the school counseling program while increasing outreach and raising student awareness of services.

Privacy

the right of an individual to keep oneself and one's personal information free from unauthorized disclosure.

Privileged Communication

conversation that takes places within the context of a protected relationship, such as that between an attorney and client, a husband and wife, a priest and penitent, a doctor and patient and, in some states, a school counselor and a student.

Professional Development

the process of improving and increasing capabilities through access to education and training opportunities.

Relationship

a connection, association or involvement.

Risk Assessment

a systematic process of evaluating potential risks

School Counseling Supervisor

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a qualified professional who provides guidance, teaching and support for the professional development of school counselors and school counseling candidates.

Serious and Foreseeable

when a reasonable person can anticipate significant and harmful possible consequences.

Sole-Possession Records

exempted from the definition of educational records and the protection of FERPA, are records used only as a personal memory aid that are kept in the sole possession of the maker of the record and are not accessible or revealed to any other person except a temporary substitute for the maker of the record and provide only professional opinion or personal observations.

Stakeholder

a person or group that shares an investment or interest in an endeavor.

Supervision

a collaborative relationship in which one person promotes and/ or evaluates the development of another.

Title IX of the Education Amendments of 1972

a law that demands that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving federal financial assistance.

Virtual/Distance Counseling

counseling by electronic means.

