

Seymour Public Schools

Elementary Comprehensive School Counseling Program



June, 2009

Foreword

We would like to take this opportunity to thank those who provided the input and support that enabled us to complete this revision of the Seymour Comprehensive Elementary School Counseling Program:

- Elementary teachers
- Our building administrators
- District administrators
- Seymour Board of Education

We believe that this school counseling program will serve the elementary students of Seymour well for many years to come.

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Introduction

In 2008, the Connecticut State Department of Education, in collaboration with the Connecticut School Counselor Association and the Connecticut Association for Counselor Education and Supervision, published "Comprehensive School Counseling: A Guide to Comprehensive School Counseling Program Development." This publication sets forth the 2008 Connecticut Comprehensive School Counseling Program Model.

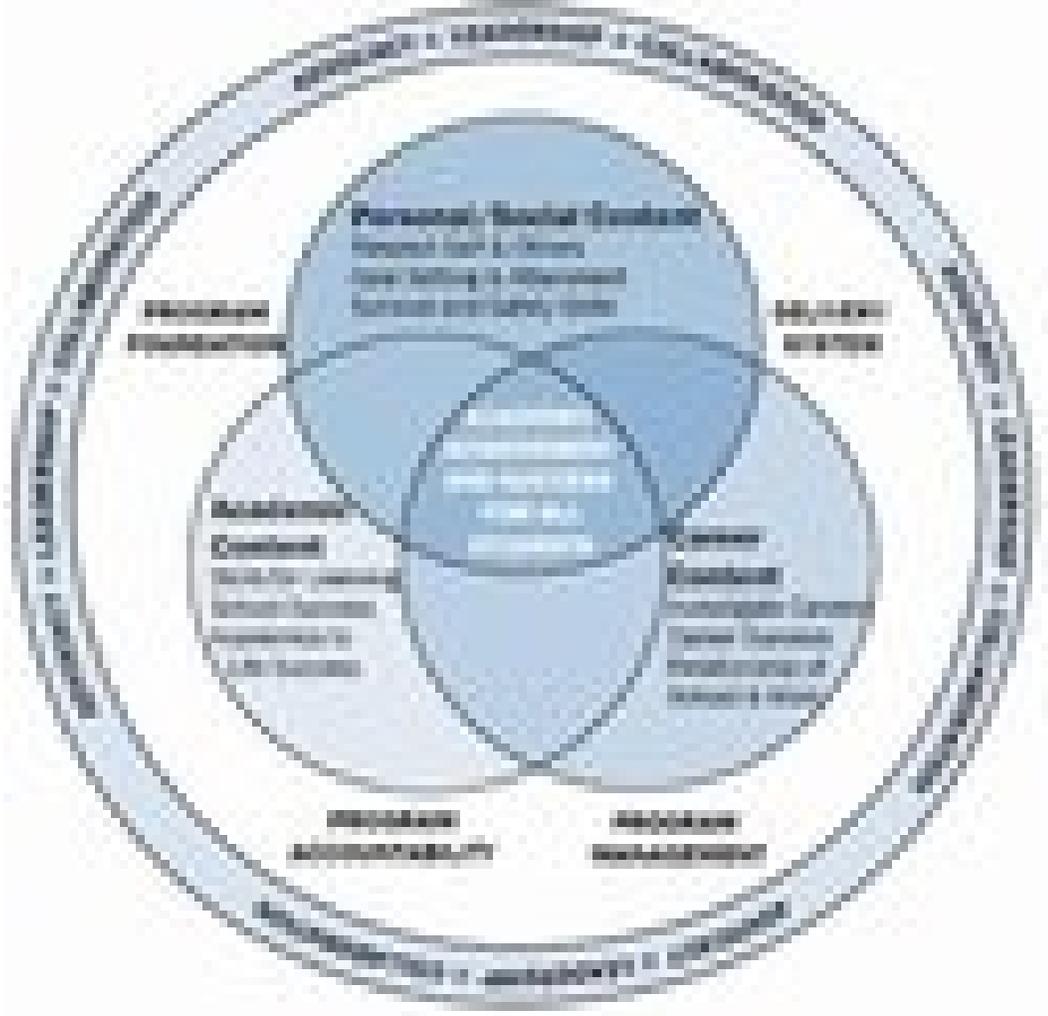
The new program model places an increased emphasis on aligning the School Counseling Program with the educational mission of the school district and with the American School Counselor Association (ASCA) National Standards for School Counseling Programs. The Connecticut program is based on developmental theory and is proactive and preventive in its focus. It is designed to enhance the learning of *all* students by helping them to acquire essential skills in three key domains of student development. These domains form the content of the Connecticut Comprehensive School Counseling program:



This update of the Seymour Elementary Comprehensive School Counseling Program is based on these three content areas. It is designed and organized around the four components of the new Connecticut Program Model, which are:

- 1. Program Foundation**
Mission statement, philosophy and beliefs, domains and goals of the program
- 2. Delivery System**
Curriculum, individual student planning, responsive services and collaboration within and outside the school community
- 3. Program Management**
Administration and management of the Comprehensive School Counseling program
- 4. Program Accountability**
Program development and implementation, impact on student success

Connecticut Model Comprehensive School Counseling Program



**Connecticut State Department of Education
2008**

Program Foundation

Mission Statement

The Seymour Elementary Comprehensive School Counseling Program, in collaboration with administration, faculty, parents, and the community, facilitates the academic achievement of *all* students by providing them with opportunities to develop educational, occupational and social competencies in an environment that is safe, caring and encouraging.

Philosophy and Beliefs

As an integral part of the Seymour School District, we believe that all students have the capacity to learn, to develop autonomy and to nurture their talents in ways that will enhance their opportunities for success and personal contribution as productive citizens in an ever-changing world.

Domains

The Seymour Elementary Comprehensive School Counseling Program facilitates student development in three broad domains to promote and enhance the learning process:

Academic Development includes acquiring skills, attitudes and knowledge that contribute to effective learning in school; employing strategies to achieve success in school; and understanding the relationship of academics to the world of work, and to life at home and in the community. Academic goals support the premise that all students should meet or exceed the local, state and national goals.

Career Development involves the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work and from job to job across the life span. Career development goals and competencies ensure that students develop career goals as a result of their participation in a comprehensive plan of career awareness, exploration and preparation activities.

Personal/Social Development includes understanding and respecting self and others, acquiring effective interpersonal skills, understanding safety and survival skills and developing into contributing members of society. Goals in this domain guide the school counseling program to provide the foundation for personal and social growth as students progress through school and into adulthood.

Program Goals

The goals within each domain describe the general outcomes to which the overall school counseling program is committed. The following goals are derived from the *Connecticut Comprehensive School Counseling Program*, the *ASCA National Standards for School Counseling Programs*, and the *Connecticut Common Core of Learning*.

Academic Development

Students will:

- Acquire attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
- Complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
- Understand the relationship of academics to the world of work and to life at home and in the community.

Career Development

Students will:

- Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- Employ strategies to achieve future career goals with success and satisfaction.
- Understand the relationships between personal qualities, education, training and the world of work.

Personal/Social Development

Students will:

- Acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
- Make decisions, set goals, and take necessary action to achieve goals.
- Understand safety and survival skills.

Delivery System

The delivery system addresses how the Comprehensive School Counseling Program is implemented. It consists of Curriculum, Individual Student Planning, Responsive Services, and Collaboration Within and Outside the School Community.

Curriculum

Seymour's Elementary School Counseling curriculum is based on a needs assessment of the student population. It is delivered to all students and supports the goals of our district's strategic plan for students' academic improvement.

The written curriculum of the comprehensive counseling program is delivered and coordinated by the district's three elementary school counselors, and is integrated across content areas of academic, career, and personal/social development.

Our curriculum components are:

- Planned and personalized to meet the needs of the school community.
- Ongoing and systematic in delivery.
- Linked to the scope and sequence of its units of instruction.
- Clearly outlined with regard to the goals and competencies students will achieve at each grade level.

Seymour's Elementary School Counseling curriculum also includes student competencies/learner outcomes for each lesson in each grade level. Methods and timelines for delivery of units of instruction include, but are not limited to, classroom instruction, small group discussions, collaborative activities with teachers, pupil personnel specialists and other qualified personnel.

Our curriculum promotes instruction that addresses three domains of human growth and development: academic, career, and personal/social. These three areas are referred to as the content of the school counseling curriculum.

Competencies

In the Academic Domain, students will:

Kindergarten	<ul style="list-style-type: none"> • State reasons for learning. • Demonstrate a sense of belonging. • Practice self control and individual responsibility. • Follow instructions and complete assignments. • Assert boundaries, rights, and privacy. • Apply classroom and school rules. • Define manners and the role they play in getting along with others. • Learn appropriate behavior in the classroom. • Demonstrate cooperation by taking turns in the classroom.
Grade 1	<ul style="list-style-type: none"> • Practice effective speaking, listening and inquiry skills. • Work with and without supervision. • Review and expand upon skills needed to learn in school. • Practice self-control and individual responsibility. • Follow instructions and complete assignments. • Learn appropriate behavior in the classroom. • Explore what it means to belong to a school community.
Grade 2	<ul style="list-style-type: none"> • Work independently and with others. • State reasons why self-control is important to school success. • Practice self-control and individual responsibility. • Define manners and the role they play in getting along with others. • Explore what it means to belong to a school community.
Grade 3	<ul style="list-style-type: none"> • Explore the impact of a positive attitude on school success. • Identify attitudes and behaviors that lead to successful learning. • Discuss choices and consequences. • Develop and implement a strategy for improving academic skills. • Apply knowledge of interests and abilities to goal setting. • Analyze what it means to belong to the school and to the larger community. • Discuss responsibilities of students and those of citizens.
Grade 4	<ul style="list-style-type: none"> • Describe the rights and responsibilities of self and others. • Identify attitudes and behaviors that lead to successful learning. • Discuss choices and consequences. • Describe how they use time and ways they could use time more constructively.
Grade 5	<ul style="list-style-type: none"> • Describe the importance of taking responsibility for a decision. • Analyze the relationship between academic performance and future educational choices. • Examine the impact of pressure and stress on problem solving. • Describe their interests, aptitudes and abilities. • Discuss strategies for meeting the challenges of the middle school environment. • Discuss how inappropriate choices can compromise community living. • Describe skills needed in a variety of jobs. • Demonstrate cooperation.

In the Career Domain, students will:

Kindergarten	<ul style="list-style-type: none"> • Demonstrate awareness of jobs found in school and in the home. • Identify the skills and personal characteristics needed to be a successful student.
Grade 1	<ul style="list-style-type: none"> • Identify the work of a student. • Identify workers in school and in various settings outside school.
Grade 2	<ul style="list-style-type: none"> • Define the terms work and career. • List three reasons why someone chooses a particular job. • Identify personal qualities, strengths and weaknesses. • Describe how they see themselves. • Describe how they are seen by others.
Grade 3	<ul style="list-style-type: none"> • Recognize that people differ in likes, interests and talents. • Discuss the importance of cooperative teamwork.
Grade 4	<ul style="list-style-type: none"> • Recognize that people differ in likes, talents and abilities. • Assess academic and personal strengths and weaknesses. • Understand the importance of responsibility and good work habits. • Discuss the importance of cooperative teamwork.
Grade 5	<ul style="list-style-type: none"> • Explore the concept of career clusters and learn about jobs in those clusters. • Demonstrate how gaining more information about careers increases options.

In the Personal/Social domain, students will:

Kindergarten	<ul style="list-style-type: none"> • Identify and express feelings. • Identify and illustrate positive characteristics of themselves. • Recognize likenesses and differences in self and others. • Demonstrate ways to make and keep friends. • Identify resource people in school and community and demonstrate how to ask for help. • Demonstrate healthy ways of dealing with conflicts. • Learn techniques for managing stress.
Grade 1	<ul style="list-style-type: none"> • Identify skills used for positive interpersonal relationships. • Recognize likenesses and differences in self and others. • Demonstrate ways to make and keep friends. • Identify choices made at school and home. • Share feelings and listen to others. • Describe aspects of a safe environment.
Grade 2	<ul style="list-style-type: none"> • Identify and illustrate positive characteristics of themselves. • Identify skills used for positive interpersonal relationships. • Demonstrate when, where, and how to seek help for solving problems. • Understand qualities that are helpful in making good friends. • Demonstrate healthy ways of dealing with conflicts.

Grade 3	<ul style="list-style-type: none"> • Demonstrate skills for getting along with others. • Demonstrate cooperative behavior in a group. • Demonstrate an understanding of the impact that actions and words have on others. • Understand the difference between assertive and aggressive behaviors. • Understand the importance of goal setting and follow through. • Demonstrate responsibility for decisions. • Demonstrate how decisions affect themselves and others around them. • Describe the influence of peer pressure on the choices they make.
Grade 4	<ul style="list-style-type: none"> • Distinguish between appropriate and inappropriate behaviors. • Understand the need for self control and how to practice it. • Demonstrate an understanding of the impact that actions and words have on others. • Explore communication and the role it plays in getting along with others. • Learn the consequences of decisions and choices. • Understand the importance of goal setting and follow through. • Demonstrate how decisions affect themselves and others around them. • Discuss how effective use of time influences success in school. • Describe the influence of peer pressure on the choices they make. • Interpret their feelings to others. • Demonstrate ways of handling stress and conflicts.
Grade 5	<ul style="list-style-type: none"> • Summarize positive ways to respond to negative comments. • Demonstrate how people's actions and behavior affect others. • Learn the conflict resolution process. • Identify an academic/personal goal and steps in the decision-making process to achieve it. • Analyze when peer pressure is influencing a decision. • Demonstrate knowledge of the emotional and physical dangers of substance use and abuse. • Demonstrate how to apply conflict resolution skills.

School Counseling Lessons Grade K

Lesson	Objectives/Competencies Students will:	Suggested Activities
Who is my School Counselor?	<ul style="list-style-type: none"> • Demonstrate a sense of belonging. (A2.3) • Demonstrate an awareness of jobs found in school and in the home. (C4.3) • Identify resource people in school and community and demonstrate how to ask for help. (P/S9.5) 	Introduce counselor to students by name and job title. Students share their names in turn. Read story "What is a School Counselor." Students color picture from the story.
Following the Rules	<ul style="list-style-type: none"> • Apply classroom and school rules. (A2.5) • Follow instructions and complete assignments. (A2.6) 	Read "Know and Follow Rules" by Meiners. Play "Safety Stand-up" from Classroom Guidance Games to reinforce.
Listening	<ul style="list-style-type: none"> • State reasons for listening. (A1.1) • Identify the skills and personal characteristics needed to be a successful student. (C4.8) 	Read "Howard K. Wigglebottom Learns how to Listen" by Binkow. Play the "Say it back Circle Game" to practice listening skills.
Thumbody Special	<ul style="list-style-type: none"> • Identify and illustrate positive characteristics of themselves. (P/S7.3) 	Read "Hooray for You!" Talk about thumbprints and how they show that everyone is unique. Complete "Thumbody Special" worksheet.
Share and Take Turns	<ul style="list-style-type: none"> • Learn appropriate behavior in the classroom. (A3.2) • Demonstrate cooperation by taking turns in the classroom. (A3.4) 	Read "Share and Take Turns" by Meiners. Discuss book and have students role-play sharing/turn taking situations.
Introduction to Feelings	<ul style="list-style-type: none"> • Identify and express feelings. (P/S7.1) 	Ready story about feelings. Play Emotional Match, where students match scenarios to feeling faces.
Coping with Anger	<ul style="list-style-type: none"> • Practice self-control and personal responsibility. (A2.4) • Learn techniques for managing stress. (P/S9.8) 	Discuss anger and appropriate ways to handle it. Play "Don't let your Snowman have a Melt-Down" to reinforce concepts.
Being a Good Friend	<ul style="list-style-type: none"> • Define manners and the role they play in getting along with others. (A3.1) • Demonstrate ways to make and keep friends. (P/S7.8) 	Read "How to be a Friend" and discuss things friends do together. Complete worksheet "A friend is someone who"
Teasing	<ul style="list-style-type: none"> • Assert boundaries, rights and privacy. (A2.7) • Demonstrate healthy ways of dealing with conflict. (P/S9.7) 	Read "Words are not for Hurting" and discuss the story. Have students role-play teasing situations and discuss how they can respond.
Accepting Differences	<ul style="list-style-type: none"> • Recognize likenesses and differences in self and others. (P/S7.7) 	Read "Accept and Value each Person" and discuss. Play the "Alike and Different" game.

School Counseling Lessons Grade 1

Lesson	Objectives/Competencies Students will:	Suggested Activities
Welcome to First Grade	<ul style="list-style-type: none"> Explore what it means to belong to a school community. (A3.5) 	Discuss their first few weeks in First Grade. Read "Little Miss Spider at Sunnypatch School." Discuss and show pictures of how 1 st grade differs from Kindergarten.
Listening	<ul style="list-style-type: none"> Practice effective speaking, listening, and inquiry skills. (A1.3) Share feelings and listen to others. (P/S7.2) 	Read the story of Barney Bear and discuss. Practice good listening skills with 2 listening activities.
Self-control	<ul style="list-style-type: none"> Review and expand upon skills needed to learn in school. (A1.7) Practice self-control and individual responsibility. (A2.4) 	Read: "David Goes to School." Discuss when David did not stop and think before acting. Students will make their own "Stop, Think, and Choose" cards and discuss scenarios when they need to stop, think and choose behaviors.
Safety	<ul style="list-style-type: none"> Describe aspects of a safe environment. (P/S9.3) 	View "I know my rules for Safety" video. Discuss and relate to Halloween/Trick or treating. Take Safety Quiz and review correct answers and discuss.
Friendship Fish	<ul style="list-style-type: none"> Demonstrate ways to make and keep friends. (P/S7.8) 	Read "Rainbow Fish." Discuss what RF did to help him make friends. Students will fish for a laminated fish with the name of a peer on it and give that peer a compliment. Discuss how it felt to receive and give a compliment.
Accepting Differences	<ul style="list-style-type: none"> Recognize likenesses and differences in self and others. (P/S7.7) 	Read "A Very Special Critter." Brainstorm various differences people may have. Discuss how everyone has something to offer no matter what their differences may be. Color worksheet.
Being a Friend	<ul style="list-style-type: none"> Identify skills used for positive interpersonal relations. (P/S7.4) 	Discuss characteristics of a good friend and ways they should act. Read "How to Lose all your friends" and discuss. Complete "A friend shouldí" activity.
Honesty and Trust	<ul style="list-style-type: none"> Work with and without supervision. (A1.6) Learn appropriate behavior in the classroom. (A3.2) 	Read "Ruthie and the (Not So) Teeny Tiny Lie" and discuss. Discuss the consequences of telling a lie. Make the "Chain of Trust" and hang in classroom.
Tattling and Reporting	<ul style="list-style-type: none"> Demonstrate when, how and where to seek help for solving problems. (P/S8.7) 	Discuss the difference between tattling and reporting. Tell students when they should report and practice by role-playing. Hand out worksheet.
Career Bingo	<ul style="list-style-type: none"> Identify the work of a student. (C4.7) Identify workers in school and in various settings outside school. (C5.3) 	Discuss careers and the job of a student. Review the careers on the Career Bingo board. Play "Career Bingo."

School Counseling Lessons Grade 2

Lesson	Objectives/Competencies Students will:	Suggested Activities
Teasing	<ul style="list-style-type: none"> Identify skills used for positive interpersonal relations. (P/S7.4) Demonstrate healthy ways of dealing with conflicts. (P/S9.7) 	Read "Oliver Button is a Sissy" by DePaola. Discuss appropriate ways to handle teasing. Play "Stop the Teasemonster Game" to reinforce concepts.
Gertrude McFuzz	<ul style="list-style-type: none"> Identify personal qualities, strengths and weaknesses. (C6.3) 	Read "Gertrude Mc Fuzz" by Dr. Seuss. Discuss consequences of Gertrude not believing she is special. Students complete the worksheet "All about Me" and share with class.
Friendship Skills 1	<ul style="list-style-type: none"> Identify skills used for positive interpersonal relationships. (P/S7.4) Demonstrate ways to make and keep friends. (P/S7.8) 	Introduce Friendship Skills program. Discuss compliments and how they help friendships. Students work in groups to give and receive compliments.
Friendship Skills 2	<ul style="list-style-type: none"> Share feelings and listen to others. (P/S7.2) 	Discuss how asking questions helps students get along better with others. Students work in groups and practice asking each other questions.
Friendship Skills 3	<ul style="list-style-type: none"> Understand qualities that are helpful in making good friends. (P/S9.6) 	Discuss the importance of a good attitude in friendship and in school. Give examples of statements of positive thinking. Students write their own positive statements and share with class.
Don't Feed the Monster on Tuesdays	<ul style="list-style-type: none"> Describe how they see themselves. (C6.4) Identify and illustrate positive characteristics of themselves. (P/S7.3) 	Discuss compliments and insults and relate to self-esteem. Read "Don't Feed the Monster on Tuesdays" by Moser. Have students complete worksheet listing 3 compliments.
Being a Good Friend	<ul style="list-style-type: none"> Describe how they are seen by others. (C6.5) Understand qualities that are helpful in making good friends. (P/S9.6) 	Discuss how good friendships can help students do their best in school. Do activity in which students brainstorm words and actions that can hurt friendships and words and actions that can help friendships.
Good Manners	<ul style="list-style-type: none"> Define manners and the role they play in getting along with others. (A3.1) 	Discuss what manners are and why it is important to have good manners. Play "Manners Bingo" to reinforce.
Self-Control	<ul style="list-style-type: none"> State reasons why self-control is important to school success. (A2.1) 	Read story "In the Car." Review Stop, Think and Choose. Hand out stop light and discuss. Role play different scenarios involving self-control.
Career Charades	<ul style="list-style-type: none"> Define the terms work and career. (C5.7) List three reasons why someone chooses a particular job. (C5.8) 	Brainstorm a list of things students learn in school. Play "Career Charades" and after each career is correctly guessed, have students refer to the list to see what is required/important for this career.

School Counseling Lessons Grade 3

Lesson	Objectives/Competencies Students will:	Suggested Activities
You Can Do It	<ul style="list-style-type: none"> Understand the importance of goal setting and follow through. (P/S8.4) 	Introduce Free the Horses program. Show video 1. Class generates a message to help one of the characters, Kelly, have a positive attitude and stick with her goal.
Land of Think	<ul style="list-style-type: none"> Explore the impact of a positive attitude on school success. (A1.2) 	Show video 2. Class generates ideas to help Kelly change her thoughts from negative to positive. Class names examples of both types of thoughts regarding a school problem. Students banish "I can't" from the classroom.
Land of Feel	<ul style="list-style-type: none"> Identify attitudes and behaviors that lead to successful learning. (A1.6) Demonstrate skills for getting along with others. (P/S7.1) 	Show video 3. Class generates a message to help one of the characters who is being teased. Worksheet about the relationship between thoughts and feelings.
Land of Do	<ul style="list-style-type: none"> Understand the difference between assertive and aggressive behavior. (P/S7.7) Demonstrate responsibility for decisions. (P/S8.6) 	Show video 4. Discuss students' responsibility in choosing actions - when something is wrong, we need to try to make it right. Class makes amulets to reinforce choices they have.
Belonging	<ul style="list-style-type: none"> Analyze what it means to belong to the school and to the larger community. (A3.2) 	Show video 5. Class generates ideas of things to like about one of the characters. Students practice giving and receiving compliments with each other.
Learning	<ul style="list-style-type: none"> Identify attitudes and behaviors that lead to successful learning. (A1.6) Develop and implement for improving academic skills. (A2.5) 	Show video 6. Discuss the two secrets of learning: mistakes are for learning and take things step by step.
Contributing	<ul style="list-style-type: none"> Discuss responsibilities of students and those of citizens. (A3.5) 	Show video 7. Discuss how everyone in the class has something of value to contribute to the classroom environment.
Courage	<ul style="list-style-type: none"> Demonstrate how decisions affect themselves and others around them. (P/S8.7) 	Show video 8. Discuss how courage can help us start or learn new tasks in the classroom or outside of school.
Responsibility	<ul style="list-style-type: none"> Discuss choices and consequences. (A2.4) Describe the influence of peer pressure on the choices they make. (P/S9.1) 	Show video 9. Discuss how choices we make can have a positive or negative result, or consequence.
Cooperation	<ul style="list-style-type: none"> Discuss the importance of cooperative teamwork. (C6.1) Demonstrate cooperative behavior in a group. (P/S7.3) 	Show video 10. Discuss how working together in the classroom helps us complete projects or assignments quicker and with better quality.

Talents and Dreams	<ul style="list-style-type: none">• Apply knowledge of interests and abilities to goal setting. (A2.8)• Recognize that people differ in likes, interests and talents. (C4.1)	Show video 11. Discuss how the group worked together to free the horses and how having a goal and self-confidence can help us achieve whatever we set our minds to.
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School Counseling Lessons Grade 4

Lesson	Objectives/Competencies Students will:	Suggested Activities
The Green Og	<ul style="list-style-type: none"> Discuss the importance of cooperative teamwork. (C6.1) Distinguish between appropriate and inappropriate behaviors. (P/S7.2) 	Give students picture of the Green Og. Have students work together to decide what they are going to do with the Og. Review and discuss how we need to treat everyone with respect, regardless of differences.
Bullying 1	<ul style="list-style-type: none"> Discuss choices and consequences. (A2.4) Describe the influence of peer pressure on the choices they make. (P/S9.1) 	Discuss bullying and the effects it has on a person, a classroom, a grade, and a school. Watch "Bullies are a Pain in the Brain" and discuss.
Bullying 2	<ul style="list-style-type: none"> Describe the rights and responsibilities of self and others. (A1.1) 	Continue watching "Bullies are a pain in the Brain." Discuss movie and brainstorm effective coping mechanisms.
Stereotyping	<ul style="list-style-type: none"> Recognize that people differ in likes, talents and abilities. (C4.1) Demonstrate an understanding of the impact that actions and words have on others. (P/S7.5) 	Have students pretend it is their birthday and have them choose a present. Discuss why they made that choice. Reveal "gifts" and define and discuss stereotyping. Talk about popular sayings and how we treat others.
Anger Awareness	<ul style="list-style-type: none"> Understand the need for self control and how to practice it. (P/S7.4) 	Read "The King & his Hawk." Discuss the moral of this story. Provide hand out that explains what happens to your body when you become angry, discuss and share experiences.
Anger Management	<ul style="list-style-type: none"> Demonstrate ways of handling stress and conflict. (P/S9.4) 	Give pre-test of Anger Quiz. Read "Don't Pop your Cork on Mondays" Have students make a list of ways of controlling their anger. Review the quiz.
Test Preparation	<ul style="list-style-type: none"> Identify attitudes and behaviors that lead to successful learning. (A1.6) Assess academic and personal strengths and weaknesses. (C5.5) Discuss how effective use of time influences success in school (P/S8.8) 	Discuss thoughts and feelings about the CMT. Give students quiz from FTH with 2 different sets of directions. Discuss ways to handle nervous feelings and tension. Pass out handouts that include tips on how to do their best on tests.
I-Statements	<ul style="list-style-type: none"> Explore communication and the role it plays in getting along with others. (P/S7.8) Interpret their feelings to others. (P/S9.8) 	Discuss what an "I" statement is and when and how to use one. Introduce "Peanut Butter and Jelly" "I" statements and have students practice using them.
Decision Making	<ul style="list-style-type: none"> Describe how they use time and ways they could use time more constructively. (A2.6) Learn the consequences of decisions and choices. (P/S8.3) 	Discuss cause and effect in relation to student behavior. Hand every student a decision strip and have them write the effect of their decision. Share and discuss with the class.

<p>New Year's Resolutions</p>	<ul style="list-style-type: none"> • Understand the importance of responsibility and good work habits. (C5.7) • Understand the importance of goal setting and follow through. (P/S8.4) • Demonstrate how their decisions affect themselves and others around them. (P/S8.7) 	<p>Discuss new responsibilities and activities they will have in 5th grade, and how they earn them. Students write resolutions about how they should behave in 5th grade and share with class.</p>
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School Counseling Lessons Grade 5

Lesson	Objectives/Competencies Students will:	Suggested Activities
The Torn Heart	<ul style="list-style-type: none"> Discuss how inappropriate choices can compromise community living. (A3.1) Demonstrate how people's actions and behavior affect others. (P/S7.6) 	Tell students story about a 5th grader who is treated disrespectfully (Torn Heart). Students consider how they would feel if treated the same way. Discuss ways to show respect for others, regardless of differences. Complete "Respect" worksheet and discuss.
Conflict Resolution 1	<ul style="list-style-type: none"> Describe the importance of taking responsibility for a decision. (A1.2) Learn the conflict resolution process. (P/S7.7) 	Introduce "Resolving Conflicts" video. Hand out note-taking sheets. Show video. Discuss how a small disagreement ended up becoming a big fight because of choices the characters made.
Conflict Resolution 2	<ul style="list-style-type: none"> Demonstrate cooperation. (A3.7) Demonstrate how to apply conflict resolution skills. (P/S9.7) 	Review the video - discuss the choices characters made that caused the conflict to escalate. Teach students to stop and think when they become angry so they can make good choices. Students work in groups to practice steps.
Career Clusters	<ul style="list-style-type: none"> Explore the concept of career clusters and learn about jobs in those clusters. (C4.1) 	Define "career cluster" as a group of careers that are similar to each other. Describe the eight career clusters. Students work in pairs to identify careers that belong in each cluster.
What's my Line?	<ul style="list-style-type: none"> Describe skills needed in a variety of jobs. (A3.5) Demonstrate how gaining more information about careers increases options. (C6.2) 	Play "What's my Line" - a career guessing game. Choose a student to be the "mystery guest." Class members ask questions about the guest's career. Student who guesses the career correctly is the next mystery guest.
Test Preparation	<ul style="list-style-type: none"> Analyze the relationship between academic performance and future educational choices. (A2.2) Examine the impact of pressure and stress on problem solving. (A2.4) 	Discuss feelings students have about upcoming CMT's. Brainstorm actions students can take to feel more prepared, relaxed and confident. Teach and practice strategies to counteract stressful feelings.
Substance Abuse	<ul style="list-style-type: none"> Analyze when peer pressure is influencing a decision. (P/S8.3) Demonstrate knowledge of the emotional and physical dangers of substance use and abuse. (P/S9.5) 	Have students complete a questionnaire about substance abuse. When going over the answers, discuss the dangers of abusing substances. Discuss ways to overcome peer pressure.
Learning Styles	<ul style="list-style-type: none"> Describe their interests, aptitudes and abilities. (A2.5) 	Discuss three learning styles - visual, auditory and tactile. Have students identify their own learning styles by taking the learning styles inventory.

Goal Setting	<ul style="list-style-type: none"> Identify an academic/ personal goal and steps in the decision-making process to achieve it. (P/S8.2) 	Define goal setting and discuss the steps necessary to set a goal and attain it. Students work in groups to determine academic goals for themselves.
Middle School Orientation	<ul style="list-style-type: none"> Discuss strategies for meeting the challenges of the middle school environment. (A2.7) 	Ask students to share their thoughts and feelings about going to the middle school. Present information to students regarding changes between elementary school and middle school.

Individual Student Planning

Individual student planning consists of school counselors coordinating ongoing systemic activities designed to help individual students establish personal goals and develop future plans. The Elementary Comprehensive School Counseling Program prepares students for the individual planning process by providing classroom lessons in goal-setting, perseverance, self-awareness, decision-making, and career awareness/exploration.

Responsive Services

The Elementary School Counseling program offers a range of services, from early intervention to crisis response. Responsive Services are reactions to the immediate needs and concerns of individual students. Issues may include academic problems, personal/social issues, safety, career information and unpredictable crises. There is an ongoing need to make appropriate interventions in response to immediate and/or crisis needs of students. Therefore, specific ongoing services are provided by school counselors to help deal with these needs. The Responsive Services component organizes counseling techniques and methods to respond to these concerns and needs as they occur.

Responsive Services include:

- **Individual Counseling:** An opportunity to identify and clarify a concern to guide a student towards individual growth.
- **Small Group Counseling:** Group counseling that focuses on issues such as peer relationships, coping skills, anger management, family changes, and transitions.
- **Crisis Intervention:** Prevention, intervention and follow-up services to students in emergency situations.
- **Conflict Resolution/Peer Mediation:** Counselors provide direct services to students engaged in conflict and/or train peer mediators to aid in the conflict resolution process.
- **Referral:** May be made within and outside the school setting for services to deal with crises.
- **Consultation:** May be done with staff, parents/guardians and administration in order to meet student needs.
- **Participation on Teams:** School counselors serve on school teams, such as the Student Assistance team or SRBI team, Crisis team, Planning and Placement team and Section 504 team.
- **Transition Support:** Services to support students entering our schools and going on to new schools.
- **Collaboration:** May be done with other school-based specialists and/or community services to provide services for students in need.

Collaboration Within and Outside the School Community

The Elementary School Counseling program also consists of non-direct services to students. These services are professional activities that support and advocate student needs, programs and resources through collaboration with professional staff members, parents and guardians, and community agencies.

These non-direct services consist of:

1. Collaborating with teachers, administrators, and parents regarding student needs.
2. Providing professional development and information to faculty and staff on student related issues.
3. Conducting parent education programs.
4. Collaborating with community agencies to identify resources and services for student development and intervention.
5. Using the comprehensive school counseling program as a vehicle to promote connections with the community.

Program Management

Time Management

A calendar for the school counseling program is developed and maintained each school year. It is recommended that school counselors devote a minimum of 80 percent of their time providing direct services to students through the curriculum, individual student planning and responsive services. The suggested range of counselor time by program component at the elementary level is:

Program Component	Percentage
Curriculum	35-45%
Individual student planning	10-30%
Responsive services	30-40%
Collaboration and community outreach	10-15%

Professional Development

School counselors are involved in regularly updating their professional knowledge and skills. This may include participating in district-sponsored professional development programs; participating in professional development offerings related to school counseling; attending professional conferences, such as the Connecticut School Counselor Association Conference; and attending professional meetings.

Program Evaluation

To continue meeting the academic, career and personal/social development needs of all students, the Seymour Elementary Comprehensive School Counseling Program will be evaluated on a periodic basis. The objective of the evaluation is to determine the program's effectiveness and relevance. Based on the results of evaluations, necessary adaptations to the program will be implemented.

Ethical Standards for School Counselors

School counselors adhere to ethical standards as prescribed by the American School Counselor Association (see Appendix B.)

Program Accountability

School counselors are accountable for the development and implementation of the Comprehensive School Counseling Program. In addition, they have accountability for maintaining the program, identifying and addressing student needs, and connecting school counseling program goals to school and district improvement goals.

Added to these accountability measures is the mandate of the 2001 No Child Left Behind (NCLB) legislation, which calls for all service providers in the school setting to share responsibility to collectively remove barriers that impede student learning and academic success.

Increasingly, school counselors are being challenged to demonstrate the effectiveness of the school counseling program in measurable terms. To accomplish this, they use data that support and link the school counseling program to students' academic success. In order to demonstrate the effectiveness of the Seymour Elementary Comprehensive School Counseling Program on student academic achievement and success, school counselors collect, access and analyze different forms of student data. Data elements that can indicate program effectiveness include assessment results, report card information, perception data, attendance rates, behavior scales, discipline referrals, etc.

School counselors demonstrate accountability for the Comprehensive School Counseling Program by working to answer the question, "How are students different as a result of the school counseling program?"

Appendices

Appendix A: Why Elementary School Counselors?

American School Counselor Association

Today's young people are living in an exciting time, with an increasingly diverse society, new technologies and expanding opportunities. To help ensure that they are prepared to become the next generation of parents, workers, leaders and citizens, every student needs support, guidance and opportunities during childhood, a time of rapid growth and change. Children face unique and diverse challenges, both personally and developmentally, that have an impact on academic achievement.

“*Toward a Blueprint for Youth: Making Positive Youth Development a National Priority*,”
U.S. Department of Health and Human Services

Elementary School Students' Developmental Needs

The elementary years are a time when students begin to develop their academic self-concept and their feelings of competence and confidence as learners. They are beginning to develop decision-making, communication and life skills, as well as character values. It is also a time when students develop and acquire attitudes toward school self, peers, social groups and family. Comprehensive developmental school counseling programs provide education, prevention and intervention services, which are integrated into all aspects of children's lives. Early identification and intervention of children's academic and personal/social needs is essential in removing barriers to learning and in promoting academic achievement. The knowledge, attitudes and skills that students acquire in the areas of academic, career and personal/social development during these elementary years serve as the foundation for future success.

Meeting the Challenge

Elementary school counselors are professional educators with a mental health perspective who understand and respond to the challenges presented by today's diverse student population. Elementary school counselors don't work in isolation; rather they are integral to the total educational program. They provide proactive leadership that engages all stakeholders in the delivery of programs and services to help students achieve school success. Professional school counselors align with the school's mission to support the academic achievement of all students as they prepare for the ever-changing world of the 21st century. This mission is accomplished through the design, development, implementation and evaluation of a comprehensive, developmental and systematic school counseling program. ASCA's National Standards in the academic, career, and personal/social domains are the foundation for this work. The ASCA National Model: A Framework For School Counseling Programs (ASCA, 2002), with its data-driven and results-based focus, serves as a guide for today's school counselor who is uniquely trained to implement this program.

Elementary School Counselors Implement the Counseling Program by Providing:

School Guidance Curriculum

- Academic support, including organizational, study and test-taking skills
- Goal setting and decision-making
- Career awareness, exploration and planning
- Education on understanding self and others
- Peer relationships, coping strategies and effective social skills
- Communication, problem-solving and conflict resolution
- Substance abuse education
- Multicultural/diversity awareness

Individual Student Planning

- Academic planning
- Goal setting/decision- making
- Education on understanding of self, including strengths and weaknesses
- Transition plans

Responsive Services

- Individual and small-group counseling
- Individual/family/school crisis intervention
- Conflict resolution
- Consultation/collaboration
- Referrals

System Support

- Professional development
- Consultation, collaboration and teaming
- Program management and operation

Elementary School Counselors Collaborate with:

Parents

Parent education

Communication/networking

Academic planning

College/career awareness programs

One-on-one parent conferencing

Interpretation of assessment results

Teachers

Classroom guidance activities

Academic support, including learning style assessment and education to help students succeed academically

Classroom speakers

At-risk student identification and implementation of interventions to enhance success

Administrators

School climate

Behavioral management plans

School-wide needs assessments

Student data and results

Student assistance team building

Students

Peer education

Peer support

Academic support

School climate

Leadership development

Community

Job shadowing, service learning

Crisis interventions

Referrals

Parenting classes

Support groups

Career education

**These examples are not intended to be all-inclusive

Why Elementary School Counselors?

Elementary school years set the tone for developing the knowledge, attitudes and skill necessary for children to become healthy, competent and confident learners. Through a comprehensive developmental school counseling program, counselors work as a team with the school staff, parents and the community to create a caring climate and atmosphere. By providing education, prevention, early identification and intervention, school counselors can help all children can achieve academic success. The professional elementary school counselor holds a master's degree and required state certification in school counseling. Maintaining certification includes on-going professional development to stay current with education reform and challenges facing today's students. Professional association membership enhances the school counselor's knowledge and effectiveness.

Appendix B: Ethical Standards for School Counselors

ASCA's Ethical Standards for School Counselors were adopted by the ASCA Delegate Assembly, March 19, 1984, revised March 27, 1992, June 25, 1998 and June 26, 2004

Preamble

The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address the academic, personal/social and career development needs of all students. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

ÉEach person has 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 regardless of ethnic/racial status, age, economic status, special needs, English as a second language or other language group, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

ÉEach person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services: students of color, low socio-economic students, students with disabilities and students with nondominant language backgrounds.

ÉEach person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.

ÉEach person has the right to privacy and thereby the right to expect the counselor-student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.

In this document, ASCA specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counseling professionals. The purposes of this document are to:

ÉServe as a guide for the ethical practices of all professional school counselors regardless of level, area, population served or membership in this professional association;

ÉProvide self-appraisal and peer evaluations regarding counselor responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and

Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

A.1. Responsibilities to Students

The professional school counselor:

- a. Has a primary obligation to the student, who is to be treated with respect as a unique individual.
- b. Is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student.
- c. Respects the student's values and beliefs and does not impose the counselor's personal values.
- d. Is knowledgeable of laws, regulations and policies relating to students and strives to protect and inform students regarding their rights.

A.2. Confidentiality

The professional school counselor:

- a. Informs students of the purposes, goals, techniques and rules of procedure under which they may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes the limits of confidentiality such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are defined in developmentally appropriate terms to students.
- b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information be revealed. Counselors will consult with appropriate professionals when in doubt as to the validity of an exception.
- c. In absence of state legislation expressly forbidding disclosure, considers 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:
 - Student identifies partner or the partner is highly identifiable
 - Counselor recommends the student notify partner and refrain from further high-risk behavior
 - Student refuses
 - Counselor informs the student of the intent to notify the partner
 - Counselor seeks legal consultation as to the legalities of informing the partner
- d. Requests of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.
- e. Protects the confidentiality of student's records and releases personal data in accordance with prescribed laws and school policies. Student information stored and transmitted electronically is treated with the same care as traditional student records.
- f. Protects the confidentiality of information received in the counseling relationship as specified

by federal and state laws, written policies and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the student, consistent with the counselor's ethical obligation.

g. Recognizes his/her primary obligation for confidentiality is to the student but balances that obligation with an understanding of the legal and inherent rights of parents/guardians to be the guiding voice in their children's lives.

A.3. Counseling Plans

The professional school counselor:

a. Provides students with a comprehensive school counseling program that includes a strong emphasis on working jointly with all students to develop academic and career goals.

b. Advocates for counseling plans supporting students' right to choose from the wide array of options when they leave secondary education. Such plans will be regularly reviewed to update students regarding critical information they need to make informed decisions.

A.4. Dual Relationships

The professional school counselor:

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

b. Avoids dual relationships with school personnel that might infringe on the integrity of the counselor/student relationship

A.5. Appropriate Referrals

The professional school counselor:

a. Makes referrals when necessary or appropriate to outside resources. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.

A.6. Group Work

The professional school counselor:

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

b. Notifies parents/guardians and staff of group participation if the counselor deems it appropriate and if consistent with school board policy or practice.

c. Establishes clear expectations in the group setting and clearly states that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of

minors in schools, the counselor recognizes the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.

d. Follows up with group members and documents proceedings as appropriate.

A.7. Danger to Self or Others

The professional school counselor:

a. Informs parents/guardians or appropriate authorities when the student's condition indicates a clear and imminent danger to the student or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals.

b. Will attempt to minimize threat to a student and may choose to 1) inform the student of actions to be taken, 2) involve the student in a three-way communication with parents/guardians when breaching confidentiality or 3) allow the student to have input as to how and to whom the breach will be made.

A.8. Student Records

The professional school counselor:

a. Maintains and secures records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.

b. Keeps sole-possession records separate from students' educational records in keeping with state laws.

c. Recognizes the limits of sole-possession records and understands these records are a memory aid for the creator and in absence of privilege communication may be subpoenaed and may become educational records when they 1) are shared with others in verbal or written form, 2) include information other than professional opinion or personal observations and/or 3) are made accessible to others.

d. Establishes a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Careful discretion and deliberation should be applied before destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.

A.9. Evaluation, Assessment and Interpretation

The professional school counselor:

a. Adheres to all professional standards regarding selecting, administering and interpreting assessment measures and only utilizes assessment measures that are within the scope of practice for school counselors.

b. Seeks specialized training regarding the use of electronically based testing programs in administering, scoring and interpreting that may differ from that required in more traditional assessments.

c. Considers confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.

- d. Provides interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the student(s) can understand.
- e. Monitors the use of assessment results and interpretations, and takes reasonable steps to prevent others from misusing the information.
- f. Uses 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.
- g. Assesses the effectiveness of his/her program in having an impact on students' academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

A.10. Technology

The professional school counselor:

- a. Promotes the benefits of and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the student's individual needs, (2) that the student understands how to use and (3) for which follow-up counseling assistance is provided.
- b. Advocates for equal access to technology for all students, especially those historically underserved.
- c. Takes appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted over electronic media including although not limited to fax, electronic mail and instant messaging.
- d. While working with students on a computer or similar technology, takes reasonable and appropriate measures to protect students from objectionable and/or harmful online material.
- e. Who is engaged in the delivery of services involving technologies such as the telephone, videoconferencing and the Internet takes responsible steps to protect students and others from harm.

A.11. Student Peer Support Program

The professional school counselor:

Has unique responsibilities when working with student-assistance programs. The school counselor is responsible for the welfare of students participating in peer-to-peer programs under his/her direction.

B. Responsibilities to Parents/Guardians

B.1. Parent Rights and Responsibilities

The professional school counselor:

- a. Respects the rights and responsibilities of parents/guardians for their children and endeavors to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate the student's maximum development.

- b. Adheres to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties that interfere with the student's effectiveness and welfare.
- c. Respects the confidentiality of parents/guardians.
- d. Is sensitive to diversity among families and recognizes that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their role and according to law.

B.2. Parents/Guardians and Confidentiality

The professional school counselor:

- a. Informs parents/guardians of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and student.
- b. Recognizes that working with minors in a school setting may require counselors to collaborate with students' parents/guardians.
- c. Provides parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.
- d. Makes reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student, and in cases of divorce or separation exercises a good-faith effort to keep both parents informed with regard to critical information with the exception of a court order.

C. Responsibilities to Colleagues and Professional Associates

C.1. Professional Relationships

The professional school counselor:

- a. Establishes and maintains professional relationships with faculty, staff and administration to facilitate an optimum counseling program.
- b. Treats colleagues with professional respect, courtesy and fairness. The qualifications, views and findings of colleagues are represented to accurately reflect the image of competent professionals.
- c. Is aware of and utilizes related professionals, organizations and other resources to whom the student may be referred.

C.2. Sharing Information with Other Professionals

The professional school counselor:

- a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.
- b. Provides professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.
- c. If a student is receiving services from another counselor or other mental health professional, the counselor, with student and/or parent/guardian consent, will inform the other professional

and develop clear agreements to avoid confusion and conflict for the student.

d. Is knowledgeable about release of information and parental rights in sharing information.

D. Responsibilities to the School and Community

D.1. Responsibilities to the School

The professional school counselor:

a. Supports and protects the educational program against any infringement not in students' best interest.

b. Informs appropriate officials in accordance with school 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 counselor.

c. Is knowledgeable and supportive of the school's mission and connects his/her program to the school's mission.

d. Delineates and promotes the counselor's role and function in meeting the needs of those served. Counselors will notify appropriate officials of conditions that may limit or curtail their effectiveness in providing programs and services.

e. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.

f. Advocates that administrators hire only qualified and competent individuals for professional counseling positions.

g. Assists in developing: (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet students' developmental needs and (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services.

D.2. Responsibility to the Community

The professional school counselor:

a. Collaborates with agencies, organizations and individuals in the community in the best interest of students and without regard to personal reward or remuneration.

b. Extends his/her influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.

E. Responsibilities to Self

E.1. Professional Competence

The professional school counselor:

a. Functions within the boundaries of individual professional competence and accepts

responsibility for the consequences of his/her actions.

b. Monitors personal well-being and effectiveness and does not participate in any activity that may lead to inadequate professional services or harm to a student.

c. Strives through personal initiative to maintain professional competence including technological literacy and to keep abreast of professional information. Professional and personal growth are ongoing throughout the counselor's career.

E.2. Diversity

The professional school counselor:

a. Affirms the diversity of students, staff and families.

b. Expands and develops awareness of his/her own attitudes and beliefs affecting cultural values and biases and strives to attain cultural competence.

c. Possesses knowledge and understanding about how oppression, racism, discrimination and stereotyping affect her/him personally and professionally.

d. Acquires educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

F. Responsibilities to the Profession

F.1. Professionalism

The professional school counselor:

a. Accepts the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.

b. Conducts herself/himself in such a manner as to advance individual ethical practice and the profession.

c. Conducts appropriate research and report findings in a manner consistent with acceptable educational and psychological research practices. The counselor advocates for the protection of the individual student's identity when using data for research or program planning.

d. Adheres to ethical standards of the profession, other official policy statements, such as ASCA's position statements, role statement and the ASCA National Model, and relevant statutes established by federal, state and local governments, and when these are in conflict works responsibly for change.

e. Clearly distinguishes between statements and actions made as a private individual and those made as a representative of the school counseling profession.

f. Does not use his/her professional position to recruit or gain clients, consultees for his/her private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services.

F.2. Contribution to the Profession

The professional school counselor:

- a. Actively participates in local, state and national associations fostering the development and improvement of school counseling.
- b. Contributes to the development of the profession through the sharing of skills, ideas and expertise with colleagues.
- c. Provides support and mentoring to novice professionals.

G. Maintenance of Standards

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

1. The counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.
2. When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.
3. If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA's Ethics Committee.
4. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
 - state school counselor association
 - American School Counselor Association
5. The ASCA Ethics Committee is responsible for:
 - Éeducating and consulting with the membership regarding ethical standards
 - Éperiodically reviewing and recommending changes in code
 - Éreceiving and processing questions to clarify the application of such standards; Questions must be submitted in writing to the ASCA Ethics chair.
 - Éhandling complaints of alleged violations of the ethical standards. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.