The New Jersey School Counseling Initiative: A Framework for Developing Your Comprehensive School Counseling Program

Second Edition

A project of the
New Jersey School Counselor Association

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Acknowledgments

The New Jersey School Counselor Association (NJSCA) gratefully acknowledges the participation of the following people who played roles in the development of the New Jersey School Counseling Initiative (NJSCI). While this was in theory a simple revision of the previous editions, much has changed: the profession has advanced to new levels, new immigrants and shifting demographics have presented new issues, and we are in a new millennium. Therefore, this small project became a massive undertaking.

The publishing of this document and the NJSCA web site
were made possible through a generous grant from:

Verizon of New Jersey
through its
NJ Access Initiative
(ANJ)

The NJSCA would like to acknowledge:
The New Jersey Principals & Supervisors Association
(NJPSA)
for its ongoing contributions to the New Jersey School Counselor Initiative

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Foreword

"We need to be the change we want to see happen.
We are the leaders we have been waiting for."

Mahatma Ghandi

> My vision for guidance and counseling is for every school district in the United States to have a fully implemented comprehensive guidance and counseling program, serving all students and their parents and staffed by active, involved school counselors working closely with parents, teachers, administrators and community members. When guidance and counseling is organized and implemented as a program, it places school counselors conceptually and structurally in the center of education, making it possible for them to contribute directly and substantially to their local school districts' educational goals. As a result, guidance and counseling becomes an integral and transformative program in the district, not a marginal and supplemental activity.
>
> *Norman Gysbers, Ph.D, 2003*

School counseling programs can have a powerful impact on student learning and academic achievement. *The New Jersey School Counseling Initiative II: A Framework for Developing Your Comprehensive K-12 School Counseling Program* provides the tools necessary to help school districts and counselors examine current school counseling practices and services and then work to align them with the *ASCA National Standards and National Model, NJ Core Content Curriculum Standards.* It will also help them to address the mandates of *No Child Left Behind, Harassment, Intimidation, and Bullying Legislation*, and NJ A*dministrative Code*. *The Framework* will help counselors to clarify their roles, eliminating clerical and non-guidance tasks, and to design and promote the management and delivery of a school counseling program comprehensive in scope, preventative in design, and developmental in nature.

With national, state, and local expectations up, standards raised, and resources limited, it is time for schools to re-examine their district resources and find creative ways to meet the demands. One of the most valuable assets in school districts is the school counseling program. School counseling programs are not reactive; they are proactive. They are not restrictive; they are holistic. They aren't stagnant; they are ever-changing. As the needs of the district change, as the needs of the students change, the school counseling program must change, and the school counselormust be the change agent.

> School counseling promotes and enhances the learning process. The goal of the program is to enable all students to achieve success in school and develop into contributing members of our society. A school counseling program based on national standards provides all the necessary elements for students to achieve success in school. This programmatic approach helps school counselors to continuously assess their students' needs, analyze school data, identify barriers and obstacles that may be hindering student success, and advocate programmatic efforts to eliminate these barriers. School counselors work with all students, school staff, families and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy and social/emotional and career development.
> American School Counselor Association, 1997

There is no person better positioned to assess the needs of a school, a program, or a student than a school counselor who is instrumental in the management and delivery of comprehensive, developmental school counseling. The social and emotional needs of students are met, and the skills are taught, through small and large group instruction and activities and classroom lessons, for example. Their social, emotional, academic, and career nee-s are also addressed through counseling that can be preventative, developmental, or responsive. Academic needs are assessed regularly, for example, after every progress report and standardized test. *The Framework* will help counselors understand and assess the data they are bombarded with and design programs to meet student needs. Students, whose social and emotional needs are being met, and those who have developed the life skills they need at a particular developmental stage, are most likely to strive for higher academic goals. Then they are ready to make thoughtful and courageous career and educational choices with the help of a carefully designed and implemented program, begun in the early elementary years.

None of these goals can be reached if the climate of the school is threatening, or if students are afraid. With the passage of the anti-bullying legislation passed in 2003, the New Jersey Department of Education clearly states it is concerned about bullying and that school districts must be on board. The model policy states, “The district should make resources (e.g., counseling) available to individual victims of harassment, intimidation and bullying and respond in a manner that does not stigmatize victim(s). Social skills training for all students, is an example of a school or district-level response for addressing victimization.” School counselors can implement programs that include conflict-resolution, peer mediation, and counseling lessons on pro social behavior, communication skills, and anger management. Such direct counseling services lead to the lessening of tension and anxiety, positive interpersonal relationships. and reduction in violence, These changes can improve school climate and thus promote higher academic achievement, positive social adjustment, and better attendance rates.

The Framework is not a pattern; it is not a one-size-fits-all document. The 561 school districts in New Jersey are as diverse as the population, the landscape, the socioeconomics. *The Framework* is designed to be a resource, a working document for you to use to develop your own mission statement and vision, program, and goals based on the needs of your own school and community. You know your families and their needs as well as how best to reach out to the faculty and staff of your individual schools. You know what kind of parent outreach and in-service is needed, what community resources are available. *The New Jersey School Counseling Initiative II: A Framework for Developing Your Comprehensive K-12 School Counseling Program* will help you. School counselors can lead the way. You are the leaders New Jersey needs.

Lynn Seymour
President, New Jersey School Counselor Association 2004-2005

NJSCI Icon Guide

Three different icons are located throughout the NJSCI document. They are designed to provide you with the tools needed to complete your journey ini developing a comprehensive School Counseling Program. These icons are for use by an individual or your team.

This icon suggests information about school counseling research and other related research.

This icon suggests work that has been completed by schools and school ditricts in New Jersey.

This icon suggests a writing exercise for you and your team.

SECTION 1

THE NEW JERSEY SCHOOL COUNSELING INITIATIVE: NEW DIRECTIONS IN SCHOOL COUNSELING

Part 1: Where We Are Going

1.1 The New Jersey School Counseling Initiative

The NJSCI is a continuation of our original grass roots initiative to improve school counseling in New Jersey. The Initiative began more than 17 years ago by visionary school counselors as part of the national movement that culminated in the development of the American School Counselor Association's National Standards for School Counseling (Campbell & Dahir, 1997), The ASCA National Model: A Framework for School Counseling Programs (2003), and The ASCA National Model Workbook (ASCA, 2004).

Purpose of the Initiative

The NJSCI provides a framework to assist local school districts in the development of their own comprehensive school counseling program and to enhance the role of the school counselor. The NJSCI uses the National Standards for School Counseling Programs (American School Counselor Association, 2003) as a foundation.

> "Although the [ASCA] model serves as a framework for the development of a school counseling program, it is not meant for replication exactly as written. Effective programs consider local demographic needs and political conditions when integrating and adapting the National Model. The model, therefore, is not intended to be used as a cookie-cutter in developing school counseling programs. Rather, ASCA's goal in developing the model is to institutionalize the framework for, and process of, developing a school counseling program." *(The ASCA National Model, p. 10)*

1.2 NJSCI's vision for school counseling in New Jersey

Our vision is twofold, for students and for school counselors. The vision of the NJSCI is that:

All students in New Jersey acquire the personal/social, academic, and career skills necessary to reach their fullest potential, to become effective lifelong learners, responsible citizens, and productive, satisfied workers in an ever-changing world.

In order to realize this vision, all students will:

- establish an educational and a career goal
- develop a life-career pl an to achieve goals
- use their unique talents, abilities, interests, cultures, and multiple intelligences
- take the most challenging courses
- benefit from parents/guardians and other adults who positively influence their career goals
- have real life career experiences in their community.

All school counselors in New Jersey develop and implement a comprehensive school counseling program that meets the counseling and developmental needs of all students (Pre-K to 12). In order to realize this vision, we agree that a comprehensive school counseling program:

- promotes the educational excellence of all students and helps raise their educational and career aspirations
- is preventative, proactive, and developmental by design while addressing students' immediate needs and concerns
- integrates the expertise of counselors as an integral part of the educational program
- provides for the unique personal, social, academic and career needs of all students at each educational level (pre-K to post-high school)
- involves the community, including parents, teachers, students, business, industry
- monitors and evaluates student and program outcome data on a regular basis in order to meet changing needs
- supports active participation in local, county, state, and national associations which foster the development and improvement of school counseling

Boyd and Walter (1975) compared the plight of school counselors to the cactus, "Both survive on a minimum of nutrients from the environment" (p. 103). School counselors often fill multiple, conflicting roles to meet the needs of students and the expectations of administrators, parents, and teachers.

1.3 The evolving role of the school counselor

The New Jersey Framework emphasizes the broader role of the school counselor as a positive change agent in the school and as an advocate for the success of all students. NJAC 6A:9-13.8 (NJDOE, 2004) recognizes that school counselors counsel and collaborate with students and other significant adults in students' lives to help close the achievement gap and open opportunities for all students (teachers, administrators, parents, business, and community representatives).

The New Jersey Administrative Code (2004) defines the role of the school counselor:

> 6A:9-13.8 School counselor
> (a) The school counselor endorsement authorizes the holder to perform school counseling services such as study and assessment of individual pupils with respect to their status, abilities, interest and needs; counseling with administrators, teachers, students, and parents regarding personal, social, educational, and vocational plans and programs; and developing cooperative relationships with community agencies in assisting children and families. The certificate holder is authorized to perform these duties in Grades preschool through 12.

School counselors who work in schools that have developed a comprehensive program are totally school counseling focused. They are master's level certificated professionals trained in counseling programs aligned with the standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

In a comprehensive school counseling program designed to respond to local student needs, school counselors are on the cutting edge of positive change. They are change agents, skilled in group dynamics problem-solving, goal setting and decision making, advocacy, family systems and systemic change. As active change agents in the school, they collaborate with others to facilitate and promote change each day in all school arenas—in classrooms, student centers, parent conferences, staff development, team meetings, I&RS committees, building leadership committees, community groups, and in their counseling center.

In schools using the New Jersey Framework to develop and implement their program, counselors:

- design, lead, and evaluate their comprehensive school counseling program
- follow a clearly defined counselor role description based on counseling goals for all students
- utilize their professional training in individual and group counseling, group facilitation, consultation, coordination, collaboration, and systemic change
- collaborate with other specialists on multilevel school teams to promote student improvement and success
- work to remove school, cultural, community, and systemic barriers to student achievement

- assure access to opportunities and rigorous educational experiences for all students
- solicit broad participation from parents, teachers, students, community members, support staff, board members, and administrators
- seek national school counselor certification through the National Board for Certified Counselors (NBCC) and/or the National Board of Professional Teaching Standards (NBPTS).

Standards-based training has transformed and professionalized school counselors in New Jersey. The first New Jersey Initiative (1991) called for a professional role that was "totally school counseling focused" (p. 3). Has the initiative improved school counseling? Indeed. A recent study of New Jersey school counselors (Webber, 2004) showed:

- 66% followed a model to some degree
- 28% used a model extensively
- 60% of those involved in a program model reported that the model improved their counseling
- 54% felt using the model improved their job satisfaction
- 48% reported increased control over their jobs
- 78% described themselves as a counselor working in a school
- 18% described themselves as an educator using counseling skills

1.4 Benefits of a comprehensive school counseling program

A comprehensive school counseling programs have radically changed from traditional reactive services to organized pro-active and developmental programming. School counseling is a planned, sequential, and coordinated program central to the educational experience of students, not an ancillary service. The school counseling program is planned by counselors, but is the shared responsibility of the school staff and the community.

Educational reform models have, as their cornerstone, parent involvement. The vital role of the family has made family systems and multicultural counseling approaches essential to effective counseling in today's society. Partnerships and collaboration with extended families and the community reflect the interdependence of school counseling programs empowering students to become productive workers, citizens, and future community leaders.

Comprehensive school counseling programs help all students as well as the many stakeholders involved within the school and community. Activities and services are regularly monitored and evaluated to assess their effectiveness in achieving goals as well as their benefits to students, stakeholders, and the overall program.

> Research suggests that high-quality counseling services can have long-term effects on a child's well-being and can prevent a student from turning to violence and drug or alcohol abuse. High-quality school counseling services can improve a students' academic achievement. Studies on the effects of school counseling have shown positive effects on student's grades, reducing classroom disruptions, and enhancing teachers' abilities to manage classroom behavior effectively. High-quality school counseling services also can help address students' mental health needs (US Dept. of Education, 2002, p. 117)

Benefits:

The many benefits to students and stakeholders depend on the goals and outcomes of your program. While it is not a comprehensive list, following is a sampling of benefits.

The program will help students to:

- Learn effectively and efficiently
- Establish educational and career goals and the plans to achieve them
- Become aware of a wide range of post secondary school and career opportunities, from those requiring college or other specialized training to those that do not require a degree
- Master academic and life-career skills with an understanding of the relationships between these skills and future success
- Develop decision-making and other skills necessary for success
- Improve their academic achievement

The program will help teachers by:

- Offering positive, supportive relationships with students and counselors
- Creating a team approach to working with students
- Increasing consultation opportunities with school counselors
- Creating a common vocabulary for academic, personal/social & career development

The program will help administrators by:

- Developing a structured program with specific competencies for all students
- Demonstrating accountability through the evaluation of its programs
- Organizing a system-wide delivery of academic, personal/social & career competencies
- Increasing the achievement of all students

The program will help school counselors by:

- Establishing a clearly defined counselor role
- Organizing and structuring the school counselor program
- Creating a process for accountability and data collection on the counseling program's effectiveness
- Building partnerships and links with school professionals, families and the community
- Providing a strong focus on student success and achievement

The program will help parents by:

- Expanding opportunities to become involved in academic and career planning
- Supporting their role in raising academic and career aspirations
- Building parent-teacher-student-counselor partnerships
- Assisting parents with language or educational barriers to become involved in school.

The program will help the Board of Education by:

- Organizing school counseling activities district wide
- Establishing a clear understanding of the school counseling program
- Validating the need for continued funding and additional resources through the use of program evaluation data
- Improving the image and reputation of the district

The program will help employers by:

- Increasing personal management, teamwork, work ethic and technical skills in prospective employees
- Providing a larger pool of prospective employees with meaningful career plans
- Collaborating with employers to provide programs to prepare students for the workforce.
- Building business-school-community partnerships

The program will help counselor educators by:

- Building collaboration between counselor education programs and schools
- Creating a framework for school counseling programs
- Establishing a model for site-based school counseling field work internships
- Increasing data collection for collaborative research on school counseling programs

The program will help post secondary education by:

- Enhancing articulation for transition to post-secondary institutions.
- Encouraging rigorous academic preparation
- Motivating students to seek a wide range of post-secondary options including college and non-degree training
- Increasing college and post-secondary education survival skills

Research is continually emerging that demonstrates that schools with more fully implemented school counseling programs can experience:

- Higher academic achievement
- Higher graduation rates
- Higher attendance rates
- Improved school climate
- Greater student self-efficacy
- Higher student career and educational aspirations
- More equitable delivery of services to all students
- Broader implications for post-secondary planning
- Lower drop-out rates

Supporting data and research are documented with the National Center for School Counseling Outcome Research, http://www.umass.edu/schoolcounseling/index.htm

1.5 What New Jersey's students need

A state with diverse needs

New Jersey is a montage of suburban, urban, exurban and rural settings: different regions within brief traveling distance of each other. While it is still the most urban and densely populated state in the nation, the Garden State has farms operating within minutes of many suburban communnities. Crisscrossing the state's are Interstates 80, 280, 287, 95, the Garden State Parkway, and the New Jersey Turnpike. New Jersey is known for its diversity: northeastern factories and refineries; northwestern mountains; southern farms; an eastern shoreline stretching the length of the state; and a burgeoning high tech business corridor across its center.

Multicultural, multilingual cities and schools

Newark, Hoboken, Bayonne, Elizabeth, and Jersey City in the north, and Trenton and Camden in the south, become first homes to immigrants and refugees. Immigration is no longer restricted to the waterfront port cities, for example, with Dover, a district of over 90% Hispanic origin and Vineland with 25% migrant workers predominantly from Mexico. Bilingual and ESL programs are first classrooms for our new residents, who are transforming our schools and communities with cultural richness and diversity. Districts have as many as 52 different languages spoken at home, with Clifton the most linguistically diverse district in the state. With this diversity comes the challenge of understanding new languages, cultural experiences, ethnic and racial differences.

The family as an institution continues to change.

As New Jersey becomes a more transient state, highly mobile families present new challenges. New immigrant arrivals, relocations from cities to suburbs, and corporate transfers contribute to a growing flux in the educational system and the workforce. The high national divorce rate has contributed to new family structures with single parents, step-parents, two income families, grandparents, and guardians. Our rapidly changing world faces increasing challenges of terrorism, violence, drug and alcohol abuse, and evolving societal and sexual norms. These changes contribute to the need for schools to serve new and extended roles.

New directions in the workforce

The New Jersey economy continues to shift toward highly skilled jobs in the information technology, health and service sectors. With changes in economic growth, entry-level positions are more difficult to find, and traditional lower-skilled jobs have become obsolete. Job growth is faster in the new, higher-skilled, technologically intensive occupations where new technological jobs and skill needs are created overnight. Workforce trends emerge from the NY metropolitan region, after setting a future direction for the nation.
The way work is organized in a post-technological, information society requires new skills in team management, group dynamics, interpersonal skills, decision-making, and conflict resolution. Technology has created instant communication and information exchange, as well as constant obsolescence, with adaptability to rapid change becoming a required skill.

New directions in college and post secondary education

More emphasis has been placed on college attendance. Almost 60% of high school graduates attend college, yet only 66% of college graduates find a job requiring a college degree, and no more than one in two will find themselves in a profession (Gray & Herr, 2000). The Bureau of Labor Statistics estimates that by 2010 the majority of jobs will not require a two-or four-year degree. Therefore, entry-level technology skills continue to rise, and career preparation is more critical than ever; there is greater need for non-degreed technical training (The Heldrich Center, 2004).

Career changes and lifelong learning needs

Students need lifelong educational, technological, and career preparation to maintain marketable skills. Workers may change careers as many as five times in their working lives. Traditional school and career counseling programs reflect an outmoded view of career development described by Bolles (2005) as the three distinct boxes of life (school, work, retirement). With a global surplus of highly educated workers, employees face new challenges to their jobs. Mass layoffs, downsizing, outsourcing, mergers, contract and temporary employees are common. To adjust to rapidly changing work patterns and maintain horizontal employment, the new “protean career” (Hall & Mirvis, 1996) requires cycles of adaptation, changing, and re-educating with workers reinventing themselves several times over their career.

At-risk has become the fourth R in our schools.

A multitude of personal and societal problems create barriers to learning and help widen the achievement gap. Divorce, poverty, racism, language barriers, homelessness, and unemployment have, in some areas, become the norm for our children. Primary prevention programs in the early years can help disadvantaged students acquire coping skills to reduce the impact of problems before debilitating effects take hold. Abbott school districts receive state funds and support to address the fourth R in our poorest schools.

National educational reform movement

A national cry for standards-based education, high stakes testing, and higher graduation requirements led to No Child Left Behind (NCLB, 2001) legislation intended to close the achievement gap between disadvantaged students and their peers. By the year 2013-2014, NCLB mandates that all students achieve at high standards, including limited English proficient students, and receive a quality education by highly qualified teachers, be educated in learning environments that are safe, drug free, and conducive to learning, and graduate from high school.

School counseling initiative movement

School counselors have always responded to new challenges of our students, families, communities, workforce, and schools. However, new technological, political, social, and economic developments occur faster than we can process them. To insure their educational, personal, social and career potential in a changing society, all students need dynamic, proactive counseling professionals who embrace a vision of comprehensive school counseling programs that meet the needs of all students.

The New Jersey School Counseling Initiative began as a grass roots initiative in the 1980s, responding to the needs of New Jersey's school counselors. Faced with shrinking time for counseling, increased case loads, and non-counseling duties, school counselors sought new program models, and multifaceted interventions for the changing student population. Their efforts culminated in the first New Jersey Model recognized nationally by ASCA. Through workshops, state funded projects (NJSCI and New Jersey Student Support Services Planning and Deveopment Initiative), and pilot school programs, counselors continued the momentum. The revised model reflects the programs of many local school counseling initiatives and incorporates the influences of the national educational agenda, the changing population, and research into empirically supported practices in counseling and school intervention.

In Abbott II, the NJ Supreme Court ruled that the education provided to urban school children was inadequate and unconstitutional. The Court in Abbott II and in subsequent rulings, ordered the State to assure that these children receive an adequate - and constitutional - education through implementation of a comprehensive set of programs and reforms, including standards-based education supported by parity funding; supplemental programs; preschool education; and school facilities improvements.

http://www.edlawcenter.org/ELCPublic/AbbottvBurkeAbbottProfile.htm)

1.6 Timeline of critical events influencing the NJSCI

1980 *Guidelines for Comprehensive Guidance and Counseling Services* is produced by the NJDOE referencing NJAC 6:8-2.1 (c) 5 and 4.3 (f) "Comprehensive guidance services for each pupil". The project was coordinated by Jacqueline Stefkowich and included Dr. Bill Bingham, Dr. Richard Evans, Roslyn Gross, Holden Hackett, Dr. Madelyn Healy, Murray Itzenson, Bernard Novick, and Lillian Werenne.

1983 *A Nation At-risk: The Imperative of Educational Reform*– a report by the National Commission on Excellence in Education, launches the movement to reform education

1987 *Developmental Guidance and Counseling: A Practical Approach (Myrick)* is published, offering a comprehensive developmental counseling model.

1988 *The Forgotten Half: Pathways to Success for America's Youth and Young Families* by the W.T. Grant Foundation focuses on the Commission's perceived failure of public schools to provide necessary workplace skills for students not choosing to attend college.
Developing and Managing Your School Guidance Program (Gysbers and Henderson) is published as a "how to manual" for developing and implementing a comprehensive school counseling program.

A meeting at New Jersey Counseling Association Conference (NJCA) was held to begin a dialogue about the critical issues facing school counselors in New Jersey. Present at that meeting were State Board of Education representatives, Jim Whitledge, ASCA President, and representatives from the New Jersey Professional Counsel ors Association (NJCA) and New Jersey School Counselors Association (NJCA).

The New Jersey Developmental Guidance and Counseling Initiative (NJDGI), later called the NJSCI – begins as a "… grassroots effort across the state to build support for developmental school counseling programs". A 27 member steering committee launched the NJDGI to promote awareness of the critical importance of school coun seling programs, and to develop a model that encouraged local school initiatives.

1989-1991 *NJDGI conducts Walking the Talk* workshops for counselors across the state to promote awareness of the Initiative and the national movement. Leaders of the profession, including Dr. Bob Myrick, Ms. Nancy Perry, Dr. Courtland Lee, and Dr. Bob Bowman shared their expertise.

1990 *Children Achieving Potential: An Introduction to Elementary School Counseling and State Level Policies (Glassoff & Kaprowicz)* is published, advocating for elementary counseling programs, citing models from several states. ASCA's governing board votes to call the profession School Counseling.

1991 *Charting the 21st Century: A Developmental School Counseling Model for New Jersey.* is published by the New Jersey Association for Counseling and Development (now NJCA) and The New Jersey School Counselors Association. The name was amended to The New Jersey Developmental School Counseling Initiative in 1992, reflecting the systemic role of school counseling.

1991-1992 *NJDGI* provides "Getting Started" training for the Model in three statewide workshops for school counseling teams.

1992 *ASCA awards* "The Researcher/Writer of the Year" to Jane Webber (Runte), Barry Mascari, and Jim Lukach for principal authorship of the New Jersey Developmental Guidance and Counseling Initiative's document, Charting the 21st Century: A Developmental School Counseling Model for New Jersey.

1994 *Goals 2000: The Educate America Act promotes* "raising the bar" to improve educational achievement for all leading to academic standards across all disciplines and new high-stakes testing in the majority of the states.

1997 *Sharing the Vision: The National Standards for School Counseling Programs (Campbell & Dahir)* is published, reflecting the growth of the national movement to participate in the national reform agenda.

What Work Requires of Schools: A SCANS Report for America 2000 is released by the US Department of Labor emphasizing the need for skills for the non-college bound student.

Transformation of the Role of the School Counselor is released by the Education Trust (funded by the Reader's Digest Foundation) focusing on new roles for school counselors to helping close the achievement gap

2000 *NJAC 6A:8-3.2 (annual adoption of the school counseling program)* is enacted. "District boards of education in fulfillment of the Core Curriculum Content Standards, shall develop and implement a comprehensive guidance and counseling system to facilitate career awareness and exploration for all students."

NJAC 6A: 8-3.2; iii (1-3)
District boards of education shall implement a developmental career guidance and career awareness program, linked to the Core Curriculum Content Standards, which:

I. Is infused throughout the K-12 curriculum as appropriate for all students;
II. Is supported by professional development programs;
III. Takes into consideration the Career Development Standards of the National Standards for School Counseling Programs of the American School Counselor Association in the following three areas of student development

(1) academic development
(2) career development
(3) personal/social development.

The New Jersey School Counseling Initiative is funded by the New Jersey Department of Education in collaboration with NJSCA to assist districts develop and implement local comprehensive school counseling programs.

The New Jersey Student Support Services Planning and Development Initiative is funded by the Department of Education, in collaboration with the New Jersey School Counselor Association, to design and implement the optimum configuration and systems for delivering and sustaining student support services for their school population.

The Center for School Counseling Outcome Research is established at the University of Massachusetts to enhance school counseling nationally by providing leadership in research.

2001 *No Child Left Behind* Act requires schools "to insure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments" (NCLB, 2002).

New Jersey School Counselor Initiative's School Counselor Academy is held for 15 pilot districts. The New Jersey Department of Education funds the creation of CD-roms of the National Standards for every school counselor in NJ.

Summit I Tucson brings together leaders about the future in the profession to create a national model for school counseling.

2002 *New Jersey School Counselor Initiative's* pilot schools conduct three regional workshops to assist other districts in developing their program.

Summit II – Washington DC finalizes the ASCA national model draft.

The ASCA National Model draft is released at its national conference in Miami for review and response from the membership.

Piscataway Counseling Program is the first New Jersey recipient of the ASCA National Exemplary Program Award and the Planning for Life Award for New Jersey and recognized nationally as one of the top seven programs in the US.

2003 The ASCA National Model: A Framework for School Counseling Programs is published.

The National Center for Transforming School Counseling, the Education Trust and MetLife combine efforts to establish the Center as a nationwide network of organizations, state departments of education, universities, and professional associations involved in transforming school counseling.
Bullying legislation (18A:37-13 & NJSA 10:5-1to 42) is adopted to insure a safe and civil environment in schools free from harassment, intimidation, and bullying.

2004 *NJSCA/NJDOE Advisory Board is formed* to assist in reviewing and revising the original NJSCI.

School counselor certification and title are revised by NJDOE. . A master's degree from an approved 48-credit program and 600-hour school counseling internship, aligned with the standards of the Council for the Accreditation of Counseling and Related Education Programs (CACREP, 2004), underscore the emphasis on the unique professional training of school counselors. Teaching certificate and teaching experience requirement are eliminated.

The Seventy Percent Solution is published by the John Heldrich Center at Rutgers, calling upon parents, students, policymakers, and educators to recognize the new realities of a changing economy – and to support lifelong learning for people at all levels of academic achievement. http://www.heldrich.rutgers.edu/

New Jersey Principals and Supervisors Association collaborates with NJSCA to produce Part III of the NJSCI Model: Legal and ethical issues for the school counselor.

2005 *NJSCA receives a grant from Verizon New Jersey through its New Jersey Access Initiative (ANJ)* for website enhancement which will include a downloadable version of the NJSCI.

More than 10 years later, *the Initiative presents a revision* of its original model. Since those first meetings, the Initiative has grown through two collaborative grant programs with the New Jersey State Department of Education, the New Jersey School Counseling Initiative (SCI, 2000, 2001), and the New Jersey Student Support Services Planning Development Initiative (SSSPDI, 2000, 2001, 2004).

1.7 Before you start

Before beginning Section 2, completing this self-assessment of readiness will help you find out whether your district is ready to implement the NJSCI and what you can do to get ready.

Components:	Yes	What can we do if the district is not ready?
A. Community Support		
1. The school board recognizes school counseling is important for all students.		
2. The school board believes school counselors play a significant role in closing the achievement gap.		
3. Parents understand the benefits of the school counseling program.		
4. Parents support the school counseling program.		
5. Students see the school counseling program as an important resource.		
6. Teachers (PreK-12) view the school counseling program as valuable.		
7. Teachers (PreK-12) collaborate with school counselors to meet the school counseling program's goals and objectives.		
8.Teachers recognize school counselors for their expertise on issues that have an impact on learning and teaching.		
9. Parents from all racial/ethnic and socioeconomic backgrounds see school counseling as an important source of help for all students.		
10. Influential business and community leaders are familiar with and support the school counseling program.		
11. Community leaders are eager to serve on a school counseling advisory board.		
B. Leadership		
1. The superintendent views the school counseling program as an essential component of the district's mission.		
2. The superintendent believes the school counseling program helps support students' academic achievement.		
3. The school counseling program has a full-time, district-level leader who is respected by the superintendent, principals, and school counselors.		
4. The district commits resources to support the school counseling program.		

Components:	Yes	What can we do if the district is not ready?
5. The district's school counseling leader communicates the relationships between school counseling activities and student learning outcomes.		
6. The district's school counseling leader initiates and coordinates systemic change in the school counseling program.		
7. The majority of principals support school counselor involvement in developmental and preventive activities.		
8. The majority of principals believe school counselors play a role in helping student academic achievement.		
9. The majority of principals are receptive to redefining their school counselors' activities.		
10. The majority of principals are receptive to creating yearly plans with their school counselors.		
11. The majority of principals are committed to removing school counselors from routine clerical/ administrative duties in order to devote their time (at least 85%) to activities directly benefiting students.		
C. Counseling Curriculum		
1. The school counseling program uses a set of student learning objectives that have measurable student outcomes.		
2. The school counseling program uses a set of developmentally appropriate objectives by grades.		
3. The school counseling program uses a set of student learning objectives based on the ASCA National Standards and/or the NJSCI.		
4. The school counseling program uses a set of student learning objectives adopted by the board of education.		
D. Staffing/Time Use		
1. School counselor student assignment is consistent with national recommendations (e.g., 300 students/elementary counselor, 200 students/middle school-high school counselor).		
2. School counselors spend at least 85% of their time in activities directly benefiting students.		
3. School counselors spend at least 25% of their time delivering the school counseling curriculum to promote student development and prevent problems.		

Components:	Yes	What can we do if the district is not ready?
4. School counselors spend less than 30 percent of their direct service time responding to crises and emergencies.		
5. Clerical tasks are performed by secretaries or other non-professionals rather than counselors.		
6. School counselors interpret test results, rather than coordinate or administer tests.		
E. School Counselors' Beliefs and Attitudes		
1. School counselors are open to change.		
2. School counselors believe it is important to develop a program based on the NJSCI.		
3. School counselors see themselves as responsible for helping all students' academic achievement.		
4. School counselors believe it is important to demonstrate that students are different as a result of the counseling program.		
5. School counselors believe it is important to collect outcome data to modify interventions.		
6. School counselors agree on a mission statement that establishes the school counseling program as an essential educational program designed to serve all students.		
7. School counselors devote time to learn new skills.		
8. School counselors see themselves as advocates for under served students.		
9. School counselors support and participate in professional counseling organizations.		
F. School Counselor Skills		
1. School counselors are competent in providing a wide range of interventions (group counseling, individual counseling, consultation, counseling curriculum, whole school programs).		
2. School counselors understand the individual, family, and systemic factors affecting academic achievement and the achievement gap.		
3. School counselors identify the relationship between school counseling activities and student performance.		
4. School counselors can identify evidence-based interventions that enhance academic achievement, career development, and personal/ social development.		
5. School counselors are advocates for under served students.		

Components:	Yes	What can we do if the district is not ready?
6. School counselors measure how students are different as a consequence of their interventions.		
7. School counselors use institutional data (e.g., achievement, attendance, school climate surveys) to describe current problems and set goals.		
8. School counselors can access needed student data from electronic record keeping systems		
9. School counselors use technology to more effectively deliver the school counseling program.		
10. School counselors use technology to more efficiently communicate with students, parents, and colleagues.		
11. School counselors use leadership skills effectively in their schools.		
12. School counselors establish goals and objectives for school counseling in their assigned schools.		
13. School counselors collect and report data demonstrating the program's impact on students.		
G. District Resources		
1. The district's school counseling program uses appropriate instruments to measure student change in academic development, career development, and personal/social domains.		
2. The district provides school counselors with regular institutional data (disaggregated student achievement, attendance, and school climate data) in user-friendly form.		
3. The district uses a school counselor performance evaluation system to evaluate counselor effectiveness in a broad range of activities (e.g., small group counseling, individual counseling, whole school, classroom, and consultation).		
4. The district uses a school counselor performance evaluation system based upon professional performance standards.		
5. The district uses a school counselor performance evaluation system connected to meaningful professional development.		
6. The district uses a system for ensuring that all school counselors have access to developmental supervision for improving their counseling.		
7. The district provides and encourages professional development to help school counselors develop and/or maintain skills necessary to deliver their program.		
8. The district school counseling leader uses an ongoing system to monitor outcomes and continuously improve programs in each school.		

Components:	Yes	What can we do if the district is not ready?
9. The district school counseling leader uses a system of periodic program evaluation for the entire school counseling program.		
10. The district school counseling leader uses a system for coordinating school counseling program activities (e.g., a master calendar).		
11. The district school counseling leader has implemented a system ensuring good communication and information sharing across the school counseling program.		

Adapted from: American School Counselor Association (2004).
Are you ready for the ASCA National model? *The ASCA National Workbook: A Companion Guide to Implementing a Comprehensive School Counseling Program.*

Optional scoring information

Below are topics that address specific areas of readiness for starting your program. You can use this key to identify areas of weakness that need to be addressed before beginning your program.

School Counseling District Leadership
Questions: Leadership #3, 5, 6, and District Resources # 8, 9, 10, 11.

School and Community Leaders' Recognition of the School Counseling Program
Questions: Leadership #1, 2, 4, Community Support #1, 2, 10, 11, and School Counselor Skills #11.

Building Administrator Support for NJSCI Activities
Questions: Leadership #9, 10, 11.

NJSCI Implementation Facilitators
Questions: Staffing/Time use #1, 2, District Resources #2, 6, 7, and School Counselor Skills #6, 7.

School Counseling Policies and Procedures
Questions: Counseling Curriculum #1, 2, 3, 4, and District Resources #1, 3, 4, 5.

School Counselor Advocacy Skills, Beliefs, and Attitudes
Questions: School Counselor Beliefs, Attitudes #2, 5, and School Counselor Skills 1, 2, 3, 4, 5.

NJSCI Model Implementation Barriers – Attitudinal and Time
Questions: School Counselors' Beliefs and Attitudes #1, 4, 7, and Staff Time Use #3, 4, 5.

Comprehensive Developmental Focus

Questions: Leadership #7, 8, 9, School Counselors' Beliefs and Attitudes #3, 6, 8, and School Counselor Skills #11, 12.

Support and Respect of School Counseling Program Stakeholders

Questions: Community Support #3 – 9.

School Counselor Technology Skills

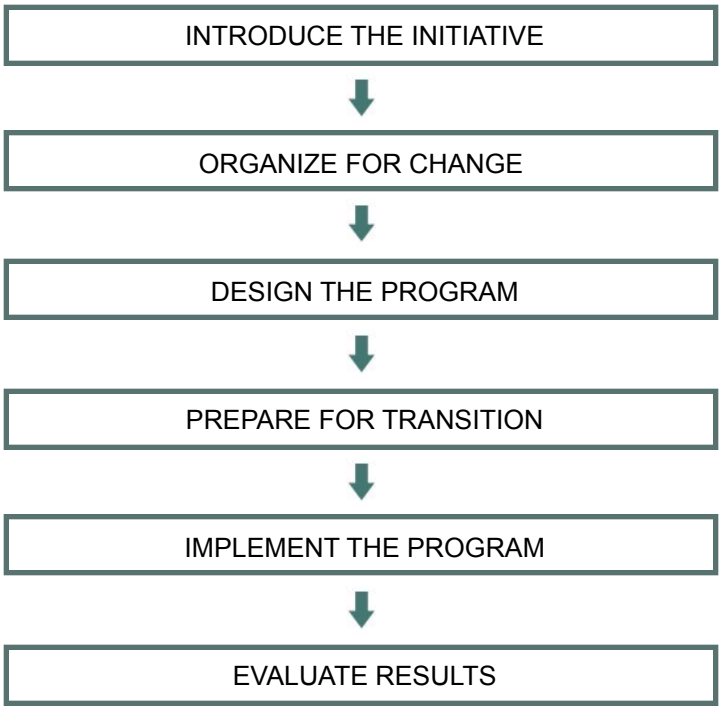
Questions: School Counselors' Skills #8, 9, 10.

SECTION 2

A FRAMEWORK FOR COMPREHENSIVE SCHOOL COUNSELING PROGRAMS

2.1 OVERVIEW OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM

The following chart represents an overview of the steps to follow in order to successfully implement your comprehensive school counseling program.



Introduce the Initiative

- Establish a School Counseling Initiative “team”, first by building and then the district
- Insure that all members of the team have a through understanding of the ASCA and New Jersey Models
- Attend an orientation conducted by the NJSCA
- Gather support from the Principal, Superintendent, Board of Education, and the community to initiate the process of considering whether to embark on the journey

2.2 Rationale: Why develop a comprehensive school counseling program

Rationale – a statement or series of statements that answer the question, "Why develop a comprehensive school counseling program?" This can be accomplished by first identifying the needs of your students, and then thinking about programs that could address these problems.

The following are examples of rationale from local districts.

Vineland Public Schools: The Challenge

Educators in Vineland Schools face a broad range of challenges in meeting the academic, personal, social and career developmental needs of all of their students. Vineland is a large city with a population of more than 56,000, with nearly 25% of the students having spoken a first language other than English in their homes. Additionally, the district faces a high mobility rate, fare exceeding the state average, as it welcomes transient farm workers and their families to the community for seasonal work.

Vineland is designated as an "Abbott district." According to a 2003 report by William Librera, Commissioner of Education for New Jersey, this means that Vineland represents the "urban poor" and "is characterized by both low student achievement and concentrated poverty." Consequently, Vineland schools receive funds to equal the average per pupil spending of "I" and "J" New Jersey districts with the goal of closing the achievement gap between urban and suburban poor.

Given the factors of concentrated poverty, high mobility rate, diverse language and cultural backgrounds, along with social issues such as gangs, drug and alcohol use, teen pregnancy, and individual development matters typical of all children everywhere, Vineland educators face enormous challenges in meeting the developmental needs of all of its students and in closing the achievement gap so that the students will be successful in school and in their future lives. Having a comprehensive guidance and counseling program that is fully integrated with the academic mission of the district and works with all stakeholders in the school and community can help ensure success for Vineland's students.

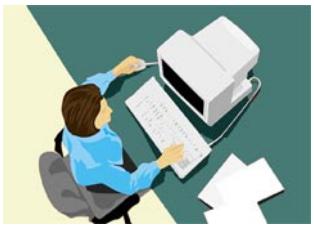
Lumberton Township Schools: Rationale and History

The Developmental Guidance and Counseling program of the Lumberton School District was established in 1984 with one counselor in the Florence L. Walther School for grades K-8. The emphasis was guidance and counseling activities with consultation and coordination services offered. The population of the district at that time was around 400 students and the community small and supportive.

However, during the decade of the 80's changes were occurring. The township of Lumberton began to expand from a small central village to a diverse community of condominiums, townhouses, and large single family homes. The census report for 1990-2000 showed a 56% population change for Lumberton as compared with a 7.2% change for Burlington County. The growth in the school district has increased yearly; the student population in the 1986-87 school year was 494, in the 2001-2002 school year, it was 1,543. This is an increase of 1049 students in 15 years.

In an effort to accommodate the new student population the Walther School was remodeled and expanded, the district built Lumberton Middle Schools in 1991 and in the fall of 1998 Bobby's Run School opened. In the 1002-2003 school year there are 4.85 counselors.

A written curriculum has been prepared to offer coordination of the counseling services for students of all grades. It provides guidelines for the counseling staff to meet the developmental needs of the students, address the diverse nature of the community, and offer the specific knowledge and skills appropriate for students to be successful.



Write your rationale for developing your program

Become familiar with state and local models. Links to state models may be found at:
www.schoolcounseling.org (ASCA) or
www.umass.edu/schoolcounseling/mission/htm (the Center for School Counseling Outcome Research at the University of Massachusetts/ Amherst)

2.3 Identify the beliefs and philosophy of your program

Beliefs are agreed upon statements about the ability of every student to achieve and include the ethical guidelines and principles that guide your program.
(ASCA National Model, pp. 27-29; Workbook, pp. 11-12, 21-22).

Philosophy includes agreed upon principles that guide you in the development and implementation of your comprehensive school counseling program.
(ASCA National Model, pp. 28-29; Workbook, pp. 11-12, 21-22).

Statement of Philosophy:

- The school counselors in the Matawan-Aberdeen Regional School District believe that:
- All students have dignity and worth.
- All students have the right to participate in the school counseling program.
- All students' ethnic, cultural, racial, and other differences and special needs are considered in the planning and implementation of the school counseling program.
- All students K-12 shall have access to a full-time NJ state certified Master's level counselor.

And that the School Counseling program:

- Be based on specified goals and developmental student competencies.
- Be planned and coordinated and managed by school counselors in consultation with other representatives of the school and community.
- Utilize the many combined resources of the community.
- Be evaluated on specified goals and agreed upon student competencies.

And that all school Counselors:

- Abide by the professional ethics of guidance and counseling as advocated by the American School.
- Counselor Association and the New Jersey School Counselor Association.
- Participate in competency renewal program essential to maintain a quality school counseling program.

Lumberton Township

The philosophy of the Developmental Counseling Program is to focus on the individual student. All students are accepted as unique individuals of worth having personal, social, and educational needs. The emphasis of **Lumberton Township's** Developmental Counseling Program is that of maximizing the potential of all students through a developmental and preventative approach. The counselor works with the total environment of the students within the educational framework of the district. Through individual and group counseling, coordination of school and community services, and consultation, the counselor acts as a facilitator in helping the students become healthy, effective human beings.

The school counselors in Piscataway School District believe:

- all students are unique and have personal worth.
- all students' multicultural backgrounds, special needs, and ethnic and sexual identities should be addressed with sensitivity.
- all students will participate in the school counseling program delivered by a state certified, master's degree level counselor.

The Piscataway Comprehensive School Counseling program:

- has an organized and planned curriculum that is sequential and flexible.
- is competency-based and aligned with the ASCA National Standards.
- involves a K-12 counseling team that partners with other school personnel, families, and the community to meet all student needs.
- uses data to assess student needs and to enhance the school counseling program.
- is lead by a Counseling Supervisor who ensures that the counselors work together as a team to build students' skills from kindergarten through high school.
- prepares students for life's ongoing transitions and helps students learn more effectively and efficiently.

All counselors in the Piscataway School District:

- govern themselves by the American School Counselor Association's Ethical Standards.
- participate actively in professional development to foster continuous improvement in the school counseling program.

Write your beliefs and philosophy for your local program:

2.4 Develop your program's mission statement

The mission statement is a global action statement in which you describe your vision of your program will accomplish *(ASCA National Model, pp. 30-31; Workbook, p. 13 & 23)*. Some tips when developing a mission statement:

- Consider your district's mission statement to insure consistency
- Write a clear, succinct statement
- Be brief and to the point
- Be action oriented, using verbs
- Include the needs of the broad community, paying attention to its diversity
- Think about the needs and issues students bring to school every day
- Consider combining philosophy and beliefs into one mission statement
- The statement must be developed by consensus, meaning everyone can agree in principle

Clifton Public Schools (2004).
The mission of the Department of Counseling and Student Services is to minimize the impact of, or to eliminate the impediments in students' lives by addressing the whole person in order to maximize their potential achievement.

The mission of the **Piscataway** (2005) School Counseling Department is to provide a comprehensive, proactive, developmental K-12 program for all students. As student advocates, Piscataway School Counselors recognize the uniqueness and personal worth of each child. Our structured program anticipates and fulfills the academic, career, and personal/social needs of each one of our students. School counselors partner with other educators, parents/guardians, and community members. Piscataway School Counselors recognize that all children can learn and support their efforts to become confident, productive members of a changing society.

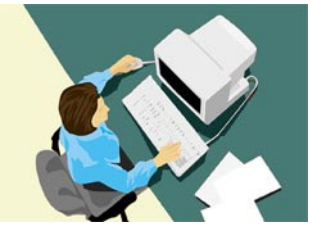
Parsippany-Troy Hills Township Schools
To provide a comprehensive, developmental counseling program addressing the academic, career, and personal/social development of all students.

The mission of the **Elizabeth** Public School Counseling Department is to provide a K-12 developmental counseling program. We seek to move from traditional guidance services to an articulated comprehensive model committed and dedicated to promoting excellence and competency in all areas of student life. Students in the Elizabeth Public schools possess personal worth, individual dignity, and a unique nature. As counseling advocates and educational partners in the school community, our mission is to provide a clear, structured program elementary through high school to draw on the strength of our students' diversity.

The mission of the **Matawan-Aberdeen Regional School District** School Counseling Program is to enable all students with their individual differences to acquire the educational, career/vocational, and personal/social competencies necessary to function and contribute in a changing society.

Greater Egg Harbor Regional High School District: **Absegami and Oakcrest High Schools and Constituent Districts: Egg Harbor City, Galloway Township, Hamilton Township, Mullica Township, Port Republic, and Washington Township** Develop a K-12 comprehensive/developmental school counseling program that addresses the academic, career, and personal/social needs of the students we serve. The purpose of the comprehensive school counseling program is to provide all students with the skills needed for the ever-changing roles in society and the workplace. The comprehensive school-counseling program will be developed through collaboration with students, parents, faculty, administration and community members. This articulation will occur between the GEHRHSD and all the constituent districts.

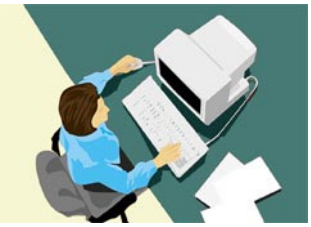
The mission of the **Vineland** Pubic School Guidance and Counseling Program is to assist all students in becoming lifelong learners and contributing members of society through a comprehensive developmental model that optimizes their academic, personal/social, and career development.
The Vineland Public School Guidance and Counseling Program is a collaboration of services provided by: professional school counselors, health and social services coordinators, student assistance counselors, and community aides. Counselors as consultants, work in partnership with all school personnel, families, and members of the Vineland community to deliver services to all students through individual, group, and classroom sessions that are an integral part of the total educational process.



Write the mission for your local program:

2.5 Benefits of your local program for the constituents

Be prepared to explain to the various constituents (administrators, board of education, parents, teachers, students, business, and community) what benefits can be expected from this program using the list in Section 1 as a starting point *(ASCA Model, pp. 17-19)*.



Write the benefits of your local program for the constituents

_____

_____

_____

_____

_____

_____

2.6 The needs assessment process

- Conduct a thorough needs assessment of your current program.
- Be sure to involve all stakeholders in the needs assessment (students, parents, teachers, counselors, administrators, board of education, community and business members).
- Consult with other districts implementing the model concerning your needs assessment.
- Assess your current program resources.
- Analyze the results of your needs assessment.
- Compare what currently exists in your program with the NJSCI to determine “fit” and the need for adjustments.

Why a needs assessment is critical

The needs assessment is conducted to find out what your program should be doing to meet the needs of your students. Some needs are clearly expressed or perceived by your district and your community. Other needs are more subtle, requiring your school counseling team to draw conclusions based upon the data you collect.

Your district needs assessment is the foundation of your comprehensive program and has many benefits. The purposes of the needs assessment are to:

- Establish and maintain open communications among home, school, and community
- Identify what elements of your program are effective and should be strengthened
- Provide a common school counseling vocabulary understood by all stakeholders
- Design the blueprint and build the foundation upon which your program can be built
- Create the outline for your program evaluation and pretest and posttest of student competencies
- Identify general goals for student competencies
- Show areas requiring professional development and training
- Create a timely, regular, and anticipated structure for dialogue and collaboration among all stakeholders, parents, students, teachers, counselors and administrators
- Provide evidence for increased resources, funding and staff
- Help focus the counselor's role and utilize the counselor's training and skills
- Identify the expectations, issues and problems of each stakeholder
- Gather support from stakeholders
- Present the need for a comprehensive school counseling program to parents, teachers, administrators, and the board of education

How to Conduct Your Needs Assessment

1. **Prepare for the needs assessment**

   - Make sure your school counseling team is functioning
   - Appoint a needs assessment working group from your team
   - Have your working group participate in a training workshop by the NJSCI.
   - Become familiar with samples of needs assessment instruments
   - Exchange ideas with other district teams that have conducted their needs assessment
   - Be ready to expect both enthusiasm and resistance
   - Orient your stakeholders to the importance of their participation in the needs assessment process through newsletters, parent-teacher meetings, and staff meetings.

2. **Study your current school counseling program thoroughly**

   - Gather information about your current program (e.g., activities, resources, goals, documentation, and evaluation)
   - Prepare a brief history of your district's counseling program and its evolution to comprehensive developmental school counseling
   - Develop a general outline of your district's needs, strengths and problems, recognizing sub populations and unique aspects of your community
   - Study the results of your time and task analysis to gather data on counselor activities, current priorities and

hidden needs

- Review recent NJDOE monitoring and Middle States evaluation reports for trends and needs in school counseling and in student development
- Survey and provide opportunities to discuss expectations for school counseling with representative groups of students, counselors, parents, teachers, community and business persons.
- Gather available data about perceptions of the current program, its goals, effectiveness and its response to needs.

3. Create your needs assessment or use an existing needs assessment instrument and modify it to address the district's unique needs.

- Limit the number of student competencies to 8 to 12 in each developmental area: personal-social, academic, career
- Write items clearly understood by students at their developmental level:

Students:

- I need to know how to do better in school
- I need to learn to express my feelings to others
- I need help to choose a career
- I need to learn how to stand up for my ideas
- I need to learn how to respond to a bully

- Use similar wording for each item for parents or teachers to insure the same needs iassessed:

Parents:

- My child needs help to learn to express feelings to others

Teacher/Administrator:

- Students need help to learn to express feelings to others

- Be brief to encourage maximum response
- Test the needs assessment instrument on a sample of stakeholders to identify items or directions needing refinement
- Develop procedures and forms to collect and interpret the data, or adapt forms from other districts. Test the procedures on a sample.
- Promote the needs assessment thoroughly to encourage maximum response
- In small to medium schools, survey 100% of the students, teachers, and parents. In schools with more than 600 students, randomly survey 50% of the population
- Follow up with personal reminders or phone calls to encourage responses and underscore the importance of each response
- Provide several ways to return the assessment, i.e., mail, drop-off boxes, pick-up points. Students can complete the assessment in small groups or classes, teachers at meetings, parents at conferences or back to school nights.

4. Prioritize the needs and expectations of your district.

- Organize, summarize, and synthesize the data
- Identify expectations and needs being met AND not met by the current program
- Organize expectations and needs into three developmental domains: personal/social, academic, and career
- Share your report with groups of stakeholders

See the Appendix for a sample Time-Task Analysis for use in determining how counselors currently spend their time.

ROXBURY SCHOOLS
K-12 Guidance and Counseling Needs Assessment Report

Needs Assessment: Teachers and parents completed the following survey by circling the 4 student competencies you would like expanded in the district guidance and counseling program.

1. Develop an awareness of personal abilities, skills, interests and motivations
2. Learn how to make decisions
3. Learn how to use conflict management skills with peers and adults
4. Demonstrate how interests, abilities, and achievement relate to reaching personal, social, and career goals
5. Describe traditional and nontraditional occupations and how they relate to career choice
6. Learn to work cooperatively with others as a team member
7. Demonstrate awareness of the education and training needed to achieve career goals
8. Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace
9. Assess and modify their educational plan to support career goals
10. Utilize time- and task-management skills

Results: In the high school, there was a clear priority by teachers for character development and workplace readiness skills such as punctuality, dependability, responsibility, cooperation, and time management. A second priority is personal knowledge and the assessment and awareness of abilities, interests and skills as they relate to careers.

In the primary schools the survey suggests that personal development and interpersonal relationships are of greatest importance and career education is of least importance. In the middle schools the survey suggests that organization and time management, character development, conflict management skills, and cooperative work are most important

Parent Needs Assessment Results+

K-3	4-5	6-8	9-12
8*	8*	10*	4*
1*	1*	8*	1*
3*	10*	4*	10
6*	3*	1*	7
2*	4	3	8
4	2	7	

Faculty Needs Assessment Results+

3*	8*	8*	8*
6*	3*	10*	10*
2*	6*	2*	4
8*	10*	3	3
			4

+Ranked Competencies selected by at least 40% of the respondents
** Selected by at least 50% of the respondents*

School Counselors' Assessment of Current Activities That Meet Competencies

K-3 Kennedy, Jefferson, Franklin and Nixon Schools:	Grades 4-5 Lincoln Roosevelt School: A Sampling	Grades 9-12 Roxbury High School: A Sampling
1 Student of the week activities Self Esteem Newcomer's Club, Changing Families/ Special Siblings/Friendship Groups Individual counseling Classroom counseling lessons Talent talks Writing books about themselves Develop talents in special areas as in art Participation in plays/presentations Reading stories with these themes 2 Small group counseling activities Classroom counseling lessons Individual counseling Choices in activities Drug education/Good choices vs. bad choices Discussion of story conflicts and alternative choices Brainstorming activities 3 Conflict resolution skills in classrooms Small group counseling activities Individual counseling Peacemakers program in Kennedy and Franklin Schools 5 Family Living Curriculum addresses careers 6 Cooperative group activities 8 Homework journal/assignment sheets Center activities Class jobs	Opportunity Extensions—time management Classroom Court-conflict resolution Agenda Books PTA programs Changing Family Groups Counseling support I Messages	Career units in classes and all curricular areas Guest speakers from Art/Technology Schools Conflict Resolution Unit in Freshman Health Course Selection Presentations in English Classes Strong Interest Inventory for seniors Student volunteers in special education classes Child Care classes working in the Preschool Fashion Design class Service Learning Career projects in Human Behavior class Ethical Studies Class Problem Solving Peer Leadership Peer Mediation Web Master internships Special Education career presentations Multicultural Club field trips Web Page for Counseling Department College and career exploration software Parent Counseling Department programs Sophomore Career Inventory Freshman Learning Styles Inventory Women's Issues/ Concerned Students Groups

4. Prioritize the needs and expectations of your district

- Organize, summarize and synthesize the data
- Identify expectations and needs being met AND not met by the current program
- Organize expectations and needs into the three developmental domains: personal-social, academic and career
- Share your report with groups of stakeholders

Phillipsburg Needs Assessment: School Counselor Team Self-Study

Strengths

- Counselors open to change
- Believe it is important to adopt a model
- Believe you should be responsible for helping all students achieve
- Believe it is important to collect data and demonstrate how programs help students
- Willing to devote time to learn new skills
- Believe it is important to be advocates for underserved students
- Counselors are recognized as leaders in the school
- Counselors can use data and technology
- Principals would be receptive to planning and implementing comprehensive programs
- “Stakeholders” believe counseling is important

Areas Needing Improvement

- K-12 leadership (formally assigned)
- Develop district wide plan (mission statement, student objectives)
- Develop district wide periodic program evaluation
- Coordination of district wide programs
- Identify and document evidence of counseling program’s impact and student growth/change (outcomes)
- Revision of counselor evaluation (that connects to professional development)
- Implementation of developmental (clinical) supervision
- Use of time/workload (too much time in non-counseling)
- Education parents, teachers, and board of education about the program (generate support)
- Develop business and community support
- Clarify perceptions vs. reality (very important)

LUMBERTON TOWNSHIP DEVELOPMENTAL COUNSELING PROGRAM

NEEDS ASSESSMENT

Group Counseling

Self Esteem
Students on the Move! New Students Group
Students Being Retained (Progress Group)
Impulsive Behavior
Illness in Family
Study Skills
Stress Management
ADHD Support

Please list other groups that you feel would benefit your students:_____
_____

Classroom Group Counseling

We have visited classrooms in the past years and felt the reception very positive. Our focus is on the preventative aspect of this program offering students skills to cope with situations before they arise. The Counseling Curriculum includes:

Can Do Hard Things (Kindergarten)
Getting Along II (Second)
Responding to Bullying (Fourth)
Conflict Resolution (Sixth)
Personal Transitions (Eighth)
Getting Along (First))
Peer Relationships (Third)
Anger Management (Fifth)
Dealing with Harassment (Seventh)

If you would like a counselor to address any additional needs in your classroom or supplement a curriculum topic we can arrange a time for that. We would appreciate your comments or suggestions._____
_____

Parent Education

Parents are an integral part of the counseling program. From your interaction with the parents, what parental concerns would you like to see addressed through the counseling program._____
_____

Professional Development

Teacher In-service is one aspect of the program that can help us in our attempts to meet the needs of the students. If you are interested in any topics related to the Counseling Program that could be presented in an in-service workshop or as a District professional development course, list them here._____
_____

Thank you to each staff member for the support you have provided in the past. We are very excited about the future of our Developmental Counseling Program and look forward to working with each of you as we strive to meet our students' needs.

Please return to the school counselor by:_____.

2.7 Develop program goals

1. Develop program goals and student competencies to address the assessed needs

- Determine the needs and priorities of each stakeholder group- students, parents, teachers, administrators, community and businesses
- Compare the needs and priorities of the stakeholders to the general expectations identified in Part 3 and determine "fit". Chart this comparison graphically, e.g., histogram
- Select goals that have received the highest priority of the school and community
- Compare your list with sample goals in the NJSCI to identity developmental skills that may not be addressed in the survey
- Continue informal discussions with stakeholders to refine expectations and needs
- Write the student competencies that address the prioritized needs in general terms, i.e.:

  - I can describe how I express my feelings to others in appropriate ways
  - I can show how I can stand up for my rights when it is important
  - I know how my goals can be met by different careers
  - I can set realistic goals for myself
  - I can show how to ask for help when I need it
  - I know how to prepare for the careers in which I am interested
  - I know how it feels to be successful in school
  - I can show how I can respond to a bully

- Circulate the student competencies to a sample of students, teachers, parents and staff to refine them

2. Plan to implement the prioritized competencies most effectively

- Identify classes, curricula, components, or activities that lend themselves readily to addressing the competency, e.g.,:

  - Student peer leaders leading freshman groups conduct unit on student assertiveness
  - A seventh grade classroom unit on The Unique Me addresses ways students have felt successful
  - Sixth grade peer helpers working with first grade partners role play how to ask for help from significant adults
  - Third grade teachers and the elementary school counselor conduct a classroom meeting on accepting others' viewpoints
  - Small groups led by school counselors share feelings about lack of success
  - Guest speakers discuss career paths during Career Week
  - Eighth grade English teachers team teach a peer writing unit on future goals

- Select the learning and counseling strategies that best address the student competencies:
  - Classes or large groups
  - Individual or small group counseling
  - Consultation in individual or group meetings
  - Collaborative activities

3. Identify student competencies that are not addressed or implemented

- Identify program components, classes, and activities which could best address these competencies
- Work with teachers, staff, and community to brainstorm creative strategies to achieve unmet needs

4. Periodically update the needs assessment (at least every 3 years) to identify changing concerns and expectations of the district and to assess the degree of fit between needs and competencies.

Elizabeth Public Schools Statement of Goals K-12 2001-2006

- Address student competencies as defined in our written K-12 program through the use of small group counseling and large group information sessions
- Expand academic support activities for students by working with staff and faculty
- Increase utilization of community outreach to include parent/community volunteers as well as business and industry in our programming
- Access and use Internet to explore and become familiar with educational/career plans
- Implement programs that facilitate transitions
- Provide resources and support for families in crisis
- Increase awareness and understanding of racial/ethnic identity, gender-related issues, as well as disability related concerns
- Increase school/community outreach with correspondence and telephone contacts
- Develop career education programming for all students
- Adheres to School Counselor National Standards and Ethical Standards as set forth by the American School Counselor Association (ASCA)

Program Goals and Review: Clifton Public Schools

•To provide a broad range of counseling and support services to students and their families addressing a wide variety of problems which may interfere with school performance.
•To expand the services available to students and their families through advocacy and partnership with other agencies and programs.
•To provide prevention and health promotion services to students and their families through educational programs.
•To influence practice policy and programming by active participation and representation in a variety of coalitions and professional organizations at city, county, and state levels, as well as professional associations.

Commendations—doing well

- Well-trained, dedicated staff
- Regularly evaluated
- District commitment to providing services
- Individual counseling and substance abuse prevention/intervention readily available
- High standards for services and student achievement
- Programs driven by “scientifically based research”

Program Goals: 4-2C Program Roxbury High School

- Integrate two goals into one program
- Every student develops a 4-year academic plan that uses his/her unique talents, abilities, interests, and multiple intelligences; and every student sets a career goal and an educational goal (college/ postsecondary education)
- Help students understand the relationship between educational success and career success and increase responsibility for current and future decisions
- Integrate 21st century workplace skills into the counseling curriculum and activities, emphasizing decision-making skills, collaboration, initiative and adapting to change
- Sequence counseling activities to develop skills to become a life-long learner and productive worker able to adapt in a changing world
- Provide developmental sequences of activities each year in career and educational awareness, exploration, self-evaluation, goal setting, decision-making, and implementation
- Raise career and educational aspirations and achievement by linking school and community activities to protective factors that promote resilience, personal responsibility, and self-efficacy e.g. shadowing, service, peer leadership, cross-age teaching, family education nights

Program Goals: 4-2D Lumberton Township

The counselor will fulfill the goals and objectives of the Developmental Counseling Program through individual counseling, small group counseling, classroom group guidance, coordination of services, and consultation with parents and teacher. The curriculum is based on the philosophy that the affective development of the student, while the responsibility of the entire school staff, is a primary concern of the counselor. The counselor helps students identify strengths, weaknesses and feelings. Students will use this heightened self-awareness in their decision-making.

The three main themes of the Developmental Guidance and Counseling Program will be taught by the counselor and reinforced throughout the curriculum by classroom teachers and specialists as the themes occur in their content area. The counselor will act as a consultant to offer guidance materials and activities to supplement their curriculum.

The success of this program is dependent on the school community working as one unit to help each child reach his/her full potential. Teachers and parents will be an integral part of the program to identify and refer students for counseling services. Students will be able to self refer when problems arise. The program will be formally evaluated annually by teachers, parents, and students. The needs derived from this evaluation will direct the focus for the next year. Through the

2.8 Design the delivery system of the new program

The delivery system is composed of four components:

- *counseling*
- *counseling curriculum*
- *consultation and student planning*
- *enhancement and system support*

Activities can be organized under these four components to address the anticipated developmental needs of students. They also provide for those unanticipated needs and events that prevent students from reaching their potential: personal crisis, major life disappointments, educational difficulties, and interpersonal problems. Some components cut across others. For example, student planning is a part of each component.

COUNSELING	CONSULTATION/ STUDENT PLANNING	ENHANCEMENT/ SYSTEM SUPPORT	COUNSELING CURRICULUM
Sevices	**Consultation System**	**Management**	**K-12 Model**
Individual Counseling	School Counselor	Counseling team	Scope and sequence
Group Counseling	Teacher Advisor	Master calendar	Activity guides
Counseling Special Populations	Parents as Partners	Team plan	Model lessons
Coordinating Mutiple	Business/Community mentors	Legal/ethical guidelines	Evaluation
Counseling Interventio	Career specialist	Supervision	Competencies
	College specialist	Professional development	
	Peer facilitators	Research/evaluation	
Interventions	**Student Decision-Making System**	**Collaboration**	**Learning activities**
Developmental	4-Year Academic Plan	Advisory council	Small groups
Crisis	Career Plan	Business community partnerships	Large groups
Multicultural	Social Problem Solving	Public relations	Classrooms
Multimodal	Student portfolio	Student advocacy	Parent education
Family	Orientation	Advocacy for special populations	Assemblies
Community	Appraisal	I&RS	Special population programs
Multi-level	Advisement		
	Transition Plan		

2.9 Counseling

Counseling is the prime focus of the School Counselor's time and skill. Some student needs are best addressed in individual counseling, or with a combination of individual and group counseling. A strong School Counseling component provides both.

- ***Group counseling*** emphasizes the importance of peer relationships in student development. Students learn that they are not alone and others share similar concerns. In the counseling group, students learn to give and receive feedback, develop a deeper understanding of themselves and others, trust others, and• practice new behaviors in a safe, non-threatening environment.
- ***Developmental Counseling*** assists students to develop self-understanding, practice coping strategies, clarify issues, or explore alternatives common to their 'developmental stage' and age. The developmental focus addresses the needs of 100% of the students.

- ***Problem-Centered Counseling*** helps students experiencing difficulties that impede their progress in school. The problem-centered focus addresses the needs of 40% of the students; however, unique needs of the district or community may expand the at-risk population served to 100%.

- ***Crisis Counseling*** responds to students who need immediate, short-term help to deal with events which block the educational process such as relationship problems, harassment, substance abuse, or the death of a family member. Crisis counseling reaches approximately 10-25% of the students; However, an unforeseen event like the death of a teacher or student or a natural disaster may affect all of the students in a school.

- ***Career Counseling*** addresses students' needs affecting their multiple life roles (student, family member, worker, friend, future parent and citizen) and their career identity which are constantly in flux in today's society. Student life may be viewed as an ecosystem in which school, home, family, workplace, and community interact and affect their multiple roles. Life career planning is a continuous process across their life span.

- ***Referrals*** are coordinated in the school with the Core Team and Child Study Team, the Student Assistance Program, and the Intervention and Referral Services (I&RS) program. In the community, cultural and neighborhood groups, the Division of Youth and Family Services (DYFS), Family Crisis Intervention Units (FCIU), juvenile committees, mental health agencies, treatment and rehabilitation programs, hotlines, community and parent support groups are all integral parts of the referral network.

2.10 Consultation and Student Planning: Empowering the Student

The New Jersey Model integrates the individual planning component into each of the program components. The Model assumes that all program components work toward the goal that students gradually assume responsibility for their personal, social, educational and career goals and plans.

These goals are based on research that shows that:

- students, as early as middle school, raise their level of academic achievement by setting a career/dream goal.
- the more students learn about themselves, their interests, abilities, and talents, the higher their career and educational aspirations.
- students with real life career experiences with adult role models in school and in the community and business world establish realistic career and educational goals.
- a significant mentoring relationship with a caring adult who believes in them and listens to them can make the difference in staying in school, going to college or getting a job.

,

- students who are academically and socially prepared for a range of post-secondary educational and career options have more choices.
- students without math, science, computer knowledge and skills, as well as communication, decision-making, and collaboration skills, will not be prepared to enter technical jobs and programs.
- parents have the most significant influence on students' aspirations, career, and educational goals beginning in elementary school.
- parent programs make a significant difference in parents' ability to influence their children's career aspirations and raise student achievement.
- programs with multiple interventions on individual, group, school, and community levels significantly affect lower alcohol and drug use, school achievement, and improved life skills.

Consultation

Students and parents benefit from the specialized knowledge, information, and skills that counselors provide. Triad consultation and informal dyad consultation activities include: mentoring, teacher and parent consultation, test interpretation, parent education, mentoring, individual student planning, teacher-advisor programs, and training peer leader and peer helper programs.

Family situations such as the two income family, shift work, single parents, and extended commutation, push the student's and family's needs for consultation into non-traditional school hours. Many traditional school counseling activities support the consultation component and can be integrated into the comprehensive program, through parent newsletters, case conferences, college night programs, and evening parent workshops on developmental issues.

Counselors also consult with staff on such key issues as: classroom management, learning styles, changes in student behavior, transition between schools, ethical issues, and the impact of family and cultural problems on individual learning.

The Student Portfolio

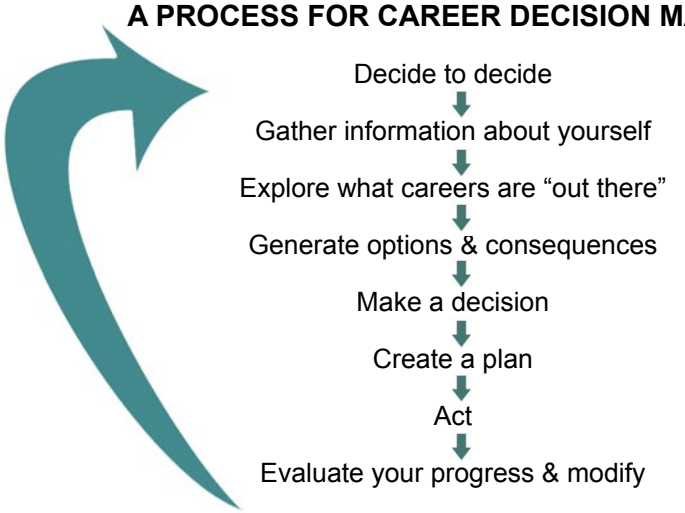
The Student Portfolio is a career compass for all students, providing direction for their educational and career goals based on self-knowledge and individual planning. Too often students make important career and college decisions with little accurate information about themselves or their world. Students ask, "Where should I go to college?" instead of exploratory questions like "Why should I go to college?", "What should I study?", or "What skills do I need?" To achieve these goals, students need a variety of opportunities to explore their interests, aptitudes, and abilities before making future decisions and plans.

CLIFTON PUBLIC SCHOOLS, Clifton, NJ
Middle School Career Portfolio

Grade Six

Assessment Results	**Career Deisions**	**Training/Education**	
True Colors		Vocational	Professional
Primary Color:		(2 or less years)	(2 or more years)
_____	1. _____	_____	_____
Second Color:			
_____	2. _____	_____	_____
Rank from most to least	Orange - Things	Blue - People Green-Ideas	Gold Data

A PROCESS FOR CAREER DECISION MAKING



Grade Seven

Assessment Results	**Career Deisions**	**Training/Education**			
		ED2 Middle School	ED3 High School	ED4 HS + business Tech. Some College	ED5, 6 College
		(2 or less years)			
	1. _____				
SDS Career Explorer Holland Code*	2. _____				

**R = Realistic, I = Investigative, A = Artistic, S = School, E = Enterprising, C = Conventional*

Using your Holland Code letters:

A. **ACTIVITIES:** *(SDS Career Explorer: Self Assessment Booklet, page 4-5)* What activities have you experienced or would you like to experience?

B. **SKILLS:** *(SDS Career Explorer: Self Assessment Booklet, page 6-7)* What skills are you good at or want to learn to do well?

C. **ABILITIES:** *(SDS Career Explorer: Self Assessment Booklet, page 10)*
What abilities do you rate as HIGH. as compared with other students of your age?

D. **CAREER PLAN:** Describe what you plan to do. Tell about your goals.

Grade Eight

Academic (select 2)	**Career Deisions**	**Training/Education Level**			
Areas Math	1. _____ 2. _____	Advanced	High	Applied	General
The Arts	1. _____ 2. _____	Art	Music	Theatre/Drama	
Science	1. _____ 2. _____	Advanced	High	General Science	
Social Studies	1. _____ 2. _____	History Sociology	Gov't. Psych.	Geography Polital Science	
English	1. _____ 2. _____	Social Studies Composition	Lit.	Speech	

Check off all that apply to your plans:

___Enter the work force
___Apprenticeship
___On-the-job training
___Vocational & technical schools
___Community & two-year college
___Graduate & professional school
___Military
___Four-year college

The academic area I am most interested in is:

Out of school activities:_____

Interests/hobbies:_____

Strengths:_____

The Intervention and Referral Services

The Intervention and Referral Services (I&RS), as well as other multilevel school teams, offers counselors the opportunity to serve as a resource and collaborate with other school staff. The New Jersey Department of Education adopted Code to insure that all schools provide Intervention and Referral Services for students experiencing difficulties at school.

About the I&RS

The I&RS team is an adult-centered program. By design, the I&RS team invites requests for assistance from school staff or parents, rather than referrals to the team. Welcoming requests for assistance clearly communicates that the team exists to assist staff or parents with educational problems they are experiencing with students or their children, rather than assume total responsibility for identified problems.

The program is not limited to providing assistance to classroom teachers. For example, school counselors, social workers or substance awareness coordinators might experience difficulty working with a student and/or the student's family, and could benefit from reviewing the problem through the collaborative team process. School support staff are in positions to observe and interact with students and can be valuable resources in the I&RS team process.

(Scope of services for building-based I&RS teams, from the Resource Manual for Intervention & Referral Services, New Jersey Department of Education)

Valuable resources can be found in the I&RS Manual online at: http://www.state.nj.us/njded/students/irs/
The full Code describing the mandates of the I&RS follow in the section Putting It All Together.

NJAC SUBCHAPTER 8. INTERVENTION AND REFERRAL SERVICES 6A:16-8.1

Establishment of intervention and referral services

Character Education and student conduct

New Jersey has been a national leader in Character Education. Recent Code revisions have placed requirements when accepting state funds for Character Education programs and when developing student codes of conduct. Instead of simply identifying Character Education programs and initiating them in the district, agreed upon core ethical values must be adopted by a district as a basis for Character Education and as a basis for developing student codes of conduct. Because of their skills, counselors are in an ideal position to collaborate in the development and delivery of Character Education, as well as helping facilitate the process of identifying the community's agreed upon core ethical values.

NJAC SUBCHAPTER 7. STUDENT CONDUCT 6A:16-7.1

The Code of Student Conduct shall be based on locally determined and accepted core ethical values adopted by the district board of education.

A more detailed description on Character Education follows in the section Putting It All Together.

Anti-Bullying, Harassment, Intimidation

Districts must address bullying through a variety of services from prevention and community involvement, to counseling for victims. School counselors frequently address classes and provide counseling to students who have been victimized. This is an ideal issue to collaborate with other staff in developing and delivering programs such as peer mediation, peer leadership, anti-bullying week activities.

ANTI-BULLYING, HARASSMENT, INTIMIDATION - NJSA 10:5-1 to 42

Requires each school district to adopt a policy prohibiting harassment, intimidation and bullying on school property, at school-sponsored functions, and on school buses.

Alcohol and drug abuse

Because alcohol and drug use are prevalent, it is likely that counselors will have students who are actively involved, experimenting, or at-risk. Counselors who are familiar with Code, mandates and district policies and procedures on alcohol and drug abuse, and Federal Confidentiality Regulations (,CFR42R) will be in a better position to collaborate with others such as the Substance Awareness Coordinator (SAC) in developing comprehensive plans for students. As part of a comprehension school counseling program, prevention programs are another area where school counselors collaborate with the SAC, teachers, and outside providers in developing a comprehensive and effective prevention plan. For example, school counselors coordinate peer leadership programs, and cross-age teaching.

2.11 ENHANCEMENT/SYSTEM SUPPORT

Program Coordination

The school counselor plays a vital part in getting systems to work together on activities that advance student development. These interdependent activities may include: parenting programs, counseling newsletters, staff development meetings, peer leadership programs, advisory committee, community organization and interagency meetings, I&RS programs, and business-school partnerships.

Program Management

The management of the school counseling program is coordinated by school counselors, but is shared by the entire staff. The Counseling Team conducts management activities that establish, maintain, evaluate, and refine the program. These activities include: planning and organizing tasks;, evaluation; follow-up and program revision activities; collaborating with teachers about program operation; conducting needs assessments; and promoting program awareness; and student goals.

System management and enhancement tools include master calendar, the written plan, advisory council, business/community partnerships, and public relations. Supervision, professional development, job descriptions, and counselor performance and evaluation are management components that focus on the school counselor.

Supervision

School counselor supervision must be conducted in a manner consistent with established professional standards for the field. Ideally, the evaluation of the school counselor's performance should be conducted by a certified and professionally trained counselor supervisor, in conjunction with the building administrator. Instruments appropriate to the role and performance of school counselors should be employed as part of the evaluation process.

Professional Development

A strong professional development program assures the quality of the school counseling program. Professional development includes: regular inservice training, professional meetings, graduate course work, professional counseling association programs, counselor networking, a library of current literature, and NJSCI training. Counselors should be encouraged by their school administrator to achieve national counseling certifications.

Advocacy

The school counselor's advocacy role as a change agent helps students, teachers, and the community take responsibility to enhance the school environment. It is the counselor's professional responsibility and ethical mandate to advocate, on behalf of students, in their best interests. Advocacy can take the form of representing the student in a conflict situation, seeking assistance from a community agency, and informing students that their action is wrong or inappropriate

Students, especially new students and students with limited English proficiency and from diverse backgrounds, need special advocacy initiatives and services such as bilingual counselors, immersion programs, program materials translated into languages and dialects, diversity training for teachers, community outreach programs, mentors and advocates representing special populations.

Public relations

Public relations and awareness are enhancement activities that ensure open communication through regular newsletters, forums, information sessions, and opportunities for orientation to the school counseling program.

2.12 SCHOOL COUNSELING CURRICULUM

The counseling curriculum is a sequence of competencies and activities developed from the student needs assessment. Students work toward competencies through planned counseling experiences and learning activities delivered by a variety of staff members and persons in the school and community.

These activities correspond to the academic, career, and personal/social needs of students (see ASCA Model, pp. 31-37, Appendix; Workbook, pp. 14-15, 24-29).

A developmental approach

In order to successfully meet the challenges of each stage of development, students need to develop the building blocks necessary for steady progress toward successful adult life. Drawing from the work of Erickson, Piaget, Kohlberg, Super, Ginzberg, Ginsburg, Azelrad, and Herma, Havighurst, Gottfredson, Myrick, Johnson and Johnson, and Gysbers and Henderson, the New Jersey model uses a developmental approach that anticipates students' needs and integrates them into a planned program of learning activities.

A developmental school counseling program has several characteristics:

- developmental milestones are addressed by program activities
- competencies reflect emerging personal, social, academic/career capabilities
- activities are appropriate to students' developmental needs
  program activities form a continuum of awareness, understanding, and application of life skills.

When writing your program, remember that the New Jersey Administrative Code *NJAC 6A: 8-3.2; III (1-3) states that districts:*

> *…shall implement a developmental career guidance and career awareness program, linked to the Core Curriculum Content Standards, which:*
>
> *I. Is infused throughout the K-12 curriculum as appropriate for all students;*
>
> *II. Is supported by professional development programs;*
>
> *III. Takes into consideration the Career Development Standards of the National Standards for School Counseling Programs of the American School Counselor Association in the following three areas of student development*
>
> *(1) academic development*
> *(2) career development*
> *(3) personal/social development.*

2.13 New Jersey Core Curriculum Content Standards and National Career Development Guidelines

The New Jersey Core Curriculum Content Standards Relevant to School Counseling Programs

- Standard 2.1 Wellness
  All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle
- Standard 2.2 Integrated Skills
  All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle
- Standard 2.3 Drugs and Medicines
  All students will learn and apply information about alcohol, tobacco, other drugs, and medicines to make decisions that support a healthy, active lifestyle
- Standard 2.4 Human Relationships and Sexuality
  All students will learn the physical, emotional and social aspects of human relationships and sexuality and apply these concepts to support a healthy active lifestyle
- Standard 9.1 Career and Technical Education
  All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace
- Standard 9.2 Consumer, Family and Life Skills
  All students will demonstrate critical life skills in order to be functional members of *society*

The National Career Development Guidelines

- Competency 1 - Knowledge of the importance of self-concept
- Competency 2 - Skills to interact with others
- Competency 3 - Awareness of the importance of change and growth
- Competency 4 - Awareness of the benefits of educational achievement
- Competency 5 - Awareness of the relationship between work and learning
- Competency 6 - Skills to understand and use career information
- Competency 7 - Awareness of the importance of personal responsibility and good work habits
- Competency 8 - Awareness of how work relates to the needs and functions of society
- Competency 9 - Understanding of how to make decisions
- Competency 10 - Awareness of the interrelationship of life roles
- Competency 11 - Awareness of different occupations
- Competency 12 - Awareness of the career planning process

LEARNING TO LIVE: PERSONAL SOCIAL DEVELOPMENT

Focus: Becoming aware of who I am and how I interact effectively with others

ASCA NATIONAL STANDARDS FOR STUDENTS

ASCA Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
ASCA Standard B: Students will make decisions, set goals and take necessary action to achieve goals.
ASCA Standard C: Students will understand safety and survival skills.

LEARNING TO LEARN: ACADEMIC DEVELOPMENT

Focus: Achieving academic success, aspiring to the highest level of student achievement, acquiring skills for life-long learning

ASCA NATIONAL STANDARDS FOR STUDENTS

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 the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

LEARNING TO EARN: CAREER DEVELOPMENT

Focus: Becoming aware of life/career choices, planning for work after school, reaching life/career potential to become a satisfied worker and earn a satisfying living throughout life

ASCA NATIONAL STANDARDS FOR STUDENTS

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and 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

Five principles for strengthening career education in America:

1. Re-energize the profession of career counseling by reinvesting in its role within our schools. Give counselors, teachers, and parents more power to provide students with the information they need to make informed career choices.
2. Incorporate career/occupation knowledge into curriculum standards and testing for all students.
3. Improve and expand how schools inform parents and the community about career options and opportunities, including those not requiring four-year degrees.
4. Help students make well-informed decisions through career and academic planning that begins in the middle grades. This guidance should culminate in a senior-year program designed to make high school a turning point, not an end point.
5. Embrace the notion of lifelong learning for all, and encourage respect for workers who earn their credentials outside of the traditional college setting.

(The 70% solution, 2004. The John Heldrich Center for Workforce Development at Rutgers)

Elizabeth High School Personal/Social Competencies

Sample activities are illustrative only. Each school counselor may use site resources, materials, and ideas.

Levels of Resource Organization and Management

Competencies	Counselors	Counselors + School Staff	Counselors + School Staff + Parents + Community + BusinessIIndustry
Understand physical, emotional. and intellectual growth and development.	Counsel students having difficulty coping with development.	Discuss with students howgrowth and development are interrelated.	Discuss with parents the imponance of physical education classes.
Learn to cope with change and plan for the future	Counsel those studentsidentified as not being able to cope with change, with particular attention to Freshmen and students new tothe school.	Discuss the changing world and how it affects students.	Get input fiombusiness/ industry on ,technological change and future working conditions.
Learn human conflict resolution skills with adults and peers.	Work with students identifiedas unable to resolve conflicts in a positive manner..	Discuss individual differences and how to minimize conflicts	Assist parents in understanding conflicts in the classroom.
Understand and appreciate one ‘s own capabilities and those of others.	Provide opportunities for interaction with individuals of varying ability.	Work with class teacher onunderstanding one’s owncapabilities and how best touse them.	Interact with the community organizations to provide opportunities for students.
Take responsibility for personal decisions	Work with students identified as not taking responsibility fortheir own actions.	Promote awareness of impactof decisions about issues like drinking, driving. etc.	Secure community/ schoolcollaboration to publicize imponance of making informed decisions about current issues/events.

LUMBERTON TOWNSHIP - SCOPE AND SEQUENCE

Kindergarten

I COPING WITH CHANGE	II DEVELOPING POSITIVE RELATIONSHIPS	III PERSONAL GROWTH
Individual Counseling	Individual Counseling	Individual Counseling
Small Group Counseling	Small Group	Small Group Counseling
Memory Gang	Making Friends/Social Skills	Self-Esteem
Banana Splits	Anger Management	Impulsive Behavior
Coping with Serious Illness...		Stress Management
Elephant in the Living Room		
S.A.M. (Students of Active Military)		
Students on the Move/ New Student Group		
Progress Group		
Welcome to Walther School	Conflict Resolution Program	Classroom Group Counseling
		“I Can Do Hard Things”
	Positive School Climate	Career Awareness
	Character Education	

The following shows how national and state goals and competencies are addressed in the **Millville High School Counseling Curriculum**. The numbers in parentheses indicate the New Jersey Core Curriculum Standard and specific progress indicators that are addressed by that goal.

Personal and Social Development

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

1. Acquire Self-Knowledge

Millville High School students will:

- Develop a positive attitude toward self as a unique and worthy person. (9.2 B1, D1)
- Learn the goal setting process. (9.1 A1, A3, B1, B4 9.2 B1, B3)
- Distinguish between appropriate and inappropriate behaviors. (9.1 B4, 9.2 C1, C2, D1, D3, D4)
- Recognize personal boundaries, rights, and privacy needs. (9.2 B1, C1, C2)
- Understand the need for self-control and how to practice it. (9.1 A3, B1, B4, 9.2 C1, C2, D1, D4)
- Describe feelings they have in various situations. (9.2 B1, C2)
- Recognize special personal traits and positive attributes in self and others. (9.1 B4, 9.2 B1, C2, D1)
- Define “values” and describe their own. (9.1 A3, B1, B4, 9.2 A4, B1, D1)
- Specify personal characteristics they value. (9.1 A3, B1, B4, 9.2 B1, D1)
- Define and discuss self-esteem and how it affects performance. (9.1 B1, B3, 9.2 D1)
- Explore how thoughts and feelings affect life choices. (9.1 B1, B4, 9.2 D1)
- Develop skills to cope with change and transition. (9.1 A1, B5, 9.2 A1, B1, B2, B3)
- Analyze how their thoughts and feelings affect performance. (9.1 A3, 9.2 B2, D1)
- Focus on strengths rather than limitations, which can be used to overcome barriers. (9.2 B1, B3)
- Introduce concept of self-esteem. (9.1 B1, B4, B5, C1, C2, D1)
- Identify personal strengths of students in the school environment. (9.1 B1, B2, B4, 9.2 A1)

2. Acquire Interpersonal Skills

Millville High School students will:

- Recognize that everyone has rights and responsibilities. (9.1 B1, B4, B5, 9.2 A4, C1, C2)
- Respect alternative points of view. (9.1 B5, 9.2 A4, C1, C2)
- Recognize, accept, respect, and appreciate ethnic and cultural diversity. (9.1 B1, B4, B5, 9.2 A4, C1, C2, D1)
- Recognize and respect differences in various family configurations. (9.1 B4, 9.2 C1)
- Know that communication involves speaking, listening, and nonverbal behavior. (9.1 B2, B4, 9.2 C1, C2)
- Learn how to make and keep friends. (9.2 B1, C1, C3, D1)
- Identify characteristics and abilities they appreciate in themselves and others. (9.1 B4, 9.2 B1, C2, D1)
- Describe cooperation. (9.1 B1, B2, 9.2 B1, C1, C2)
- Understand the concept of choices and their consequences in themselves and others. (9.1 A3, B4, 9.2 A1, A2, B1, B3)
- Evaluate the effect of their behavior on others. (9.1 B2, B4, 9.2 C1, D1)
- Use effective communication skills. (9.1 B2, B5, 9.2 C2)

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

1. Self-Knowledge Applications

Millville High School students will:

- Identify alternative solutions to a problem. (9.2 B3)
- Demonstrate a respect and appreciation for individual and cultural differences. (9.1 B4, 9.2 A4, C1, C2)
- Know when peer pressure is influencing a decision. (9.2 A2, C1)
- Identify alternate ways of achieving goals. (9.2 B3)
- Learn basic social problem-solving and decision-making skills. (9.2 B1, B3, C1, C2)
- Describe choices and decisions they make. (9.2 A2, B1)
- Recognize that choices and decisions have consequences. (9.1 A1, B1, B4, 9.2 D1, D3, D4)
- Develop a decision-making process. (9.2 A1, A2, A3, B2)

- Describe situations where their behaviors affect others. (9.1 B5, 9.2 A1)
- Provide examples of how past decisions have affected present actions. (9.2 B1, B3)
- Demonstrate how gaining more information helps in decision-making. (9.1 B5, 9.2 A1, A3, B3)
- Analyze importance of generating alternatives and assessing consequences. (9.2 B3)
- Assess the consequences of the decisions they make. (9.2 A1, A3, B1, B3)
- Apply effective problem solving and decision making skills to make safe and healthy choices. (9.2 A1, A3, B1, F1, F5)
- Understand and utilize decision-making, problem-solving skills. (9.2 A1, A3, B1, B2, B3)

Standard C: Students will understand safety and survival skills:

1. Acquire Personal Safety Skills

Millville High School students will:

- Learn about the relationship between rules, laws, safety, and the protection of an individual's rights. (9.2 A4, D2, D3, D4, F1)
- Demonstrate the ability to assert boundaries, rights, and personal privacy. (9.1 B4, B5, 9.2 A4, B1, D2)
- Differentiate between situations requiring peer support and situations requiring adult professional help. (9.2 A1, C1, C2, F5)
- Identify resource people in the school and community and know how to seek their help. (9.2 C1, C2, F5)
- Apply effective problem-solving and decision-making skills to make safe and healthy choices. (9.2 C1, C2, F1, F5)
- Learn about the emotional and physical dangers of substance use and abuse. (9.2 A1, F1)
- Learn how to cope with peer pressure. (9.2 B1, B3, C1, C2, E6)
- Learn techniques for managing stress and conflict. (9.2 A1, B1, C1)
- Learn coping skills for managing life events. (9.2 B1)
- Understand legal issues related to harassment and discrimination. (9.2 A4)
- Recognize forms of harassment and impact on others. (9.2 A4, C1)
- Learn assertiveness skills for self-protection and advocacy. (9.2 B1, C1, C2)

Academic Development

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

1. Improve Academic Self-Concept

High School students will:

- Develop feelings of self-esteem. (9.2 B1, B2)
- Evaluate study habits and make appropriate changes. (9.2 A1, B2, B3)
- Recognize importance of writing down assignments. (9.2 B2)
- Learn how to organize and complete work. (9.2 A1, A3, B1, B2)
- Advocate for reasonable accommodations to address special needs. (9.1 B2, B4, 9.2 A4, B1, B3)
- Develop an educational plan that matches student abilities. (9.1 A1, A2, A3, B2, B4)
- Develop realistic academic goals to match student competencies. (9.1 B1, B2, B4)
- Accept mistakes as essential to the learning process. (9.2 A2, C1)
- Identify attitudes and behaviors, which lead to successful learning. (9.1 A3, B1, B2, 9.2 A1, A2, B1, C1, D1)
- Learn how to get help from proper sources. (9.2 B2, C2)
- Recognize goals they have achieved. (9.2 B1)

2. Acquire Skills for Improving Learning

Millville High School students will:

- Learn test-taking skills. (9.1 B2)
- Use communication skills to know when and how to ask for help when needed. (9.1 B2, B5, 9.2 A1, C2)
- Apply time management and task management skills. (9.1 B1, B4, 9.2 B1)
- Demonstrate how effort and persistence positively affect learning. (9.1 A3, B1, B4, 9.2 A1, B1, B2, B3)
- Learn study skills. (9.1 B1, 9.2 A1, B1, B3)
- Describe good listening skills and why it is important in learning. (9.1 B1, B4, B5, 9.2 C2)
- Maintain balance between study / work / social activities. (9.2 B1, B2, B3)
- Recognize the importance of self-control in the classroom. (9.1 A3, B1, B5, 9.2 A2, C1, C2, D1, D3)

- Evaluate study habits and make changes if necessary. (9.2 B1, B3)
- Develop a study plan. (9.2 B1, B2, B3)
- Identify attributes and behavior that lead to successful leaning (9.1 A2, B4, 9.2 B3)

3. Achieve School Success

Millville High School students will:

- Work cooperatively with peers and teachers. (9.1 B1, B4, B5, 9.2 A2, C1, C2, D1, D4)
- Demonstrate the ability to work independently, being productive and taking initiative. (9.1 B1, B4, B5, 9.2 B2)
- Develop interests in extracurricular activities. (9.1 A1, B1, B5, 9.2 B1)
- Recognize goals they have already achieved. (9.2 B1)
- Tell why learning is important. (9.1 A2, A2, A3, B1, B2, B4, 9.2 D1, E1)
- Assume responsibility for own actions. (9.1 B5, 9.2 C1, D4)

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

1. Improve Learning

Millville High School students will:

- Recognize what motivates them to perform well. (9.1 B4, 9.2 B1, B3)
- Identify past victories as motivation toward future success. (9.2 B1, B3)
- Learn test-taking skills. (9.1 B1, 9.2 A1, B1, B3)
- Read and interpret high school transcripts and recognize significance of permanent records. (9.1 A2, A3, 9.2 A1, A3)
- Develop a tentative 4-year educational plan for high school to be reviewed each year. (9.1 A1, A2, A4, A5, B4, 9.2 B1)
- Develop good study habits and manage study time. (9.1 B1, 9.2 A1, B1, B3)
- Be a self-motivated independent learner. (9.1 B4, B5, 9.2 B1, B2, B3)
- Organize and apply academic information from a variety of services. (9.1 B2, 9.2 A1, A3)
- Learn and apply critical thinking skills. (9.1 B5, 9.2 A1, A2, A3, D5)
- Seek information and support from faculty, staff, family, and peers. (9.1 B2, B5, 9.2 C2)

2. Plan to Achieve Goals:

Millville High School students will:

- Establish challenging academic goals. (9.1 A2, B1, 9.2 B2, B3)
- Use past performance in academic planning. (9.2 B1, B3)
- Use and maximize their study plans. (9.1 B1, 9.2 A1, B1, B3)
- Understand the relationship between classroom performance, school success and job success. (9.1 A2, A3, B1, B4, 9.2 A1, B1, D1)
- Identify realistic post-secondary options that match interests, achievement, and abilities. (9.1 A1, A2, A3, A4, B1, B4, 9.2 B1)
- Set long term, short-term goals. (9.1 A1, A4, B1, B4, 9.2 B1)
- Apply knowledge of aptitudes and interests to goal setting. (9.1 A3, A4, B1, B4, B5, 9.2 A1, A2, B1, D1)
- Read and interpret high school transcripts and recognize significance of permanent records. (9.1 A2, A3, 9.2 A1, A3)
- Build and maintain relationships with people and agencies that support them. (9.1 B1, B2, B5, 9.2 C1, C2)
- Access appropriateness of current goals academic / career / personal and social. (9.1 A1, A2, A3, A4, B1, B4, 9.2 B1)
- Use appropriate technology resources to research career goals (9.1 A1, A4, B3, 9.2 B1)

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

1. Relate School to Life Experiences

Millville High School students will:

- Demonstrate the ability to balance schoolwork, extra-curricular activities and work. (9.1 B4, B5, 9.2 B1, B3)
- Seek co-curricular activities and community experiences to enhance the school experience. (9.1 A1, B4, B5, 9.2 B1, B3, C2, D1)
- Understand the relationship between learning and work. (9.1 A2, A5, B1, B4, 9.2 D1)
- Set and review educational plans based on self-assessment and career exploration. (9.1 A1, A2, A4, B1, B4, 9.2 B1)
- Understand how school success and academic achievement enhance future career and vocational opportunities. (9.1 A1, A2, A3, A5, B1, B4, 9.2 D1, E1)
- Appreciate that learning can also take place out of school. (9.1 B5, 9.2 A1)

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.

1. Development Career Awareness

Millville High School students will:

- Develop skills to locate, evaluate and interpret career information. (9.1 A1, A2, A4, B1, B2, B3)
- Learn about the variety of traditional and non-traditional occupations. (9.1 A1, A2, B1, B2)
- Develop an awareness of personal abilities, skills, interests and motivation. (9.1 A1, A2, A4, B1, B4, 9.2 B1)
- Develop a valid decision-making process. (9.2A1, A3, B1, B2)
- Learn to set realistic long and short term goals (9.1 A1, A2, A4, B1, B4 9.2 A1, B1, B3)
- Recognize the relationship between short term and long term career goals. (9.2 B1, B2)
- Understand the importance of planning. (9.1 A3, B2, B4, 9.2 B1, B3)
- Recognize activities that interest them. (9.1 A1, B1, 9.2 B1, B3)
- Understanding the importance of balancing study time, extracurricular activities and work. (9.1 B4, 9.2 B2)
- Recognize how school success relates to occupational choices. (9.1 A2, A3, B1, B4)
- Understand that occupational choices are influenced by interests and abilities. (9.1 A1, A2, B1)
- Define work and understand why people work. (9.1 B2, B4)

2. Develop Employment Readiness

Millville High School students will:

- Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace. (9.1 A3, B4)
- Utilize time-and-task management skills. (9.1 A3, B4, B5, 9.2 B1, B2)
- Demonstrate knowledge about the changing workplace. (9.1 A5)
- Respect individual uniqueness in the workplace. (9.1 B4, 9.2 A4, C1, C2)
- Understand and develop a good work ethic. (9.1 A3, B1, B4, B5)
- Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace. (9.1 A3, B1, B4, B5)
- Learn about the rights and responsibilities of employers and employees. (9.1 B1, B4, 9.2 A4, C1)
- Develop a positive attitude toward work and learning. (9.1 A3, B1, B4, 9.2 A2, B1, C2)
- Specify characteristics and abilities of a good employee. (9.1 A3, B1, B4, B5)
- Recognize appropriate behavior in the workplace. (9.1 A3, B1, B4, B5)

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

1. **Acquire Career Information**

Millville High School students will:

- Assess their skills, abilities and interests for career prospects. (9.1 A1, A2, A4, B3)
- Apply decision-making skills to career planning, course selection, and career transitions. (9.1 A1, A2, A3, A5)
- Demonstrate knowledge of the career planning process. (9.1 A1, A2, A3, A4, A5, B3)
- Explore post-secondary educational / occupational information. (9.1 A1, A2, A3, A4, A5, B3)
- Know the various ways which occupations can be classified. (9.1 A2, A5)
- Use research and information resources to obtain career information. (9.1 A1, A2, A3, A5, B3, 9.2 A1, A3)
- Learn to use the Internet to access career planning information. (9.1 B3)
- Analyze how traditional and non-traditional occupations affect their career identities. (9.1 A3, B4, 9.2 A1, A4)
- Understand how changing economic and societal needs influence employment trends and future training. (9.1 A5, 9.2 A1, E1)

2. **Identify Career Goals**

Millville High School students will:

- Demonstrate awareness of the education and training needed to achieve career goals. (9.1 A2, A3, A5, B1)
- Assess and modify their educational plan to support career goals. (9.1 A1, A2, A3, A4 9.2 B1)
- Select course work that is related to career interests. (9.1 A2, A3, A4)
- Develop a career planning portfolio. (9.1 A1, A2, A3, A4)
- Maintain and update a career-planning portfolio. (9.1 A1, A2, A3, A4)

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

1. **Acquire Knowledge to Achieve Career Goals**

Millville High School students will:

- Understand the relationship between educational achievement and career success. (9.1 A2, A3, B1, B4)
- Explain how work can help to achieve personal success and satisfaction. (9.1 A3, B2, 9.2 E1)
- Review and evaluate educational plans and set educational goals based on self-assessment and career exploration. (9.1 A1, A2, A3, A4, 9.2 B1)
- Begin self-exploration in areas of skills, abilities, interests, and knowledge, which influence career choices. (9.1 A1, A2, A3, A4, B3, 9.2 B1, B3)
- Recognize the relationship between personal skills and interests. (9.1 A1, A2, A3, B1, B4)
- Recognize the importance of school in developing skills and interest. (9.1 A1, A2, A3, A5)
- Recognize various ways of developing skills and interests. (9.1 A3, A5, B1, 9.2 A1, B1, B3)
- Assess their abilities to achieve past goals and integrate these into future planning. (9.1 A4, 9.2 B1, B2, B3)

2. **Apply Skills to Achieve Career Goals**

Millville High School students will:

- Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals. (9.1 A1, A2, A3, B4, B5, 9.2 B2, D5)
- Evaluate current communications and conflict resolution skills. (9.2 B1, B3, C1, C2)
- Assume responsibilities for their actions and utilize problem-solving skills to resolve conflicts. (9.1 B1, B4, B5, 9.2 A1, B1, B2, B3, C1, C2)
- Describe cooperation. (9.1 B2, 9.2 A2, A3, C1, C2, D1, D3)
- Learn how to write a resume. (9.1 B1, B2, B3, B4)
- Stress the importance of acquiring new skills and lifelong learning. (9.1 A2, A3, A3, B1, B2, 9.2 A1,

SECTION 3

MONITORING AND ENHANCING YOUR PROGRAM

MONITORING AND ENHANCING YOUR PROGRAM

Keeping your program alive and relevant to the needs of the various community constituencies is an on-going process. While this section of the NJSCI is a work in progress with updates planned in the future, several significant activities in this chapte include:

- **Creating an advisory council** as a source of ongoing advice and support
- **Creating a school counseling team** to insure that everyone is working toward the same goals
- **Developing a counselor role statement** to clarify what counselors do and to identify inappropriate use of counselors' time
- **Implementing the program** (think of this as a "shakedown cruise" where, during the first year, you work out all of the problems and look toward fine-tuning in subsequent years)
- **Creating a master calendar** to keep everyone informed
- **Evaluating results to** determine effectiveness and help to identify program adjustments. This section also includes information about **collecting and using data**.

3.1 Prepare for the transition

___ Organize an advisory council for the School Counseling Program (ASCA Model, pp. 47-48; Workbook, pp. 67-69)

___ Work with your superintendent to receive Board of Education adoption of the new School Counseling Program

___ Obtain appropriate moral and financial assurances from the central administration

___ Allocate necessary resources when developing next year's budget

___ Prepare a role statement for school counselors

___ Revise job descriptions for school counselors and program support staff

___ Develop counselor evaluation instruments consistent with their new roles

___ Train the school staff

___ Orient students and parents to the new program

___ Design your counseling program delivery model (ASCA Model, pp. 40-65; Workbook, pp. 31-45)

___ Develop your K-12 counseling "curriculum" (ASCA Model, pp. 40-41, 81-100; Workbook, pp.**31-32)**

3.2 Create an Advisory Council

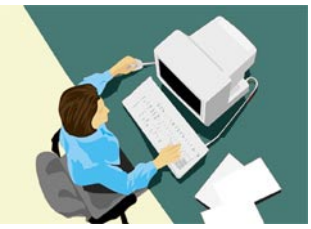
The Advisory Council is a representative group of constituents (students, parents or guardians, teachers, counselors, administrators, school board members, business and community members) who advise and assist the school counseling program to:

- review the program goals, competencies and results
- make recommendations to the school counseling department, principal and superintendent
- provide support, input, and recommendations for program development and improvement
- other functions could include public relations, providing support, making recommendations and serving as a focus group

When creating an advisory council, the more representative the group's makeup, the more the outcomes will accurately reflect the community's values and concerns. Generally, a good rule of thumb is to establish a council of between 8- 20 members.

Some hints when forming an advisory council:

- screen candidates to insure sincere interest in the counseling program
- identify people who can serve more than one role
- officially invite potential members by letter indicating the purpose and time commitment
- hold a meeting at the beginning of the school year to present the goals and objectives along with the program's calendar
- hold another meeting at the end of the year to share the results of the program along with recommendations for program improvement



Advisory Council Representatives

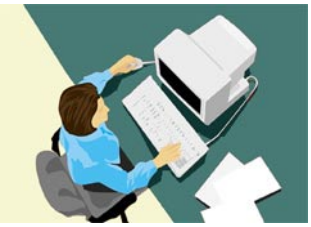
Role/Area	Name	Contact Information
Student		
Student		
Parent		
Parent		
Parent		
Parent		
Adminstrator		
Faculty		
Faculty		
Faculty		
Business		
Business		
Community		
Community		
School Counselors (ex-officio)		

3.3 Use a School Counseling Team approach

Using a team approach ensures effective implementation of the delivery system. The role of the school counseling team is to:

- meet students' needs
- reviews and discuss student and schooles needs n and school site based on data analysis
- decide on a plan of action to meet student needs
- agree on how students, counseling curriculum, and services are assigned to counselors
- insure that all elements of the school counseling program are integrated
- guarantee all students access to their counselor

When school counselors and administrators meet and agree on program priorities, implementation strategies, and the organization of the counseling department, the program is more likely to produce the desired results for students.



School Counseling Team Plan

Program Delivery

The school counseling teams will spend the following approximate times in each component area to ensure the delivery of the school counseling program. The recommended times show a range in order that your program is adjusted to address the differing needs of the community.

Actual Use			Recommened Time		
____%	of time delivering school counseling curriculum	Provides planned, sequential developmental activities to all students K-12	Elementary: 35%–45%	Middle/Jr High: 25%–35%	High School 15%–25%
____%	of time with consultation & individual student planning	Assists students & parents in developing academic & career plans	Elementary: 5%–10%	Middle/Jr High: 15%–25%	High School 25%–35%
____%	of time with counseling	Provides individual & group counseling to address student concerns	Elementary: 30%–40%	Middle/Jr High: 30%–40%	High School 25%–35%
____%	of time with enhancement & system support	Manages & promotes the school counseling program	Elementary: 10%–15%	Middle/Jr High: 10%–15%	High School 15%–20%

Counselor Access

Students will access the school counselor by

____Grade Level ____Alpha ___Special program ___Open Door ____Other_____

Counselor Name	Student Assignment	Program Responsiblities

School Improvement/Closing-the-Gap Goals

This year's goals and strategies to improve school-level student performance and to close the achievement gap are:

	Goal	Implementation Strategy
1		
2		
3		

Programs planned (consultation & enhancement) for the school year

Programs planned for this school year to address each of the stakeholders are:.

Teachers	Parents	Community

Professional Development for School Counseling Staff

The school counseling team will participate in the following professional development (circle):

District meeting	Workshops	Annual state conference
National conference	County meetings	University courses
Inservice programs	Clinical supervision	Other_____

Professional Collaboration

The school counseling department will meet weekly/monthly: *circle all that apply*

As a counseling department team	With the school faculty	With the advisory council
With administration	With subject area departments	Other_____

Counselor Availability/Office Organization

The school counseling program will have the following hours of operation (e.g., counseling office, career center, school-based programs, alternative sites, etc.)

School	Office/Center hours	Hours of counselor availability

3.4 Develop Your School Counselor Role Statement

The school counselor role statement should reflect the mission of your program, prioritized student needs, counselor professional identity, graduate training and skills. The role statement is the written foundation for the school counselor job description and performance evaluation.

> School counselors are professional school advocates who provide support to maximize student and academic achievement. In partnership with other educators, parents, or guardians and the community, school counselors facilitate the support system to ensure all students in the **Parsippany-Troy Hills** School District have access to and are prepared with the knowledge and skills to contribute at their highest level as productive members of society.

3.5 Implement The Program

___Distribute a master calendar for the counseling program annually
___Determine what resources can be allocated and/or what new resources are needed
___Make a resource and referral directory available for counselors, parents, and staff
___Outline your multiyear transition plan
___Present your program proposal and timeline to the board of education
___Broaden your school and community support by “selling” the plan
___Begin delivering your curriculum
___Phase in the new program
___Provide staff development for counselors
___Review the results of the needs assessment with your staff

3.6 Develop a Master Calendar

A Master Calendar containing information about program activities keeps everyone informed. Some best practices for a Master Calendar include:

- Sending the calendar to parents/guardians, students, staff, and community members
- Identifying activities for grade levels, dates
- Comparing activities to program goals
- Placing the calendar on prominent bulletin boards in school and in prominent places such as the community’s library
- Creating monthly calendar to call attention to specific activities (e.g., SAT dates) and annual calendars to provide a program overview (e.g., activities during each month)

The following are examples of calendars from local districts.

PISCATAWAY CALENDAR
SCHOOL COUNSELIING CURRICULUM

Month	***Topics by Grade***			
	K	***1***	***2***	***3***
September	Communication Skills P/S/A/C	Communication Skills P/S/A/C	Communication Skills P/S/A/C	CommunicationSkills P/S/A/C
October	Anger Management P/S	Anger Management P/S	Anger Management P/S	Anger Management P/S
November	Responsibility P/S/A/C	Problem Solving P/S/A/C	Decision Making P/S/A/C	Goal Setting P/S/A/C
December	<<<<<<<< Self Awareness P/S/A/C	Human Rights Week Self Awareness P/S/A/C	>>>>>>>>> Self Awareness P/S/A/C	Self Awareness P/S/A/C
January	Alike & Different P/S/C	Respecting Differences P/S/C	**Respecting Differences** P/S/C	Respecting Differences P/S/C
February	<<<<<<<< Bullying P/S/A	**Counseling Week** **Bullying** P/S/A	>>>>>>> **Bullying** P/S/A	**Harassment** P/S/A
March	Making Friends P/S	Getting Along with Others P/S/C	Friendship P/S	Friendship P/S
April	Manners P/S/A	Respect P/S/A	Fairness P/S/A	Peer Pressure P/S/A
May	Career Awareness Month C	Career Awareness Month C	Career Awareness Month C	Career Awareness Month C
June	Transitions P/S/A/C	Transitions P/S/A/C	Transitions P/S/A/C	Transitions P/S/A/C

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PISCATAWAY CALENDAR
SCHOOL COUNSELOR CURRICULUM

Month	***Topics by Grade***		
	4		***5***
September	**Lunch with Counselor & Values Clarification** P/S	Transition & Academic Responsibility P/S/A	Goals & Academic Responsibility P/S/A
October	**Lunch with Counselor & Values Clarification** P/S	Harassment Teasing & Bullying P/S/A	Harassment Teasing & Bullying P/S/A
November	**Lunch with Counselor & Values Clarification** P/S	Positive Communication P/S/A/C	Positive Communication P/S/A/C
December	**Lunch with Counselor & Values Clarification** P/S	Conflict Resolution & Human Rights Activities P/S	Conflict Resolution & Human Rights Activities P/S
January	**Lunch with Counselor & Values Clarification** P/S	Respecting Others P/S/C	Respecting Others P/S/C
February	**Lunch with Counselor & Values Clarification** P/S	**<<<< Counseling Week** Test Anxiety & Test Taking Skills P/S/A/C	*Activities* >>>> Test Anxiety & Test Taking Skills P/S/A/C
March	**Lunch with Counselor & Values Clarification** P/S	Positive Self-Talk P/S/A	Positive Self-Talk P/S/A
April	**Lunch with Counselor & Values Clarification** P/S	Stress & Anger Management P/S/A	Stress & Anger Management P/S/A
May	**Lunch with Counselor & Values Clarification** P/S	Career Awareness C	Career Awareness C
June	**Lunch with Counselor & Values Clarification** P/S	Transition P/S/A	Transition "Moving On" Lesson P/S/A

PISCATAWAY CALENDAR
SCHOOL COUNSELING CURRICULUM

Month	***Topics by Grade***		
	6	***7***	***8***
September	Transition P/S	Orientation P/S/A	Orientation P/S/A
October	Study Skills A	Time Management A/C	Respecting Others P/S/C
November	Setting Goals P/S/A	Career Cruising C	Career Cruising C
December	Making Effective Decisions & Problem Solving P/S/A/C	Problem Solving & Learning Strategies P/S/A	Self-Awareness (Stress) P/S/C
January	How Behavior Affects Others P/S/C	Harassment P/S	Test-Taking Skills/Anxiety A
February	**<<<<<<<<** P/S/A/C	**School Counseling Week Activities** P/S/A/C	**>>>>>>>** **High School Orientation** P/S/A/C
March	<<<<<<<<< A	District Terra Nova Testing Test-Taking Skills A	>>>>>>>> 4 Yr. Plan High School Courses Selection GEPA Testing A
April	**Analyzing Skills & Interests** P/S/C	Making Effective Decisions & Problem Solving P/S/A/C	Harassment P/S
May	**Self-Awareness** **P/S/C**	Study Skills & Learning Strategies A	Assertiveness P/S/C
June	**Transition to Grade** **P/S/A/C**	Self-Awareness (How Behavior Affects Others) P/S/C	Transition Issues to Grade 9 P/S/A/C

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PISCATAWAY CALENDAR
SCHOOL COUNSELOR CURRICULUM

Month	***Topics by Grade***			
	9	***10***	***11***	***12***
September	Career Skills HS Orientation Time Management P/S/A/C	Review Educ Planning Goal Setting A/C	Review Educ Planning Goal Setting College Fair P/S/A/C	Senior Year Procedures College Fair P/S/A/C
October	Career Skills Peer Pressure P/S/C	PSATs A	PSATs A	Post Graduate Planning SAT I & II P/S/A/C
November	Career Skills Decision Making P/S/A/C	Relationships P/S	**Sexual Harassment** P/S	College Application SAT II P/S/A
December	Self Awareness Self-Esteem P/S/C	Career Skills Interpret PSAT Results P/S/A/C	Interpret PSAT Results A	Financial Aid Planning P/S/A
January	Goal Setting P/S/A	Career Skills Study Skills P/S/A/C	Study Skills A	Job Market Skills C/A
February	Educational Planning Goal Setting P/S/A	Career Skills Educational Planning Goal Setting P/S/A/C	Career Skills Educational Planning Goal Setting P/S/A/C	Stress Management P/S
March	Educational Planning Goal Setting P/S/A/C	Educational Planning Goal Setting P/S/A/C	Career Skills Educational Planning Goal Setting A/C	Career Readiness Workshop P/S/A/C
April	Educational Planning Goal Setting P/S/A/C	Educational Planning Goal Setting P/S/A/C	Career Skills Educational Planning Goal Setting P/S/A/C	Final College Choice & Transition P/S/A/C
May	Problem Solving P/S/A	Problem Solving P/S/A	Career Skills SAT I & II A/C	Career Job Fair C
June		End of Year Responsibilities		

Monroe Townshop
Williamstown, NJ

MIDDLE SCHOOL - ANNUAL CALENDAR/SCOPE & SEQUENCE

Time of Year	***6***	***7***	***8***
Sept.	Transition I Orientation P/S,A.C	Orientation, Transition and Academic Responsibilities PIS	Orientation *PIS.* A
Oct.	Organizational and Study Skills A Sexual Harassment *PIS*	Study Skills and Leaning Strategy A	Career Awareness The Academies at GCIT A,C The Academy Program At WHS A.C
Nov.	Setting Goals *P/S.A.C*	Study Skills and Learning Strategy A	Respecting Others and Resolving Conflict *PIS*
Dec.	Decision Making Skills *PIS.* A. C	Dealing with Conflict Harassment *PIS*	Test Taking Skills I Anxiety (GEPA) A
Jan.	Peer Pressure I Coping Skills *PIS*	Self Awareness (How Behavior Affects Others) *PIS*	High School Orientation *PIS,* A, C High School Scheduling A
Feb.	Analyzing Skills and Interests for Careers PIS	Making Effective Decisions and Problem Solving *PIS*	Coin Program c
April	Test Taking Skills A How Behavior Affects Others and Harassment *PIS*	Test Taking Skills A	A.'Uitrtivcne.. *PIS*
	Terra Nova Testing	Terra Nova Test	IIIIrmUilncnt *PIS*
May - June	Self Esteem *P/S,A*	Time Management	Transition Issues to Grade 9 *PIS* A. C
Ongoing	Individual Counseling Sclillf,	School to Career week; Cyclt Course for All Students - Five days a week Jndividual Counseling	Individual Counseling

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3.7 Evaluate the results

___Consult with the NJSCA and NJSCI for program evaluation design and assistance
___Use your School Counseling "team" as a resource and program evaluation group
___Revise the counselor evaluation documents to reflect changes in their roles
___Design and administer student outcome evaluation
___Conduct a comprehensive program evaluation (see ASCA Model, pp. 110-120; Workbook, pp.111-125)
___Review the findings and prepare a report with recommendations for revisions or program modifications
___Work with the superintendent in order to report results to the board of education

Program Evaluation

A comprehensive school counseling program uses research and data to ensure that the program is meeting its goals and every student receives the benefits of the program. The a collection of accountability and program evaluation tools to be used after implementing your program follows.

The sample program evaluation form can be adapted to evaluate your program.

Matawan High School Activities Calendar

July	August	September
- New student registration - Make college representative appointments - Update student records/maintenance - Clean out senior cumulative records - Process schedule changes - Make schedule adjustments for Basic Skills and Special Education students - Resolve student schedule conflicts - Test newly enrolled students - Retainees - Summer school applications - Monthly report	- New student registration - Resolve student schedule conflicts - Process schedule changes - Test newly enrolled students - Register new students - Update transcripts with summer school grades - Process student transcripts - Mail tentative student schedules - Provide teachers with class lists - State reports - Revise forms - Update school profile - SPSS Newsletter - Monthly report	- Provide input for Back to School Night Program - Prepare National Merit Semi Finalist applications - Board presentation - Ninth grade orientation meetings - Alert mainstream teachers of special needs students - College representative visits begin - Plan and conduct college mini day - Conduct individual conferences - Scholarship announcement process begins - Begin to verify senior graduation eligibility - Plan and announce PSAT/NMSQT administration - Host individual representatives from colleges, business, career, and technical schools - Process student transcripts - Verify all student records are in order - Produce and distribute college, career, technical school visitation calendar - Update HSPA list for district test coordinator - Provide liaison for US Military representatives - Department weekly meetings - Senior orientation - Monthly report - District counseling meetings - Distribute school counseling brochure to students - Teen Parenting program - Post College Campus Days

October	November	December
- PAC/CORE meetings - Conduct PSAT/NMSQT orientation meetings - Staff prepares preliminary budget - Administer Fall HSPA - Prepare news release for NMSQT - Produce scholarship handout - Conduct group/individual counseling sessions - Scholarship Committee - Department weekly meetings - District Counseling meetings - Freshman interviews, Teen for Teen - PSAT/NMSQT administration - Plan and conduct 2nd college mini day - Provide liaison for US Military repre sentatives - Host individual representatives from college, business, career/technical schools - Scholarship update - PLAN administration - Process college applications - Set up and coordinate ASVAB testing - Process student transcripts - Teen Parenting program - Senior interviews - Nominations –Garden State and - Distinguished Scholars - Career Corner - Career Day preparation - Junior/Sophomore orientation - Get a Life Portfolio - Parent workshops - Monthly report	- Produce SPS Newsletter - Conduct Freshman/Senior interviews - Scholarship update - Maintain/update job postings - Process student transcripts - Conduct individual/group counseling sessions - Career Corner - Career Day preparation - PAC/CORE meetings - Complete Early decision applications - Complete ROTC and Military - - Academy applications - Meet with and counsel students with failing marking period grades, giving priority to multiple failures - Conduct senior interviews to discuss future planning - Host individual representatives form colleges, business, career/technical schools - Department meetings - Get a Life Career Portfolio - Teen for Teen orientation program for grade 9 - Governor’s School and NJ Scholars applications - P-ACT administration - Plan and conduct 3rd college mini day	- District Counseling meeting - PAC/CORE meetings - Department weekly meetings - PLAN interpretation - Scholarship update - Caring Award - Process student transcripts - Maintain job file - Post college campus days - Conduct individual/group counseling sessions - SAT administration - PSAT/NMSQT interpretation group meetings - Process college applications - Host individual representatives from college, business, career and techni cal schools - Disseminate financial aid information and FAFSA - Governor’s School applications processed - Elect Rutgers Scholar nominee - ACT administration - Provide liaison for US military repre sentatives - Referrals to PAC, CST, Crisis Coun-seling Group Sessions - Interpretation-PLAN and CST - Monthly report

January	February	March
- Produce SPS Newsletter - Develop HSPA test procedures - Conduct individual/group counseling sessions - Reschedule seniors to meet graduation where necessary - Change and adjust 2nd semester schedules - Process college applications - Provide liaison for US military repre sentatives - Process student transcripts - Referrals to PAC and SCT - Crisis counseling/group sessions - District Counseling meeting - Career Day program - Weekly department meetings - Caring Award - Choose nominees for Governor's School - Monthly report	- Announce summer enrichment programs - Conduct group 8th into 9th scheduling Meetings with students - Begin to conduct individual conferences with all 9th, 10th, and 11th graders to schedule them for next year - Distribute course selection sheets - Prepare midyear senior grades for colleges - Counsel students with failing marking period grades, with priority given to multiple failures - Ensure that seniors and administra tors are notified concerning course failures and/or danger of not graduating - Review report cards of all students - Distribute handouts to incoming 9th graders - Ninth grade orientation program begins - Process student transcripts - Provide liaison with US military rep resentatives - Process college applications - Referrals for PAC/CORE or CST - Crisis counseling/group sessions - Caring award - Weekly department meetings - District counseling meeting - Monthly report	- Continue scheduling conferences, and send copy of students' schedules with report cards - Rotary International Leadership Conference - Conduct counseling sessions - College planning process begins for juniors - Prepare for scholarship selection meetings - Prepare for parents' program on College Planning - Assist each junior with post high school planning through individual and group conferences - Conduct one or more individual conferences with each sophomore - PAC/CORE meetings - Publish scholarship bulletin - Process student transcripts - Prepare SAT and HSPA testing packets - Provide liaison with US military representatives - Weekly department meetings - Caring Award - Process college applications - Provide arrangements for minority college tour - Referral to PAC and CST - District counseling meeting - Monthly report

April	May	June
- Administer HSPA tests - Conduct counseling sessions - Admission Testing Program process begins - College Night planning continues - Reschedule courses not being offered - Weekly department meetings - District Counseling meeting - Counsel students with failing marking period grades giving priority to multiple failures - Monitor each senior's progress toward graduation, keeping students and administrators informed if the student's graduation is in danger - Participate in Junior Parents' Night - College/Career Program - Focus on seniors with no post-secondary plans and provide extensive counseling - Plan student surveys and follow up studies - Produce SPS Newsletter - Participate in 7th grade Parent Program - Process student transcripts - Provide liaison for US military representatives - Process college applications - College/Career workshop in English 3 classes - Junior program presentations begins - Caring Award - Monthly report	- SAT administration - Assist in Brookdale Basic Skills testing - Participate in scholarship selection meetings - Conduct counseling sessions - Rotary luncheon - Caring Award - Weekly department meetings - District Counseling meetings - Resolve student schedule conflicts - Process student transcripts - Junior part conferences for college/career - Provide liaison with US military rep- resentatives - Process college applications - Monthly report	- Provide summer school information - Update student records - Reschedule students because of failures - Prepare final grades for seniors - Contact by parents/guardians by letter of students who failed courses for the year, and recommend summer school when appropriate - Assist with checking and correcting student schedules for next year - Process student transcripts - SAT administration - Provide liaison with US military representatives - Process college applications - Monthly report - Counselor checklist completed - District counseling meeting - Department weekly meetings - Caring Award (Monmouth Directors program)

3.8 Using Data: Who Said Data Had To be Mined?

Through data analysis, school counselors, administrators, faculty, and advisory council members are able to create a current picture of students and the school environment in order to focus discussion and planning to meet students' needs.

There has a great deal of attention paid to data over the past few years. Terms such as "disaggregating data", "data driven decision making", and "mining data" have intimidated some counselors because they sound complicated and, frankly, uninteresting; however, this is far from the truth. The title of this brief section, originally a presentation (Mascari, 2004), is derived from the often-used phrase "mining data", creating an image that collecting data is hard work. Data need not be mined from some obscure place; it is readily available for you in the form of already existing data. This brief section should help you find and use data without "mining".

Data driven decisions…

This should not be a novel concept. After all, what have we been basing our planning and evaluation decisions on up until now? The truth is, many of our decisions have been made, and continue to be made, without using hard data. We use attendance records, informal observation but have generally not empirically evaluated a particular program's outcome effectiveness. In reality, all decisions should be driven by data both in planning and in evaluating our efforts.

Maybe your idea of data is the problem

Often, when we begin thinking of data sources, we tend to limit our conception of data to information such as standardized test score reports or more formally obtained data (e.g., survey data). When beginning our data search or construction of data to evaluate our program, we often do this before we have an idea about what data we actually need. Here is where program planning and evaluation go hand-in-hand during the development phase, starting with the end first.

Start with the end first

During the design of your program, plan your evaluation by asking the following questions:

- What behavior or condition do you want to change as an outcome of your program?
- How can you demonstrate this outcome?
- How does that behavior manifest itself?
- Where can measurable information be found (rather than created)?
- What other ways can you get information to help your evaluation?

An example: Measuring effectiveness of your Intervention and Referral Services Program

- Identify the behavior (an observable problem): There is a lack of intervention in regular education classrooms manifested by observable side-effects of the problem (What are they?): referrals to the Child Study Team for possible evaluation.
- Find the data (How can I get this data to measure effectiveness?): Child Study Team referral numbers, suspensions, drop outs, failures, retentions, parental complaints and appeals, interviews.

Qualitative data

Another way to measure effectiveness is by gathering qualitative data, an often overlooked source of obtaining information from participants in rich language that describes their experiences. This can be done by:

- asking the "consumer" what they experience
- observing participants and taking notes
- other forms of self-report such as interviews and open ended questions.

Some additional Qualitative approaches can include:

- Using groups to process (identifying the problems) and prioritizing (ranking) issues
- Brainstorming, a process that provides different perspectives (diverse, unique, creative)
- Using newsprint to collect information during various meetings. These pages often contain rich data that are not necessarily "quantifiable" with numbers but can be processed for important information at a later time

Process evaluation

Process evaluation determine whether you did what you said you would do. It does not measure quality, but rather is limited to "soft data" (information that did not attempt to measure behavior change) such as the number of people attending or participating in a program. The measures determine "What" takes place.

Product evaluation (outcome data)

Product evaluation, when measuring program effectiveness, is similar to outcome evaluation. This type of evaluation attempts to measure to what extent the program's objectives have been achieved. Both quantitative and qualitative data should be used in an effort to gather the widest view of the program's success from varying perspectives.

Other examples of data

In addition to the data already described, some others methods of obtaining data include the use of:

- Focus groups to determine "satisfaction" with a course's content
- Self-report surveys (demonstrating the extent of alcohol, tobacco, and other drugs - ATOD use)
- Suspension data (showing violations of the school's ATOD policy)
- Number of cases handled by Substance Awareness Coordinators
- Community data (the number of arrests, violations, etc.)

Conducting a program "tune up"

Programs often require evaluation, or at the very least some consideration of their effectiveness. Unfortunately, school programs often take on a life of their own, outliving the original purpose of the program and failing to have any systematic evaluation of their effectiveness. Here is a simple format for conducting an annual evaluation to keep your program "well tuned" and successful:

- Look at the program's goals and objectives
- Find "evidence" of the program's success or failure with people's input
- Consider what should be markers of success
- Discover how the problem that led to the creation of the original program may have changed
- Revise your goals and create new objectives

Zero based programming

After evaluating your program and finding no evidence of success or a cloudy set of results, it may be time to consider a new approach – "zero based programming". This means wiping the slate clean of all programs and restoring none without a strong rationale for continuing their existence. Here's how to do that:

- First, take a "fearless inventory" of your programs (are they really working?)
- If there is no hard evidence (data) of the program's success, change resulting from the program, or no longer the need for the program, a more serious consideration must be made: The program may have outlived its usefulness OR you failed to design measurable assessments of the program's effectiveness!!!

Remember, the only constant is change

Two phrases that have helped others have the courage to create program change are offered here:

"If you always do what you've always done, you'll always get what you've always gotten…" (Unknown) – Have the courage to try something new.

"There are no permanent solutions to temporary problems, only temporary solutions to permanent problems" (Gerry Edwards, former Director, The Northeast Regional Center for Safe and Drug Free Schools and Communities). The human condition is such that problems seem to continue or resurface despite programs; therefore, programs often outlive their effectiveness. From time to time we need to use "zero based programming" to wipe the slate clean and start over with fresh programs. As with businesses today, reinventing your program every so often is a necessity to maintain your effective edge.

Examples of reporting data

Sharing the results of your program with your constituents is critical to insure continuing support for your efforts. The following are examples of how data can be reported.

SAMPLE SCHOOL COUNSELING PROGRAM EVALUATION

School:_____ **Date:**_____

Component:_____ **Level of Implementation:**_____

FOUNDATION

Rationale	1☐	2☐	3☐	4☐	5☐
Beliefs	1☐	2☐	3☐	4☐	5☐
Philosophy	1☐	2☐	3☐	4☐	5☐
Mission Statement	1☐	2☐	3☐	4☐	5☐
Standards/Goals	1☐	2☐	3☐	4☐	5☐

DELIVERY SYSTEM

Counseling	1☐	2☐	3☐	4☐	5☐
Consult/Ind. Planning	1☐	2☐	3☐	4☐	5☐
Counseling Curriculum	1☐	2☐	3☐	4☐	5☐
Enhancement/Support	1☐	2☐	3☐	4☐	5☐

MANAGEMENT & SYSTEM SUPPORT

Team Program Plans	1☐	2☐	3☐	4☐	5☐
Advisory Council	1☐	2☐	3☐	4☐	5☐
Use of Data	1☐	2☐	3☐	4☐	5☐
Couns. Curriculum Plans	1☐	2☐	3☐	4☐	5☐
Time Allocation	1☐	2☐	3☐	4☐	5☐
Calendars	1☐	2☐	3☐	4☐	5☐

ACCOUNTABILITY

Outcome Evaluation	1☐	2☐	3☐	4☐	5☐
Process Evaluation	1☐	2☐	3☐	4☐	5☐
Program Audit	1☐	2☐	3☐	4☐	5☐

Comments:

3.9 MEASURE

Mission, Elements, Analyze, Stakeholders-Unite, Reanalyze, Educate, A Six-step Accountability Process for School Counselors

Name and Address of School: Piscataway High School, 100 Behmer Road, Piscataway, NJ 08854

Name of Counselor Leading the Initiative: Patricia Manfredi, Benita Ogburn-McLean, Theresa Edmondson, Walter Brahm, Interim, Brenda Bucci, John Mammon, Jennifer Mandell, Lorraine Savitt, Patricia Hewitt, Robert Giberna, Uma Patel

Principal: Dr. Michael A. Wanko

Enrollment: 570 9th graders **Total enrollment:** 2141

School Demographics 2003-2004: As of 1/5/04

School Demographics	***Ninth Grade Demographics***
Caucasian/Non-Hispanic 720	Caucasian/Non-Hispanic 178
African American 729	African American 211
Hispanic 219	Hispanic 70
Asian 473	Asian 111
Other	**Other**
Free/Reduced Lunch 324	Free/Reduced Lunch 103
ESL 95	ESL 23

STEP ONE: MISSION

Mission - Connect your work to your school's mission.

Your mission statement is:

The mission of the Piscataway Public Schools is the continual development of each child's intellectual, aesthetic, social, and physical abilities in a positive environment that fosters self-esteem. Students in Piscataway will be confident, productive members of a changing society.

Piscataway Strategic Goal 3: All students must achieve at the highest level of their ability

STEP TWO: ELEMENTS

Current Critical Data Element: What indicator of school success are you trying to positively impact? Grades? Test scores? Attendance? Promotion Rates? Postsecondary-going rate?

The school counselor as part of the leadership team identified these critical data elements to try to impact:
Reduce 9th grade failures (defined as 2 or more grades of 64% or below)

STEP THREE: ANALYZE

Analyze the data to see what it reveals, to identify the problems areas, to establish your baseline, and to set your goal. It may be necessary to disaggregate the data (e.g. race, ethnicity, gender, SES, teacher assignment).

Baseline: Where is this data element currently?

2002-2003 (6%)
Enrollment as of 5/21/03 was 552
Failure = 59% or below
Number of students with 2 or more failures as final grade(s) Grade 9 - Final Grade Total 31

2003-2004 (507 students)
Failure = 64% or below
Number of 9th grade students with 2 or more failures beginning in 2nd Marking Period

WHEN	NUMBER
2 Marking Period	121

Goal: Where do you want the data element to be in a year?
Reduce the overall failure rate of ninth graders by 10%
Reduce number of potential failures (failure in 2 or more subjects) identified after 2nd marking period (1st Semester)

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Develop an Action Plan.

School counselors as managers of resources join existing groups of stakeholders, such as the school improvement team, or bring other stakeholders and resources into the task of creating and implementing an action plan.

Strategies are developed that will change systems as well as impact individual students and targeted groups of students.

Impacting systems means:

1. **replicating successful programs and interventions,**
2. **identifying barriers that adversely stratify students' opportunities to be successful learners,**
3. **and developing strategies to:**

-change policies, practices, and procedures
-strengthen curriculum offerings
-maximize the instructional program
-enhance the school and classroom culture and climate
-provide student academic support systems (safety nets)
-influence course enrollment patterns to widen access to rigorous academics
-involve parents and other critical stakeholders (internal and external to the school)
-raise aspirations in students, parents, teachers, the community
-change attitudes and beliefs about students and their abilities to learn

Stakeholders	**Strategies** Connect your strategies to the American School Counselor Association (ASCA) National Standards and the ASCA National Model.
	Beginning date: January 2004 **Ending date:** June 2004
School Counselors	■ Gave interest inventory to provide career development ■ Co-facilitated groups on career motivation ■ Monitored interim progress reports for failing subjects ■ Identified and worked with students at risk ■ Encouraged students to use self-advocacy skills ■ Provided all 9th graders and families with the Woodburn Press booklet How to Get the Most out of High School ■ Recognized and rewarded students who eliminate failure(s) ■ Communicated and collaborated with teachers of ninth graders ■ Sent suggestions home to parents of ninth grade students who were failing ■ Cooperated with Intervention Referral Service Team (IR&S) ■ Referred and worked in partnership with Child Study Team ■ Assigned students to special needs counselor/transition coordinators ■ Provided English as a Second Language (ESL) students with an ESL counselor to meet the unique needs of those students

Teachers	■ Alerted counselors to academic and social emotional problems ■ Contacted parents early on for academic issues ■ Completed interim progress report ■ Encouraged students to come to tutoring

Administrative Team	■ Consulted with counseling department chair about master schedule input ■ Met with students who experience failure
Students	■ Used career information to set goals ■ Created a personal action plan ■ Used self assessment to establish goals and an action plan ■ Practiced self advocacy skills ■ Completed a self-assessment of skills for success ■ Assumed responsibility for progress reports ■ Connected their 4-year plan to awareness of grad requirements
Community Members	■ Served as mentors ■ Conducted Saturday EPIC tutoring program ■ Parent Counselor Advisory Council supported programs
Parents/guardians	■ Supported child's academic achievement and worked as a team with the school personnel ■ Practiced improvement suggestions mailed home from the high school counseling department

Reanalyze.

Restate the baseline data. Where is the data now? Did the strategies have a positive impact on the data?
Number of 9th Graders with 2 or more failures

Baseline data:

When	***Number***
2nd Marking Period	121

Data after action plan:

When	***Number***
2nd Marking Period	121
3rd Marking Period	111
4th Marking Period	99
Final Grade	81

Reflect and Revise.

Reflect on why the stakeholders were successful or unsuccessful? Revise the action plan so that progress can be made and you can continue to get better results?

Which of the strategies worked?

- I&RS intervention
- Teacher/counselor/parent conference
- Celebration/rewards
- Counselor individual and group meetings
- Contact to parents

Which strategies should be replaced? Added?
Closer coordination of interventions with grade level administrator

Based on what you have learned, how will you rewrite the action plan?
Continue to intervene with the 81 students during 2004-05 school year

Systemic Changes Made

Whenever you implement a MEASURE you will contribute to systemic change. Each MEASURE will in some way change a school, home, or community system to enhance student learning. Capture these systemic changes here and record them on your SPARC.
Recognition Ceremonies (Breakfasts, Lunch Coupons) awarded to students showing improvement after 2nd and 3rd Marking Periods

STEP SIX: EDUCATE

Promote and publicize the results of your work. Develop a report card for your own program to let the internal and external school members know your work is connected to the mission of the schools and to student success. The School Counseling Program Accountability Report Card (SPARC) is a way to do this.

OUR MEASURE of SUCCESS

School Counseling Program Accountability Report Card (SPARC)
School: Piscataway High School
Enrollment: 2,141
Principal: Dr. Michael A. Wanko
Counseling Department Member(s):

Walter Brahm, Interim, Brenda Bucci, Theresa Edmondson, Robert Giberna, Patricia Hewitt, Morris Lucky, SAC, John Mammon, Chair, Jennifer Mandell, Patricia Manfredi, Benita Ogburn-McLean, Uma Patel, Lorraine Savitt

Priciple Comments

I am very pleased with the outstanding work accomplished by the students under the tutelage of the excellent staff. What makes this accomplishment more remarkable is the fact we increased our passing grade by 5 points.

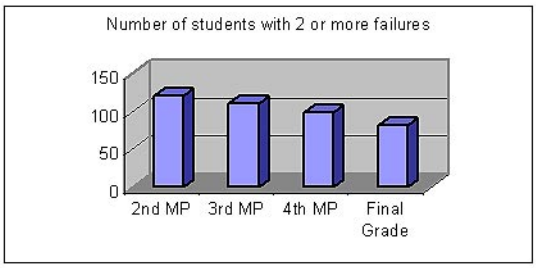
School Improvement Issues

Critical Data Element(s):
Decrease number of 9th grade failures in 2 or more subjects.

Stakeholders

Counselors:
Conducted group and individual meetings; sponsored celebrations of success; encouraged students to use self-advocacy skills; monitored interim progress reports
Teachers:
Alerted counselors to academic, social, and emotional problems; encouraged students to attend after school tutoring
Parents:
Supported child's academic achievement and worked as a team with the school personnel; practiced improvement suggestions mailed home from the high school counseling department
Administrators:
Met with students in danger of failure
Students:
Used self-assessment to establish goals and an action plan; practiced self-advocacy skills; connected their 4-year plan to awareness of graduation requirements and career options

Grade 9 Students 2003-2004



Reduced 9th graders with 2 or more failures by 33%.

Systemic Changes

Counselors recognized students who showed improvement with celebration breakfasts and complimentary lunch coupons. This is the first time "grade jumping" students were honored. The system traditionally recognizes honor roll students with breakfasts.

Faces Behind the Data

At the celebration breakfast held on April Fool's Day a student remarked, "Is this an April Fool's joke?" He thought only Honors students got recognition.

After the breakfast celebration, when a counselor asked her counselee how he enjoyed the recognition, it was as if a light bulb went on inside him. He glowed. He said it was the first time he had ever been praised for his academics.

SPARC is a continuous improvement document sponsored by the California Department of Education and Los Angeles County Office of Education". SPARC has been adapted with permission as a complement to MEASURE

SECTION 4

PUTTING IT ALL TOGETHER: AN INTEGRATIVE APPROACH TO COMPREHENSIVE SCHOOL COUNSELING

4.0 Putting it all together: An integrative approach to comprehensive school counseling

The first NJSCI (1991) recognized the need for multilevel programs and integrated the themes of leadership, advocacy, collaboration, teaming, and systemic change that are infused in the current ASCA National Model. Many of the programs suggested in the original NJSCI are now mandates in New Jersey Administrative Code. Currently, classroom and whole-school programs and services support the school counseling program's mission, serving as a point of collaboration for school counselors. In order for the comprehensive school counseling program to be integrated into the total school, it cannot operate in isolation. Some of the mandates that affect school counseling include the requirements that a school/ district develop and adopt:

- an Intervention and Referral Services program in regular education
- core ethical values as a basis for student codes of conduct, part of Character Education
- school crisis plans
- a district prevention plan
- a guidance and counseling program

Some examples of district integration of mandates follow.

4.1 Character Education

(contributed by Dr. Phil Brown, Executive Director - the New Jersey Center for Character Education - NJCCE)

1. There is a natural connection between the goals of developmental counseling and character education (CE). Here's why:
    - CE serves as an umbrella to help organize and promote preventive approaches: e.g., drug and alcohol prevention, bullying prevention, positive discipline, social skill development
    - The Core Curriculum Content Standards require and provide hooks for skills and cumulative progress indicators both specifically (Health, Phys. Ed., etc.) and generally, through connections to ethics, conflict resolution
2. The new Administrative Code on Student Conduct (NJAC 6A:16, and especially 16-7 – Student Conduct) provides a basis for establishing a process and structure to reinforce agreed upon core ethical values. In fact, core ethical values such as respect, responsibility and caring offer cognitive (language arts, math, science), affective and behavioral dimensions.
3. Opportunity for district/building leadership to knit a fabric in which character education is seamlessly connected to learning and school life:
    - taking a systems approach
    - using group process skills
    - making ties to other learning supports (e.g., I&RS, "problem-solving lab")
    - enabling mental health services in the schools
4. The NJCCE at Rutgers University is available to assist with the planning and implementation of comprehensive character education programs. Joining the NJCCE's Character Education Network Listserv will provide a monthly update on the latest professional development opportunities and resources.

    Sign up at www.nj-charactered.net

4.2 Intervention and Referral Services

NJAC SUBCHAPTER 8. INTERVENTION AND REFERRAL SERVICES 6A:16-8.1

Establishment of intervention and referral services

(a) District boards of education shall establish and implement a coordinated system in each school building for the planning and delivery of intervention and referral services that are designed to assist students who are experiencing learning, behavior or health difficulties and to assist staff who have difficulties in addressing students' learning, behavior, or health needs. District boards of education shall choose the appropriate multidisciplinary team approach for planning and delivering the services required under this subchapter.

1. The intervention and referral services shall be provided to aid students in the general education program, and

2. The intervention and referral services, pursuant to N.J.S.A. 18A:46- 18.1 et seq. and this subchapter, may be provided for students who have been determined to be in need of special education programs and services.

I. The intervention and referral services provided for students with learning disabilities shall be coordinated with the student's Individualized Education Program team, as appropriate.

6A:16-8.2 Functions of intervention and referral services

(a) The functions of the system of intervention and referral services in each school building shall be to:

1. Identify learning, behavior, and health difficulties of students;

2. Collect thorough information on the identified learning, behavior, and health difficulties;

3. Develop and implement action plans which provide for appropriate school or community interventions or referrals to school and community resources, based on the collected data and desired outcomes for the identified learning, behavior, and health difficulties;

4. Provide support, guidance, and professional development to school staff who identify learning, behavior, and health difficulties;

5. Provide support, guidance, and professional development to school staff who participate in each building's system for planning and providing intervention and referral services;

6. Actively involve parents or guardians in the development and implementation of intervention and referral services action plans;

7. Coordinate the access to and delivery of school resources and services for achieving the outcomes identified in the intervention and referral services action plans;

8. Coordinate the services of community-based social and health provider agencies and other community resources for achieving the outcomes identified in the intervention and referral services action plans;

9. Maintain records of all requests for assistance and all intervention and referral services action plans, according to the requirements of 34 CFR Part 98, 34 CFR Part 99, 42 CFR Part II, N.J.S.A.

10.18A:40A-7.1, N.J.A.C. 6A:16-3.2, and N.J.A.C 6:3-2.1;

11. Review and assess the effectiveness of the provisions of each intervention and referral services action plan in achieving the outcomes identified in each action plan and modify each action plan to achieve the outcomes, as appropriate; and

12. At a minimum, annually review the intervention and referral services action plans and the actions taken as a result of the building's system of intervention and referral services and make recommendations to the principal for improving school programs and services, as appropriate.

6A:16-8.3 School staff and community member roles for planning and implementing intervention and referral services

(a) The district board of education shall establish guidelines for the involvement of school staff and community members in each building's system of intervention and referral services, which shall, at a minimum:

1. Identify the roles and responsibilities of the building staff who participate in each building's system for planning and providing intervention and referral services, including the roles and responsibilities of staff members who identify learning, behavior or health difficulties;

2. Identify the roles and responsibilities of other district staff for aiding in the development and implementation of intervention and referral services action plans; and

3. Identify the roles, responsibilities and parameters for the participation of community members for aiding in the development and implementation of intervention and referral services action plans.

4.3 Integrative Programs

Lumberton Township Developmental Counseling Program

Theme I Coping with Change

Consulting	***Counseling***		***Coordinating***
	Small Group	**Classroom Group**	
Dare Program	Memory Gang	Welcome to Walter School	RBRHS--BCIT Open House Presentation
Scheduling for High School	Banana Splits	Welcome to Bobby's Run School	
Parents	Coping with Illness in the Family	Welcome to Middle School	
Staff	Elephant in the Living Room	Counselor Intro. Lessons	
Administrators	Progress Group	Personal Transitions 8th	
District Resource Officer	Students on the Move		
Mental Health Agencies	New Students Group		
	SAM-Students of Active Military		

Theme II Developing Positive Relationships

Consulting	***Counseling***		***Coordinating***
	Small Group	**Classroom Group**	**Resources**
Natural Helpers	Making Friends/	Getting Along 1st	Positive
School			
Parents	Social Skills	Getting Along II 2nd	Climate
Staff	Anger Management	Peer Relationships 3rd	Conflict
Resolution			
District Resource Officer	Conflict Management	Responding to Bullying 4th	for Teachers
Mental health Agencies		Anger Management 5th	Health Curriculum
		Conflict Resolution 6th	
		Dealing with Harassment 7th	

Theme III Personal Growth

Consulting	***Counseling***		***Coordinating***
	Small Group	**Classroom Group**	
Career Education			Positive
School			
Parents	Self-Esteem	I Can Do Hard Things K	Climate
Staff	ADHD Support Group		Character Ed.
Administrators	Study Skills		Career Awareness
District Resource Officer	Impulsive Behavior		
Mental Health Agencies	Stress Management		

ROXBURY HIGH SCHOOL - PREVENTION PLAN

	Protective (P) or Risk Factor (R)	Program/Class/Activity
Grade 8	P Raising career/educational aspirations	Dream Career/Reality Career
	P Decision-making	Parent/student/counselor planning meeting
	R Disaffected/Transitions	Welcome Ice Cream Social/Senior-led Tours
	P Improve family bonds	Parent Wish List
	P Peer group membership	My Career Sweat Shirt Activity
	P Role models/mentoring	Varsity Athletes Eighth Grade Visits
Grade 9	R School transition	High School and Me Microlab
	R Transitions/Lack of Connections	Orientation: Senior and teacher Survival Tips
	P Raising career/educational aspirations	Making High School Count Program
	P Time management/study skills	Making High School Count Program
	P Conflict Resolution	Health Curriculum/Conflict Resolution Training
	R Anger/Violence	Health Curriculum/Project Peace
	P Peer Group Membership	Health Curriculum/Ropes Course
	R Coping /social skill deficits	Health Curriculum/CRT/Project Peace
	P Awareness of abilities/skills	Learning Styles Inventory
Grade 10	P Making good decisions	PSAT/Goals Group
	P Relate abilities/interests to goals	Holland SDS/Shadowing Program
	P Sense of self-efficacy	4-2C Group Guidance
	R No path to future/dropout	VoTech Assembly/Tour
	R Lack of meaningful role	Tour Leaders/True Colors
	P Bond to school-helping others	Tour Leaders/True Colors/Peer Leaders
	R Social skill/coping deficits	True Colors/Team Lens
Grade 11	R Lack of meaningful role	Tour leaders/student guides
	R Social skills/coping deficits	Peer mediation/conflict resolution
	P Bond to school/helping others	Peer leadership
	P Relate abilities/interests to goals	PSAT/Goals Groups/College Wish List
	P Raise educational/career aspirations	Making College Selection Count Program
	R No future plan/dropout	Making College Selection Count Program
	P Relate abilities/interests to goals	Strong Interest Inventory or COPS
	P Pathways/Future Plan	English Class:Personal Essay Workshop
Grade 12	P Mentoring/Close Relationship	Teacher & Counselor Recommendation
	P Family bonds	Parent/Grandparent Brag Sheet/Senior Profile
	P Raise educational/career aspirations	Making College Count Program/Senior Survey
	R Lack of meaningful role/goal	Strong Interest Inventory or COPS
	P Relate abilities/interests to work	Strong Interest Inventory or COPS
	R Transitions/family Stress	College Freshmen/Parents Panel
	P Decision Making	CAPS Family Evening Program
	P Pathways/Choices	College Guest in Residence Program
School-Wide	P Acceptance/tolerance	*You Don't Know Me Till You Know Me* Drama
	P Self-awareness/relationships	English Class: Role Reflections
	R Distant/hostile relationships	Improbable Players Performance/Discussions
	R Alcohol/drug use	Improbable Players Performance/Discussions
	P Conflict resolution skills	Conflict Resolution Team demos
	P Multiethnic awareness/acceptance	Memorial Day assembly/student coalition
	P School bonding/citizenship	Memorial Day assembly program
	P Positive school climate	School Climate Survey/Focus groups
	P Raise educational/career aspirations	Teacher Course Recommendation Day
	R Lack of future plans/goals	4-2C Educational Planning Groups
	P Self-efficacy/responsibility	Four Year Plan Update
	P Meaningful roles in community	Peace Project

CLIFTON PUBLIC SCHOOLS CHARACTER & VALUES PROGRAMS K-5 2003-2004 School Year			
PROGRAM.	**GRADES**	**TMNING SOURCE DELIVERED BY**	**OUTCOME MEASURE**
Social Decision Making/ Problem Solving*	1-5	ESP staff Classroom teachers	Annual District developed questionnaire (optional/DEP Goal)
Giraffe (stick your neck out)	5	ESP staff ESP Counsleors	Class project, otherwise none
Bullying prevention	K-5	ESP staff ESP staff & teachers	None
Peer mediation	1-5	ESP staff Building teacher	None

PROPOSED 2004-2005

Child development program .Homeside .Class meeting "Friends" K -5	Classroom teachers & ESP staff	Program initially & District thereafter	Pre/Post school climate student survey

*all schools

New Jersey School Counselor Association, Inc.

CLIFTON ATOD & SCHOOL VIOLENCE PROGRAMS		
Grade Level	**Delivered by**	**Program description**
K-5	Classroom teachers	"Chemical Health Education" curriculum - includes life skills, confllict resolution. (funded in part by SDFSCA)
	Classoom teachers	Social Problem Solving Program cumculum - included in the Chemical Health curriculum. (funded in part by SDFSCA)
	Teacher advisors	Peer Mediation Program conducted during lunch and afterschool by trained students to resolved student-student conflicts. (funded by SDFSCA)
	Boys & Girls Club staff	Schools Out Program -latchkey program based in elementary schools including alternative activities, homework help, and ATOD prevention activities. (Funded by Municipal Alliance and program fees)
	School teams	Pu~ilAssistance Committees develop plans and modifications for students experiencing academic and/or behavioral difficulties, including parent consultation. (Funded in part through SDFSCA)
	Educational Support LDTC	Educational Support Program ,as par:: of the PAC, provides intervention, parent & teacher consultation, and related services for academic problems. (Funded in part through SDFSCA)
	Educational Support Counselors	Educational Support Program, as part of the PAC, provides counseling intervention, parent & teacher consultation, and related groups such as anger management for behavior and/or family related problems. (Funded in part through SDFSCA)
	Classroom teachers Educational support staff Building administrators	Schools Attuned (to neurodevelopmental differences) Program - assists teachers in understanding learning differences requinng classroom modification but not Special Education. Supports the PAC process. (Funded in part by SDFSCA & Title I)
	Educational Support Counselor (SAC) Educational Support staff & classroom teachers	Parenting Education classes conducted on a regular cycle for specific grade levels. (Funded in part by SDFSCA) True Colors program -teaching teachers to ident@ learning styles & personality type/temperament as they interact with their students.
	Clifton Police Juvenille Officers DARE trained	DARE program -conducted irl grade 5 classrooms offering drug abuse resistance education and developing a rapport with students.

GradeLevel	Delivered by	Program description
6-8	Classroom teachers	“Chemical Health Education” curriculum - includes life skills, confllict resolution. (Funded in part by SDFSCA)
	Classoom teachers	Cvcle course (Live. Learn & Earn1 - 7th grade life skills course for all students designed to meet NOICC standards. (Funded &in part by SDFSCA)
	Teacher advisors SACs	Peer Mediation Program conducted during lunch and afterschool by trained students to resolved student-student conflicts. (Funded in part by SDFSCA)
	Teacher advisors	Peer Tutoring Program conducted during lunch and afterschool by students who help other students in their school and neighborhood elementary. (Funded in part by SDFSCA)
	Boys & Girls Club staff	Pathways to Success Program - latchkey program based in both middle schools including alternative activities, homework help, and ATOD prevention including the Smart Moves Program based on Botvin’s curriculum. (Funded through a NJ Dept. of Health prevention grant) activities. (Funded by Municipal AUiance and program fees)
	School teams	Pupil Assistance Committees develop plans and modifications for students experiencing academic and/or behavioral difficulties, including parent consultation. (Funded in part through SDFSCA)
	School Counselors	Developmental School Counseling program - a structured set of activities delivered by the Counselors in classrooms and groups [see attached description]. (Funded in part through SDFSCA)
	Classroom teachers Building administrators	Schools Attuned (to neurodevelopmental differences) Program - assists teachers in understanding learning differences requiring classroom modification but not Special Education. Supports the PAC process. (Funded in part by SDFSCA & Title I)
	Student Assistance Counselor (SAC) SACs & Teacher advisors	Student Assistance program provides intervention, referral, and followup after treatment. (Funded in part by SDFSCA) NJ Middle School Peer Leadership program - developing school-based action plans for improving climate, etc. (Funded by the New Jersey Departments of Health & Education)
	SACS, Counselors, & classroom teachers	True Colors program -teaching teachers to identify learning styles & personality type/ temperament as they interact with their students.

Grade Level	Delivered by	Program description
9-12	Classroom teachers	"Chemical Health Education" cumculurn -includes life skills, confllict resolution. (Funded in part by SDFSCA)
	Teacher advisors SACs, Peers	Peer Mediation Propun conducted during lunch and afterschool by trained students to resolved student-student conflicts. (Funded in part by SDFSCA)
	Teacher advisors Peers	Peer Tutoring Program conducted during lunch and afterschool by students who help other students in their school. (Funded in part by SDFSCA)
	School teams	Pupil Assistance Committees develop plans and modifications for students experiencing academic and/or behavioral difficulties, including parent consultation. (Funded in part through SDFSCA)
	School Counselors	Developmental School Counseling program -a structured set of activities delivered by the Counselors in classrooms and groups [see attached description]. (Funded in part through SDFSCA)
	Student Assistance Counselor (SAC)	Student Assistance program provides intervention, referral, and followup after treatment. (Funded in part by SDFSCA)
	Teacher advisors Peers	ERASE (End Racisirn & Sexism Everywhere) -peer led program to combat racism & sexism through peer, cross-age teaching and awareness activities.
	Coaches/SACs	Athlete's Awareness Program -conducted by coaches, SACs, team physician to educate athletes about steroid and performarice enhancing substances and to detect the use of substances.
	SACS, Peers	TATU (Teens Against Tobacco Use) program -educating fellow students about risks of tobacco use, conducting related activities.
	Health Department's Health Educator	Smoking Education alternative to sus~ension -offering an educational alternative to suspension for first time smoking offenses for students conducted at the Clifton Health Department by their Health Educator.
	Hall/Bathroom aides	Bathroom smoking monitoring -to eliminate smoking in bathrooms through increased patrol of open facilities.
	Senior citizens	CHAMPS (Clifton High Adult Mentors Program - conducts intergenerational activities and mentoring between high school students and retired citizens.
	Clifton Juvenille Officers Community Police Officers	Cops on campus -offering school based plain clothes officers at at the high school and on campus to reduce trespassing, smoking, and violence on school grounds.

Phillipsburg Elementary/Early Childhood Counseling Curriculum Schedule

Standard	Week	Week of	Topic/Lesson
Health 2.4 P/S A	1 2	9/13 9/20	What is a Counselor & Feelings Ferdinand and the Bullies (appreciate differences)
Character Ed Lifestyle 4 Acad.A.B;Car.A,C	3 4 5 6	9/27 10/4 10/11 10/18	Lying Leo (honesty) Study Skills (Bear Puppet) Study Skills(with posters) Study Skills-homework
Health 2.3 Acad. A,B;Car.A,C.	7	10/25	Red Ribbon Week
Lifestyle 4 Acad.A,B;Car. A,C P/S A-C;Acad. B,C	8 9 10 11	11/1 11/8 11/15 11/22	Listening Skills (with posters) Anger Management Accepting Differences Self-assessment
Health 2.2	12	11/29	Citizenship
Health 2.2 Acad.A,B; Car. A,C Health 2.2	13 14 15	12/6 12/13 12/20	Communication (Voice/tone) Blocks to Communication Decision Making Model
Lifestyle 3.1 Acad.A,C;Car.A,C;P/S A,C	16 17 18	1/3 1/10 1/17	Generate Alternatives Generate Consequences Role Plays using Decision Making Model, Alternatives & Consequences
Character Ed	19	1/24	Responsibility
Lifestyle 3.1 Acad. A,C;Car.A,C;P/S A-C	20	1/31	Problem Solving
Lifestyle 4 Lifestyle 4 P/S A-C	21 22 23	2/7 2/14 2/21	Violence Prevention Kit Peer Relationships (Puppets) Violence Prevention Kit Cooperate or Refuse
Life style 4 & Health 2.2 Acad.A,C;Car.A,C;P/S A-C	24 25 26	2/28 3/7 3/14	Conflict Resolution Conflict Resolution (Puppets) Conflict Resolution (p23 book)
Lifestyle 3&4 & Health 2.2	27 28	3/21 3/28	Social Skills Point of View (Perspectives)

P/S A-C	29	4/4	Point of View(True Story of the 3 Little Pigs)
Acad.A;Car.A-C;P/S A-C	30	4/11	Self-Esteem
Lifestyle 3&4	31	4/18	Stress Management
Lifestyle 1	32	4/25	Careers Introduction
ALL	33	5/2	Application
	34	5/9	Career Exploration
Lifestyle 1	35	5/16	Career Exploration
Lifestyle 1	36	5/23	Interviews
ALL	37	5/30	Self Assessment
P/S A, C	38	6/6	Closing Activity

ROXBURY HIGH SCHOOL 4-2C NJDOE Best Practice

4 Year Program for Career and College Planning

Grade 9	**4-2C Plan**	**Time Line**
Mail	Counselor Welcome Letter	July
Orientation	Senior Advice	August
Class Assembly	Making High School Count	September
Small Groups	Educational/Career Goal/Activities	Fall
Social Studies Classes	Freshman Fridays Check-in	Fall
English Classes	Four Year Plan	January
Small Counseling Groups	Course Selection	February
Testing Week	COPS Career Interest Survey	March
Health Class Unit	Project Peace/Conflict Resolution	Spring

Grade 10	**4-2C Program**	**Time Line**
Counselor Session	Educational/Career Goal Update	Fall
History Classes	PSAT Overview	September
Small Counseling Groups	College Planning and PSAT	October
English Class	Four Year Plan Update/Course Selection:	January
Small Counseling Groups	Planning/Course selection	February
Testing Week	Harrington O'Shea Career Interest Survey	March
Class Assembly	Career and Goal Setting Motivational Speaker	Spring
English Classes	Internet Searches on Careers/Colleges	Feb./March

Grade 11	**4-2C Program**	**Timeline**
Counselor Session	Goals/Individual Plans	Fall
Social Studies Classes	PSAT Preparation	September
Small Counseling Groups	PSAT Planning	October
CCM	Morris County Regional College Fair	October

Media Center	Mini College Days	Fall/Spring
English Class:	Course Planning	February
Small Counseling Groups	Course Selection/SAT/ACT	February
School Wide	College Admission Professional Seminar	March
Class Assembly	Making College Selection Count	March
Parent/ Student Evening Workshops	Introduction to College Planning Parent/College Freshman Panel	March May
Exposition Center	NACAC National College Fair	May
Counselor Session	Postsecondary Planning	Spring

Grade 12	**4-2C Delivery**	**Timeline**
English Classes	Educational and Career Plan Update	Fall
Small Groups	Parent Brag Sheet/Senior Profile Transcript/Application Process Internet Explorations	September
Parent-Senior: Evening Programs	College 101 College Applications and Essays Financial Aid Parent/College Freshman Panel	September October January May
Individual Session	Strong Interest Inventory	Year
CCM	Morris County Regional Fair	October
Media Center	Mini College Days	Fall/Spring
English classes	Senior Survey/Freshmen Advice	June
Class Assembly:	Making College Count:	June
Mail/Email Survey	College/Career Follow up: 1 and 4 years	July

4.4 Diversity, Equity, and Access

The New Jersey framework envisions that all students benefit from comprehensive school counseling programs "to use their unique talents, abilities, interests, cultures, and multiple intelligences." This vision is not meant only for students with financial, social and political resources. To provide equal access to educational opportunities and success, programs must strive to assure equity, access, and support for all students-- those of color, with disabilities, male and female, gifted, gay, lesbian, bisexual, trangendered, poor, ill, undernourished, of other nationalities and cultures, and undocumented .

School counselors are uniquely qualified to advocate for all students, especially for those facing enormous institutional obstacles to educational access and achievement. Starting with our own beliefs and biases, multiculturally competent school counselors can increase awareness of differences among students, develop proactive system-wide programs to help close the achievement gap, and empower students and staff to build inclusive caring learning communities within their buildings. This section will be an ongoing project for New Jersey's school counselors.

PARSIPPANY TROY HILLS

This section was written by Becky Clark, Knollwood School, and Fran Greb, Montclair State University, and was published in *Teaching Tolerance*

Culture Chats

Inviting the parents of our Afghani students for breakfast during Ramadan, a month of dawn-to-dusk fasting for Muslims, showed our lack of understanding of one of the many cultures in our public school. My colleagues and I wondered, "How many other cultural missteps have we made?" How could we avoid similar errors and create a more inclusive school environment where people of all backgrounds would feel comfortable?

We had a vision of developing a cadre of learners who understand the cultural diversity of their community and apply this knowledge in practice. This seemed like a daunting task, because nearly 40% percent of our students speak a language other than English at home. We developed a plan through the collaborative efforts of the school counselor, the English as a Second Language (ESL) teacher, and a professor at nearby Montclair State University.

Initially we surveyed the entire student body to determine countries of origin and languages spoken at home. Then we welcomed the parents to a Back to School Night with multilingual signs. We watched as parents smiled while pointing to the sign written in their own language. This simple gesture acknowledged the value of their presence. Next, we invited parents of similar cultural backgrounds to attend daytime or evening: "Culture Chats." Our intention was to gather information about cultures, needs, expectations, and perspective on education, as a way of breaking down barriers and building bridges.

Our Culture Chats included patents from Afghanistan, India, Mexico, Peru, Colombia, Taiwan, South Korean, Russia, the Philippines, Macedonia, and the Ukraine. By asking them to teach us, we affirmed their role as contributing members of the school community. Following each Culture Chat, students shared cultural information with the entire school community at assemblies. To our surprise, the initiative also built bridges within cultures. We overheard the students saying, "I didn't know there were so many people from my country in this school," and parents sought out each other's phone numbers. As the year progressed, we noticed increased presence of these parents at school events.

The intercultural theme carried over into staff development. We conducted an in-service program to sensitive faculty members to their own diversity through interactive experiences that they could replicate in the classroom. The extent of the sharing in these activities far exceeded the usual teacher interaction. As with our students and their families, we learned that people love to tell their own stories and that others are eager to listen.

To extend the impact, we developed a booklet of the information gathered during the Culture Chats. Now each teacher has a handbook describing the social customs and educational practices of the cultures within our school. From our initial concerns about a cultural *faux pas*, the connections continue to grow.

KNOLLWOOD SCHOOL ACTION PLAN

VISION: A community of learners at Knollwood School that understands the cultural diversity of its students and applies this knowledge to educational policies and practice

GOAL: To gather information on the cultural backgrounds of the students in the school community and utilize this information to create an inclusive environment which respects diversity.

OBJECTIVES:

1. Increase parent involvement from all segments of the community
2. Break down barriers and develop a home-school connection with families who might not otherwise be visible
3. Promote student achievement: by
    a. Increasing parent involvement
    b. Elevating self esteem through participation in culture celebrations
    c. Providing a vehicle for school-wide recognition of cultural contributions
    d. Encouraging a stronger voice or presence of all members in the school community.
    e. Assisting teachers with development of understandings and skills needed to work within a culturally diverse community.

POSSIBLE BARRIERS:

- Time constraints
- Language and cultural barriers
- Trust

STRATEGIES

1. Survey school population for information on countries of origin and language spoken at home.
2. Create welcome signs in representative languages for Back to School Night.
3. Identify major nationalities and countries represented in the school.
4. Invite parents from targeted populations to attend meetings to discuss their cultures, needs, expectations, and perspectives on education.
5. Schedule evening and daytime meetings to accommodate parents' schedules.
6. Develop school assembly to showcase the nationality that was previously discussed at parent meetings.
7. Students from designated cultures prepare the assembly presentations with the ESL teacher's and counselor's support.
8. Conduct teach in-service to increase cultural sensitivity through modeling of activities that can be replicated in the classroom.

9. Convene an international festival for the entire school community to showcase representative school cultures. Festival can include entertainment, food, artifacts, and presentations.
10. Meet with all classes to discuss the impact of the cultural study and gather information for future programs.
11. Conduct parent survey for feedback on reactions to program and suggestions for future work.
12. Continue program through creation of a parent advisory committee of represented cultures. Advisory committee will serve as liaison to the wider community.
13. Continue to gather information about new families who move into the community.
14. Reach out to community through personal phone contacts to insure involvement.

EVALUATION: Assessment of goals was conducted through collection of qualitative data including

1. Interviews ands discussions with students.
2. Parent questionnaires
3. Field notes of cultural chats
4. Observation of parent presence at school events.

Student interviews: The school counselor and the university liaison interviewed students in grades 1-5 using a class meeting format. Findings indicate that knowledge of specific cultures included the following statements.

1. "The Koran tells us about the religious teaching of Islam."
2. "Children in China attend larger classes than at our school."
3. Our school has many more cultural groups than many students realized.

Examples of sensitivity to cultures include the following statements.

1. "We are all humans, the same on the inside.
2. "The world is a better place when we understand each other."
3. "Remember to take pride in your own culture."

Parent questionnaires:

1. Parents stated that they were happy to speak with members of the school community through the Culture Chats.
2. Parents stated that this opened communication for them and their families.
3. Parents felt that they were valued members of the community.
4. They expressed that since these meetings they feel comfortable, welcome, and proud to live in this educational community.

Field Notes of the Culture Chats included sharing of personal immigration stories and life in their countries of origin. Additionally, parents shared their wants, aspirations, and needs for their children based on their cultural perspective. Information was shared that would help teachers understand the different cultural expectations.
Parental involvement at school functions including PTA meetings, family field, trips, educational workshops, and the international festival increased for members of the targeted community.

CLIFTON SCHOOLS

The All-a-Day Festival

A dramatic demographic shift occurred within a five year period whereby a population of predominantly Western and Eastern European origins shifted to include significant numbers from Mexico, South American. and Central American countries, as well as the Middle East and Asia including India.

A small Violence Prevention Grant from the New Jersey Department of Education was used to create a Multicultural Awareness Festival on a Sunday afternoon on the grounds of Clifton High School. The festival included ethnic food booths from groups in the areas listed above, while in the auditorium, students performed various folk dances and cultural rituals from their countries of origin throughout the day.

The purpose of this day was to increase tolerance through understanding and awareness that, while different, we are also very much the same. This festival was eventually incorporated by the city into its annual Community Picnic.

CASA Poster Contest

The Municipal Alliance, originally a foundation established by the City Council and Board of Education, Clifton Against Substance Abuse (CASA) encouraged students from diverse backgrounds to participate in Safe and Drug Free Schools Month activities through a Poster Contest. Students and their parents were invited to City Council chambers on a Saturday to receive their award at a special reception. Posters were then hung Council Chambers for the remainder of the month and the artists' names were proudly listed next to each poster.

The results demonstrated a dramatic increase in participation by a more diverse and representative population. As students were called to receive their awards at the reception the list of names reflected more accurately the diversity of Clifton's community.

One-Stop Registration Center

With large numbers of students registering for school each year, some of those parents were not in a position to take time from work to bring students for ESL screening, to arrange bussing and transportation, and to have immunizations reviewed. A One –Stop Registration Center was established in late summer and during the opening days of school.

Bilingual registration staff were employed across and array of languages and medical staff, ESL screening, transportation, and scheduling for the middle schools and high school were provided during a single visit.

In addition, extended evening hours were scheduled so that parents whose employers did not provide time off or personal days, would not be forced to make a difficult choice between income and registering children for school. Additional coordination with the Health Departments and Immunization Clinic provided immunizations for students without medical coverage. This allowed for a more orderly opening of school. Students without English proficiency began the school year in placements where bilingual/multilingual staff were available to communicate with them.

Brochures, registration forms, and announcements were translated into the most common world languages represented by students in the community. Relatives in the community who brought new immigrant family members to the One-Stop registration center expressed trust and friendship with school staff, saying, "This is my friend…."

ROXBURY HIGH SCHOOL

Increasing Access to Higher Level Courses

School counselors at Roxbury High School became increasingly aware of the need for a way to encourage students to take more challenging courses, particularly Honors and Advanced Placement level courses in mathematics and science. Support would need to be in place so that students rising to the challenge could succeed academically. The current practice allowed parents to sign a waiver for their student to take a higher level course. This practice frequently resulted in student discouragement, lower grades, or withdrawal from the course because students were not prepared for the new challenges. These frustrations did not encourage students to try to move up a level again in the future.

School counselors spoke with students informally regarding their reasons for dropping out of higher level courses after they had been "waivered" in. Many spoke about the difficulty of moving into class with students who had been in honors courses before and knew what to do to succeed. One student said, "I never had to do homework every night or write a paper on my own outside of class." Another student commented that current honors students in his class had the advantage of being in previous honors classes and knew the "drill."

Teachers expressed their concern about the impact on the class when a student entered their higher level courses unprepared for the reading, writing, and research requirements as well as the personal effect on the student who struggled or did poorly. They wanted to encourage students to move up, but they expressed the need for a support system for the students who were unprepared for the rapid pace and intensity of the class.

Counselors reviewed the numbers of students who moved up a level and then dropped back down soon after changing their schedule. Finally counselors interviewed Honors and AP teachers, parents, and, lead teachers and department supervisors to gain a perspective from the various stakeholders involved.

GOAL:

Increase the number of students in higher level courses, especially Honors and Advanced Placement, especially students from underrepresented groups by

1. Encouraging students to try new courses
2. Providing a support system and "safety net" for students moving up
3. Increasing the level of teachers' and parents' awareness of the importance of higher level courses for access to higher education, better jobs, and for scholarships, especially mathematics and science.
4. Providing opportunities for new students to develop needed skills while remaining in the higher level course.

PLAN:

1. Teacher and counselor check-ins 2-4 times per marking period.

2. Increased opportunities were created for tutoring and mentoring in the department resource rooms (Departmental offices and learning centers were open every period for students to seek help and tutoring. English and Mathematics rooms were also open before and after school. The resource rooms were staffed by teachers on their duty period.)

3. A new Student Course Petition was designed to help the student develop a plan for success as part of the petition as well as input from the old and new teacher and department lead teacher or supervisor. Students were required to consult with their old and new teachers' and their parents and to write a "Plan for Academic Success" before the petition was reviewed.

4. A data base of all students petitioning to move up a level was accessible to counselors and teachers to check on their progress and to analyze trends in courses.

5. Information was expanded during course selection and four year program planning about the importance of higher level courses at all levels (Basic Skills to regular, regular to college prep, college prep to Honors and Advanced Placement)

6. Counselor liaisons were established with each department to encourage communication about the classes and to follow up on teachers' concerns

7. Information on multiple intelligences, advanced study skills and higher level thinking skills was provided for students, parents, and teachers.

8. A Course Recommendation Day was created in late January. Classroom teachers had the opportunity to share their course recommendation with each student and to sign the student's Course Recommendation Form. Students carried the form to each class. The ninth period teacher collected the forms and brought them to the Guidance Office for the counselor.

9.New counseling strategies were implemented using the HELPING modal and solution focused brief counseling techniques for students moving up.

RESULTS

Year 1: 266 petitions submitted; 261 petitions approved for 1 student dropped down or out of the higher level course for reasons unrelated to the difficulty of the course. At the end of the semester and the end of the year all students achieved a grade of B or higher. Many students achieved A's.

Year 2: 146 petitions submitted; 146 approved. No students dropped down or out of the higher level course. At the end of the semester and the end of the year, all students achieved a grade of B or higher. Many students achieved A's.

An additional effect of the new program was shown in the increased number of recommendations to higher level courses when teachers were required to make recommendations for the following year. *This resulted in:*

- increased numbers of students in more challenging courses
- increased numbers of first generation students and students from underrepresented groups in higher level courses
- additional sections of higher level courses
- greater numbers of students taking AP exams
- greater numbers of students eligible for the National Honor Society

Teachers said they gained new insights from the program, viewed students from a variety of perspectives, and took time to discuss course recommendation options with students prior to making decisions. This not only increased the numbers of students moving into higher level courses but also expanded and assured the support offered by classroom and resource room teachers to help them succeed.

Teachers expressed satisfaction with the Student Plan for Academic Success. At first some teachers were concerned that the students would not follow through on the plan. However, this fear was quickly eliminated. *Strategies included:*

- writing a study calendar with specific times to study
- participating in study groups
- extra help in the department resource room or with the classroom teacher
- tutoring
- exam review sessions
- help in writing or redrafting papers
- review sessions on previously taught mathematics skills
- weekly check-ins with the teacher
- help in notetaking
- help in writing lab reports
- study buddies in the class
- guided study halls

SECTION 5

LEGAL and ETHICAL PRIMER

Legal and Ethical Issues for the Professional School Counselor

School Counselors, perhaps more than any other school personnel, are on the frontline in the school setting, dealing directly with all members of the school and home community. They face challenges every day that require a level of knowledge and/or expertise in legal and ethical matters.

School counselors, to a greater degree than counselors who practice in other settings, are continually challenged with legal and ethical problems. I believe legal, and ethical issues arise more often for school counselors because their clients are minors, they have responsibilities to numerous constituencies (students, their parents and guardians, teachers, and administrators), they have such large numbers of students to counsel, and they work in a setting that requires compliance with many complex federal and state statutes. (Remley, 2002)

The American School Counselor Association (ASCA) underscores that assessment with the following:

Whether you are new to the field or have been practicing for years, legal and ethical challenges can still throw you for a loop. From confidentiality issues to records maintenance, from duty of care to sexual harassment issues, a school counselor's legal and ethical questions can spring up from every corner.

In a study conducted and reported by Mary A. Hermann in "A Study of Legal Issues Encountered by School Counselors and Perceptions of Their Preparedness to Respond to Legal Challenges" (2002), the following implications were uncovered:

The study found that school counselors are legally vulnerable. They report that the most prevalent legal issue being encountered by school counselors is determining whether a student is suicidal, suspected child abuse, and whether students present a danger to others.

Yet, the study also uncovered that almost one/half of the study participants did not take part in continuing education in ethics and/or legal issues. Harmann (2002) strongly urged professional school counselors to participate in continuing education on legal and ethical issues in counseling.

CONTINUING EDUCATION ON LEGAL AND ETHICAL ISSUES

KEY TOPICS ON LEGAL ISSUES FOR PROFESSIONAL SCHOOL COUNSELORS

The New Jersey Principals and Supervisors Association has begun the process of providing comprehensive information on legal issues for school administrators and professional school counselors. This information is being shared with school personnel through a series of Education Law Primers authored by Robert Schwartz, Esq., Wayne J. Oppito, Esq., and David Nash, Esq., all legal counselors for NJPSA.

Listed below are key legal issues identified by the authors of the Education Law Primers as relevant for New Jersey's professional school counselors. These issues do not, naturally, cover the full scope of legal issues with which educators need to be concerned. Resources are listed at the conclusion of this section that will provide further supports for professional school counselors as they continue their daily work in the areas which cause them to be legally vulnerable.

Sexual Harassment

All school districts must have well publicized sexual harassment policies. School employees must be made aware of the complaint process, as well as the need to promptly report alleged harassing conduct. Supervisors and administrators must be trained to respond effectively to complaints of sexual harassment.

What is the definition of "sexual harassment"?
The courts have recognized two types of sexual harassment: "quid pro quo" sexual harassment and "hostile work environment" sexual harassment.

Quid Pro Quo sexual harassment is defined as an implicit or explicit threat that if one does not accede to a sexual demand, it will have a negative consequence, either in the sense of loss of employment or loss of promotion or an unfavorable evaluation.

Hostile work environment sexual harassment occurs when an employer or a fellow employee harasses another employee because of his or her gender or sexual preference to the extent to which the working environment becomes "hostile" or "abusive".

Major State and Federal Laws that Address Sexual Harassment

Law Against Discrimination (LAD) – NJSA 10:5-1: Prohibits discrimination because of "race, creed, color, national origin, ancestry, age, sex, or sexual orientation, marital status, familial status, liability for service in the Armed Forces of the United States, or nationality."

Anti-Bullying, Harassment, Intimidation – NJSA 10:5-1 to 42: Requires each school district to adopt a policy prohibiting harassment, intimidation, and bullying on school property, at school-sponsored functions and on school buses.

Title VII of the Federal Civil Rights Act: Makes it unlawful for "an employer . . .to discriminate against an individual . . . because of such individual's race, color, religion, sex, or national origin."

Title IX of the Education Amendments, 1972: 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 an education program or activity receiving Federal financial assistance.

Employer Liability

An employer may be liable for sexual harassment even without actual, first-hand knowledge that harassment has occurred, if the employer reasonably should have known of the harassment. An employer may be held liable for sexual harassment of its employees under a theory of negligence based on the employer's failure to have in place well publicized

Student-on-Student Harassment

In cases of student-on-student harassment school districts may be liable under negligence theory for not taking reasonable measures to stop harassment, and they may be liable under Title IX of the 1972 Education Amendments for "deliberate indifference" to the acts of harassment depriving the student victim of the educational benefits to which he/she is entitled under the Act.

School District's Duty of Care Regarding Sexual Harassment

Frugis v. Bracigliano, 177 N.J. 250: The Court summarized the duty of care as follows: The law imposes a duty on children to attend school and on parents to relinquish their supervisory role over their children to teachers and administrators during school hours. While their children are educated during the day, parents transfer to school officials the power to act as guardians of those young wards. No greater obligation is placed on school officials than to protect the children in their charge from foreseeable dangers, whether those dangers arise from the careless acts or intentional transgressions of others."

Teacher to Student Sexual Harassment

Franklin v. Gwinnett County Public Schools, 503 U.S. 60 (1992): "When a supervisor sexually harasses a subordinate because of the subordinate's sex, that supervisor discriminates on the basis of sex. . .We believe the same rule should apply when a teacher sexually harasses and abuses a student."

Gebser v. Lago Vista Independent School District, 524 U.S. 274 (2001): The Court held that a school district may be held liable under Title IX where it is deliberately indifferent to known acts of teacher-student sexual harassment.

Requirements for a School District Policy Regarding the Prevention and Remediation of "Harassment, Intimidation, and Bullying

18A:37-13 Legislative Findings

The legislature finds and declares that: a safe and civil environment in school is necessary for students to learn and achieve high academic standards; harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment; and since students learn by example, school administrators, faculty, staff, and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying.

Definitions of Harassment, Intimidation, and Bullying

"Harassment, intimidation or bullying" means any gesture or written, verbal or physical act that is reasonable perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory handicap, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function or on a school bus and that:

a. a reasonable person should know, under the circumstances, will have the effect of harming a student or damaging the student's property, or placing a student in a reasonable fear of harm to his person or damage to his property; or

b. has the effect of insulting or demeaning any student or group of students in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

School Policy on Harassment, Intimidation, and Bullying

Each school district shall adopt a policy prohibiting harassment, intimidation, or bullying on school property, at a school sponsored function or on a school bus. The school district shall attempt to adopt the policy through a process that includes representation of parents or guardians, school employees, volunteers, students, administrators, and community representatives.

Division of Youth and Family Services

ABUSED CHILD: DEFINED

The short definition of child abuse is the unnecessary infliction of suffering or pain, mental or physical, upon a child. State of New Jersey, v. Patricia L. Hill and David Stamps 232 N.J. Super. 353, (Law Division 1989)

STATUTORY DEFINITION:

N.J.S.A. 9:6-8.9 defines an abused child" as a child under the age of 18 years whose parent, guardian, or other person having his custody and control:

a. Inflicts or allows to be inflicted upon a child physical injury by other than accidental means which causes or creates a substantial risk of death, or serious or protracted disfigurement, or protracted impairment of physical or emotional health or protracted loss or impairment of the function of any bodily organ;

b. Creates or allows to be created a substantial or ongoing risk of physical injury to such child by other than accidental means which would be likely to cause death or serious or protracted disfigurement, or protracted loss or impairment of the function of any bodily organ;

c. Commits or allows to be committed an act of sexual abuse against the child;

d. Impairs or threatens to impair a child's physical, mental, or emotional condition as a result of the failure of the child's parent or guardian, or such other person having his custody and control, to exercise a minimum degree of care (1) in supplying the child with adequate food, clothing, shelter, education, medical or surgical care or (2) unreasonably inflicting or allowing to be inflicted harm, or substantial risk of harm, including excessive corporal punishment or use of excessive physical restraint under circumstances which do not indicate that the child's behavior is harmful to himself, others or property; or by any other act of a similarly serious nature requiring the aid of the court;

e. Willful abandonment of a child by his parent or guardian, or such other person having his custody and control;

f. Inappropriate placement of a child who is in an institution as defined in section 1 of P.L.1974, c. 119 (C. 9:6-8.21) with the knowledge that the placement has resulted and may continue to result in harm to the child's mental or physical well-being or willfully isolate the child from ordinary social contact under circumstances which indicate emotional or social deprivation.

THE SCHOOL REPORTING REQUIREMENT:

N.J.S.A.9:6-8.10 requires “any person” who has “reasonable cause” to believe that a child has been the subject of abuse to report his or her suspicion “immediately” to the Division of Youth and Family Services. This applies to anyone who is in a position to make an observation, or receive the report of an observation. Specifically, the statute states:

Any person having reasonable cause to believe that a child has been subjected to child abuse or acts of child abuse shall report the same immediately to the Division of Youth and Family Services by telephone or otherwise. Such report, where possible, shall contain the names and addresses of the child and his parent, guardian, or other person having custody and control of the child and, if known, the child’s age, the nature and possible extent of the child’s injuries, abuse or maltreatment, including any evidence of previous injuries, abuse or maltreatment, and any other information that the person believes may be helpful with respect to the child abuse and the identity of the perpetrator.

DOES THIS APPLY TO ALL SCHOOL PERSONNEL?

Yes. The phrase “any person” does not have any limitation.

DO ALL SCHOOL PERSONNEL HAVE THE SAME DUTY TO REPORT?

Yes. However, as there is greater expectation for school administrators to be aware of the statutory and regulatory requirements, and of school policy, they will be held to a higher standard.

DOES THE EMPLOYEE MAKING THE REPORT INCUR ANY POTENTIAL LIABILITY?

No. N.J.S.A.9:6-8.13 provides immunity from liability for persons making reports of suspected child abuse or neglect. F.A. by P.A. v. W.J.F. 248 N.J.Super. 484, App. Div. 1991)

The immunity afforded by N.J.S.A. 9:6-8.13 is from any “liability, civil or criminal” that might otherwise be incurred or imposed. The statute does not afford immunity from suit. In order for the immunity from liability to attach, the person making the report has to have had “reasonable cause to believe that a child has been subjected to child abuse or acts of child abuse,” and to have made such report “immediately.”

WHY IS IMMUNITY PROVIDED TO THE PERSON MAKING THE REPORT WHO HAS REASONABLE CAUSE TO BELIEVE THAT A CHILD HAS BEEN ABUSED?

To encourage people to report suspicions of child abuse

TO WHAT DEGREE MUST A DISTRICT COOPERATE WITH DYFS IN ARRANGING FOR INTERVIEWS?

N.J.A.C.6A:16-10.2(7) requires district boards of education to: Permit the DYFS investigator to interview the child.

Should the interview be in the presence of the school principal?

Yes. The regulation requires the presence of the principal or the principal's designee. If the child is intimidated by the presence of that school representative, then the child shall be given the opportunity to name a staff member with whom he or she feels comfortable, who will be allowed to accompany the child during the interview.

What is the role of the principal or the designee during the interview?

Not to participate in the interview, but to provide comfort and support to the child.

What is required of the school district?

•It must cooperate with DYFS in scheduling interviews with any school personnel having information relevant to the investigation.

•It must release to DYFS, pursuant to statute and regulations, student records of the child under investigation that are deemed to be relevant to the assessment or treatment of child abuse.

•It must maintain the confidentiality of allegations of child abuse or neglect.

•It must require that such confidential information be maintained in a secure location separate from other employee personnel records and accessible only to the district chief school administrator or his or her designee.

•It must permit DYFS to physically remove a child from school during the course of the school day when necessary to protect the child or take the child to a service provider, but only after the principal, or the principal's designee has been provided with appropriate authorization for such action.

•It must release all student records of the child under investigation that are deemed relevant to the assessment or treatment of child abuse, in accordance with N.J.S.A.18A:36-19 and N.J.A.C.6:3-6.

RECORD KEEPING AND MAINTENANCE OF RECORDS

School districts have a duty to accurately maintain and protect the confidentiality of pupil records under both state and federal law. School districts also have wide ranging recordkeeping duties for other types of records, including personnel records, financial records and in some cases e-mails between school employees. Advances in technology, such as the reliance on e-mail, the use of the Internet by school districts and the prevalence of electronic recordkeeping, have altered the legal landscape. Recent legislation, including the federal No Child Left Behind Act and the state Open Public Records Act have significantly altered the nature and extent of this role. This Chapter of the NJPSA Education Law Primer is intended to provide an overview of the major responsibilities that school districts and school administrators have in the area of recordkeeping. The NJPSA Education Law Primer is not intended to provide legal advice. NJPSA members should contact NJPSA's Legal Department and/or their board attorney for advice on specific legal issues.

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THE STATE AND FEDERAL LAWS AND REGULATIONS GOVERNING RECORD KEEPING FOR SCHOOL DISTRICTS

There are several state statutes that impact upon pupil records. These statutes, which are discussed in greater detail in this Chapter of the Primer, include:

N.J.S.A. 18A:36-19, which provides for the general duty of school districts to create, maintain, retain and secure pupil records, while providing access to parents and adult pupils and ensuring reasonable privacy of pupil records;

N.J.S.A. 18A:36-19a and 18A:36-25.1, which govern the transfer of student records and the duty of a school district to request records from a prior district, including student disciplinary records under amendments enacted in 2002;

N.J.S.A. 18A:36-19.1, which requires that school districts provide the same access to school facilities for military recruiters that is provided for educational and occupational recruiters;

N.J.S.A. 18A:36-34, which requires that school districts receive prior written consent from a pupil's parents before the district may administer a student survey, assessment, analysis or evaluation covering certain topics;

N.J.S.A. 18A:36-35, which requires that school districts not disclose any personally identifiable information about students on the district's web site without receiving prior written consent from the parent; and

N.J.S.A. 18A:36-36, which places limits on the manner in which a school district may collect information regarding the pupil's race, ethnicity, migratory status or economically disadvantaged status.

AT THE FEDERAL LEVEL, THE MAJOR STATUTES ADDRESSING PUPIL RECORDS ARE:

20 U.S.C. 1232, known as the Family Educational Rights and Privacy Act (FERPA), which includes federal requirements regarding recordkeeping, transfer of student records and maintaining confidentiality of personally identifiable information;

20 U.S.C. 1232h, known as the Protection of Pupil Rights Amendment Act (PPRA), which provides parents with certain rights regarding student surveys and the inspection of instructional materials; and

20 U.S.C. 7908, part of the federal No Child Left Behind that was signed into law on January 8, 2002,which requires school districts receiving any funding under NCLB to provide military recruiters with access to secondary school students names, addresses and telephone listings unless a parent specifically requests that their child's information be excluded, notwithstanding the requirements of FERPA.

THE FOLLOWING STATE AND FEDERAL REGULATIONS INCORPORATE THE PUPIL RECORDS REQUIREMENTS:

N.J.A.C. 6:3-6, which incorporates state and federal pupil records requirements; and 34 C.F.R. 99, which provides specific regulations for FERPA.

Public records generally are addressed under the New Jersey Open Public Records Act, N.J.S.A. 47:1A-1.

The New Jersey Open Public Records Act, P.L. 2001, Chapter 404 (N.J.S.A.47:1A et seq.)

On January 8, 2002, the New Jersey Open Public Records Act or OPRA was signed into law. Similar in purpose to the Open Public Meetings Law or Sunshine Law, the goal of OPRA is to open up the public's access to government. OPRA seeks to increase public access to records maintained by public agencies in our state by balancing the public's interest in government records, respect for personal privacy, and the efficient process of government. For the first time in New Jersey, the law clearly shifts that balance toward the disclosure of government records unless specific or general exemptions apply, the public safety is at risk or an individual citizen's reasonable expectation of privacy would be breached by disclosure.

Since public schools are considered to be political subdivisions of the state government, OPRA applies to school districts. OPRA will reach private entities when a school district or other public agency subcontracts governmental functions to these entities.

Requests for access to "government records" will be made to the "custodian of a government record" of the public entity. Generally speaking, the custodian of record for a public school will be designated at the district level. However, in large districts, records may be stored or maintained at the school site. As a result, a building-based custodian of records may be appointed.

GOVERNMENT RECORD DEFINED

OPRA broadly defines a “government record” as any paper, written or printed book, document, drawing, map, plan photograph, microfilm, data processed or image processed document, information stored or maintained electronically or by sound-recording that has been “made, maintained, kept on file, or received by a public agency in the course of its official business.” For example, e-mail is a means of transmitting information. As such, the contents of e-mail may meet the definition of a government record if it is regularly created or received by public employees and agencies in the course of official business, subject to some exceptions.

MAINTENANCE AND SECURITY OF PUPIL RECORDS

Pursuant to N.J.A.C. 6:3-6.4, the chief school administrator is responsible for the security of pupil records and for devising procedures to ensure that access is limited to authorized persons. The procedures must be designed so that records are not altered, damaged or lost. Records must be maintained in a central file at the school attended by the pupil. If any records are kept in other than the central file, a notation in the central file is required to indicate where the records may be found. When records are computerized, computer locks are required for security to limit access to authorized persons. In order to guard against alteration, loss or destruction, a school district is required to maintain an updated duplicate file.

RIGHTS OF PARENTS AND STUDENTS UNDER FERPA

The federal Family Educational Rights and Privacy Act (FERPA), provides students over 18 and their parents or legal guardians with certain rights regarding pupil records. These include:

1) Right to inspect and review student's education records within 45 days of the day the school receives a request for access;

2) Right to request amendment of student's education records if believed to be inaccurate - see 1232g(a)(2) - and the right to a hearing before disinterested party and right to have attorney present;

3) Right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent, such as in the case of school officials who have a need to review a record in order to fulfill his or her professional responsibility.

(Note that school district has the right to transfer student records, including discipline records, without consent to a student's new district upon request of the new district. The sending district should make a reasonable effort to notify a parent that records are being sent.)

4) Right to file complaint with the USDOE alleging failures of district to comply with FERPA.

FERPA requires maintenance of record of all those who have requested access to student's education records and their reasons for doing so. See 20 USC 1232 g(b)(4)(A) The record of access shall be available only to parents and to school official and his assistants responsible for the custody of such records."

Gonzaga University v. Doe, 536 U.S. 273 (2002)

US Supreme Court held that there is no private right of action to enforce FERPA.

ACCESS TO RECORDS

N.J.A.C. 6:3-6.5 and 6.6 incorporate state and federal requirements regarding access to pupil records.

THE FOLLOWING ENTITIES AND PERSONS ARE AUTHORIZED TO ACCESS PUPIL RECORDS:

- Parent of a pupil and the pupil under the age of 18 with the parent's written consent;
- Pupils at least 16 years of age who are graduating or dropping out of school;
- Adult pupils and the parents of adult pupils where the parents have written permission from the pupil;

- Certified school district personnel with assigned responsibility for the pupil;
- Certified educational personnel responsible for the pupil employed by an approved private school for the handicapped, a state facility or an accredited nonpublic school where students with educational disabilities have been placed pursuant to N.J.S.A. 18A:46-14;
- Clinics and agencies approved by the New Jersey Department of Education;
- District board of education as necessary through the chief school administrator to fulfill the board's legal responsibility;
- Secretarial and clerical personnel under the direct supervision of certified school personnel to the extent necessary to enter and record data and perform routine clerical tasks;
- Accrediting organizations in order to carry out their accrediting functions;
- Commissioner of Education and NJDOE staff as necessary to fulfill legal responsibility;
- Officials of other boards of education within the State of New Jersey in which the pupil is placed, registered or intends to enroll subject to requirements regarding the transfer of records (discussed separately in this Primer);
- Officials of the U.S. Department of Education as necessary to fulfill legal responsibility;
- Officers and employees of a State agency who are responsible for protective and investigative services for pupils referred to that agency;
- Organizations, agencies and persons outside the school with the written consent of the parent or adult pupil;
- Organizations, agencies and individuals outside the school, other than those specified above, upon presentation of a court order;
- Military recruiters pursuant to 20 U.S.C. 7908 (see discussion below); and
- Bona fide researchers who explain in writing the nature of the research and the relevance of the records sought, and who satisfy the chief school administrator the records will be under strict conditions of anonymity and confidentiality.

THE NON-CUSTODIAL PARENT RIGHTS TO ACCESS STUDENT RECORDS

The non-custodial parent has the same rights as the custodial parent to access pupil records, unless parental rights have been terminated by a court order. In situations where the custodial parent indicates to the school that the non-custodial parent is not to have access to the pupil's records, the parent must provide the school with a court order restricting access of the non-custodial parent. If the custodial parent does produce a court order, a copy should be placed in the pupil's file along with a notation that the non-custodial parent is not to have access to the pupil's records.

DISTRICT RESPONSE TO A COURT ORDER OR SUBPOENA DEMANDING ACCESS TO PUPIL RECORDS

School districts must provide access in response to a valid court order, but NOT in response to a subpoena. A subpoena is an official form from a court or administrative agency, but is generally signed by an attorney and is not sufficient for a school to provide access to records. A court order must be signed by a judge and will indicate the specific information being requested. The document will indicate ORDERED on its face. A subpoena will have the word “subpoena” on the document. Even when a subpoena is presented by law enforcement officials, the school district cannot provide access to pupil records absent a court order.

Unless instructed otherwise by a court, the district board of education shall, prior to the disclosure of any pupil records pursuant to a court order, give the parent or adult pupil at least three days notice of the name of the requesting agency and the information requested. Where practicable, the notice should be in writing.

RIGHTS MILITARY RECRUITERS HAVE TO ACCESS STUDENT RECORDS

Under 20 U.S.C.A. 7908, which is part of the federal No Child Left Behind that was signed into law on January 8, 2002, school districts receiving any funding under NCLB must provide military recruiters with access to secondary school students’ names, addresses and telephone listings unless a parent specifically requests that their child’s information be excluded. A secondary school student or the parent may request that the student’s name, address, and telephone listing not be released without prior written parental consent. The parent or student must make this request to the school district in writing. Each school district is required to notify parents of the option to make a request to not have their child’s pupil records released to a military recruiter. If the parent makes such a request, the district shall comply with the request, and then only release the above information to a military recruiter if the parent requests such release in writing.

Under N.J.S.A. 18A:36-19.1, each school district is required to provide military recruiters with the same access to secondary school students as is provided generally to post-secondary educational institutions or to prospective employers of those students. Thus, if colleges and/or employers are allowed into a school to recruit students, military recruiters must have the same opportunity.

RECORD OF THOSE REQUESTING ACCESS

FERPA requires maintenance of record of all those who have requested access to student’s education records and their reasons for doing so. See 20 USC 1232 g(b)(4)(A) The record of access shall be available only to parents and to a school official and his assistants responsible for the custody of such records.”

STUDENT SURVEYS

School districts receiving federal funding that wish to conduct student surveys are required to comply with the provisions of the federal Protection of Pupil Rights Amendment Act, 20 U.S.C.A. 1232h. Under this federal law, school districts are required to provide parents with prior written notice before students could be compelled to complete a survey. The federal law does not apply to voluntary student participation in surveys.

Under a state law enacted in 2001, N.J.S.A., 18A:36-34, all New Jersey school districts must comply with a stricter state law regarding student surveys. The state law requires school districts to receive written prior consent from parents before administering any student “survey, assessment, analysis or evaluation,” which touches upon certain specified topics, regardless of whether or not student participation is voluntary. The state law fails to define the amorphous terms “assessment, analysis or evaluation.”

Absent written parental consent, the state law prohibits schools from administering any survey, assessment, analysis or evaluation which reveals information concerning:

1) political affiliations;

2) mental and psychological problems potentially embarrassing to the student or the student's family;

3) sexual behavior and attitudes;

4) illegal, anti-social, self-incriminating and demeaning behavior;

5) critical appraisals of other individuals with whom a respondent has a close family relationship;

6) legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;

7) income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under a program; or

8) Social Security number.

Written parental consent must be received by the school district at least two weeks prior to the administration of the survey, assessment, analysis or evaluation.

DISCIPLINARY RECORDS

The school district of last attendance must provide the enrolling district with all information in the student's record related to disciplinary action taken against the student by the district. The sending district must send the student records within ten days after the transfer has been verified by the requesting school.

In addition, Section 4155 of the federal No Child Left Behind Act also includes a requirement for states to have in place procedures so that public school districts send student disciplinary records, with respect to suspension or expulsion, to nonpublic schools. Prior to the enactment of NCLB, public school districts were not required to send student disciplinary records to private schools.

In addition, NCLB now requires that public school districts maintain in each student's records at the very least information on suspensions or expulsions. Prior to the enactment of NCLB, school districts were not required to maintain any specific information on student discipline in each student's record.

DISCLOSURE OF INFORMATION ON THE INTERNET

Under a state law that became effective January 8, 2002, N.J.S.A. 18A:36-35, school districts are prohibited from disclosing certain personally identifiable information on the Internet without receiving prior written consent from the student's parent or guardian on a form developed by the New Jersey Department of Education. "Personally identifiable information" includes student names, student photos, student addresses, student e-mail addresses, student phone numbers, and locations and times of class trips.

STUDENT DISCIPLINE

STUDENTS CAN BE DISCIPLINED FOR INCIDENTS OFF SCHOOL PREMISES

R.R. v. Shore Regional

Schools may discipline students for activities off school premises and after school hours, if such activities are deemed to pose a risk to students while in school.

STUDENT ASSAULTS ON A TEACHER OR AN ADMINISTRATOR

18A:37-2.1

a. Any pupil who commits an assault, as defined pursuant to N.J.S.2C:12-1, upon a teacher, administrator, board member or other employee of a board of education, acting in the performance of his duties and in a situation where his authority to so act is apparent, or as a result of the victim's relationship to an institution of public education of this State, not involving the use of a weapon or firearm, shall be immediately suspended from school consistent with procedural due process pending suspension or expulsion proceedings before the local board of education. Said proceedings shall take place no later than 30 calendar days following the day on which the pupil is suspended. The decision of the board shall be made within five days after the close of the hearing. Any appeal of the board's decision shall be made to the Commissioner of Education within 90 days of the board's decision. The provisions herein shall be construed in a manner consistent with 20 U.S.C. section 1400 et seq.

RIGHTS OF STUDENTS

18A:37-2.4

a. Any pupil removed pursuant to section 1 of P.L.1995, c. 128 (C. 18A:37-2.2) shall be entitled to a hearing before the local board of education to determine if the pupil is guilty of committing an assault upon a teacher, administrator, board member, other employee of a school board or another student, with a weapon, on any school property, on a school bus, or at a school-sponsored function. If it is found that the pupil is not guilty of the offense the pupil shall be immediately returned to the regular education program.

b. The hearing shall take place no longer than 30 days following the day the pupil is removed from the regular education program. The hearing is not subject to the provisions of the "Open Public Meetings Act," P.L.1975, c. 231 (C. 10:4-6 et seq.).

c. The decision of the board shall be made within five days after the close of the hearing. Any appeal of the board's decision shall be made to the Commissioner of Education within 90 days of the board's decision.

SUMMARY:

1. Students are entitled to a hearing.
2. The hearing shall take place within 30days following the day that the student is removed from the regular educational program.
3. The board of education shall issue its decision within 5 days of the close of the hearing.

GOSS V. LOPEZ

Due process rights for students who are suspended for a period of less than 10 days consist of
(1) notice
(2) reason for the suspension
(3) an opportunity for the student to respond.

Students suspended for more than 10 days are entitled to have a hearing before the board of education.

CAN CLASSIFIED STUDENTS BE SUSPENDED? YES.

N.J.A.C. 6A:14-2.8 (a)

Students may be suspended for up to 10 consecutive or non-consecutive days without initiating action by child study team.

N.J.A.C. 6A:14-2.8(b)

Suspensions for more than 10 cumulative days constitutes a change in placement requiring child study team reevaluation with parental consent.

Revaluation shall determine whether student's behavior was a manifestation of disability. If it is determined that behavior was manifestation of disability board may not suspend or expel, but may propose change in placement. Change in placement requires parental consent if behavior is not a manifestation of disability, student may be suspended or expelled, but board is still required to provide education services.

ZERO TOLERANCE FOR GUNS ACT -18A:37-7

POSSESSION OF FIREARM BY A STUDENT ON SCHOOL PROPERTY OR AT A SCHOOL FUNCTION REQUIRES IMMEDIATE REMOVAL FROM THE REGULAR EDUCATION PROGRAM

18A:37-8

Any pupil who is convicted or adjudicated delinquent for possession of a firearm or a crime while armed with a firearm or found knowingly in possession of a firearm on any school property, on a school bus, or at a school-sponsored function shall be immediately removed from the school's regular education program pending a hearing before the local board of education to remove the pupil from the regular education program for a period of not less than one calendar year subject to modification on a case-by-case basis by the chief school administrator.

For the purposes of this section "firearm" means those items enumerated in N.J.S.A. 2C:39-1f and 18 U.S.C. 921.

Any pupil that is removed from the regular education program pursuant to this section shall be placed in an alternative education program. If placement in an alternative education program is not available, the pupil shall be provided home instruction or other suitable facilities and programs until placement is available. The provisions herein shall be construed in a manner consistent with 20 U.S.C. ? 1400 et seq. Nothing herein shall be construed as prohibiting the expulsion of a pupil.

DRUGS AND ALCOHOL

DISTRICTS MUST HAVE POLICIES.

18A:40A-11

> ...school districts must have policies and procedures for the evaluation and referral of students involved in incidents of possession or use of drugs and alcohol on school property or at school functions.
>
> The components of a school district's policy shall include:
>
> "... procedures for the evaluation, referral for treatment and discipline of pupils involved in incidents of possession or abuse of substances . . . on school property or at school functions, or who show significant symptoms of the use of those substances on school property or at school functions.

N.J.A.C. 6A:16-4.1(A)

School districts are required to adopt and implement policies and procedures for the assessment, intervention, referral or evaluation of students "whose use of alcohol or other drugs has effected this school performance, or for students who consume or are suspected of being under the influence in school or at school functions."

WHAT IS THE ROLE OF THE PRINCIPAL WHO RECEIVES A REPORT THAT A STUDENT MAY BE UNDER THE INFLUENCE OF DRUGS OR ALCOHOL? ARRANGE FOR AN IMMEDIATE MEDICAL EXAMINATION OF THE STUDENT.

18A:0A-12

a. Whenever it shall appear to any teaching staff member, school nurse or other educational personnel of any public school in this State that a pupil may be under the influence of substances as defined pursuant to section 2 of this act, other than anabolic steroids, that teaching staff member, school nurse or other educational personnel shall report the matter as soon as possible to the school nurse or medical inspector, as the case may be, or to a substance awareness coordinator, and to the principal or, in his absence, to his designee. The principal or his designee, shall immediately notify the parent or guardian and the superintendent of schools, if there be one, or the administrative principal and shall arrange for an immediate examination of the pupil by a doctor selected by the parent or guardian, or if that doctor is not immediately available, by the medical inspector, if he is available. If a doctor or medical inspector is not immediately available, the pupil shall be taken to the emergency room of the nearest hospital for examination accompanied by a member of the school staff designated by the principal and a parent or guardian of the pupil if available. The pupil shall be examined as soon as possible for the purpose of diagnosing whether or not the pupil is under such influence. A written report of that examination shall be furnished within 24 hours by the examining physician to the parent or guardian of the pupil and to the superintendent of schools or administrative principal. If it is determined that the pupil was under the influence of a substance, the pupil shall be returned to his or her home as soon as possible and shall not resume attendance at school until the pupil submits to the principal a written report certifying that he or she is physically and mentally able to return thereto, which report shall be prepared by a personal physician, the medical inspector or the physician who examined the pupil pursuant to the provisions of this act.

In addition, the pupil shall be interviewed by a substance awareness coordinator or another appropriately trained teaching staff member for the purpose of determining the extent of the pupil's involvement with these substances and possible need for treatment. In order to make this determination the coordinator or other teaching staff member may conduct a reasonable investigation which may include interviews with the pupil's teachers and parents. The coordinator or other teaching staff member may also consult with such experts in the field of substance abuse as may be necessary and appropriate. If it is determined that the pupil's involvement with and use of these substances represents a danger to the pupil's health and well-being, the coordinator or other teaching staff member shall refer the pupil to an appropriate treatment program which has been approved by the Commissioner of Health.

b. Same - applies to students suspected of use of anabolic steroids.

SUMMARY:

1. The teacher shall report his/her suspicion to the school nurse and the principal.

2. The principal shall immediately notify the parent and the superintendent.

3. The principal shall immediately arrange for the medical examination of the student by a doctor selected by the parent or by the school doctor or medical inspector, and if there is none, by the emergency room of the nearest hospital.

4. A written report shall be furnished by the attending physician within 24 hours.

5. If its is determined that the student was "under the influence" the student may not resume attendance at school until a written report is provided stating that the student is physically and mentally able to return.

6. If it is determined that the student was under the influence of drugs or alcohol the student shall be referred to the substance awareness coordinator.

DOES THE PRINCIPAL HAVE ANY DISCRETION? *NO.*

N.J.A.C. 6A:16-4.3(A)(2)

"In response to every report the principal or his designee shall have to arrange for the immediate medical examination of the student."

-DOES THE REPORT HAVE TO BE FURNISHED WITHIN 24 HOURS OF THE REFERRAL? *YES.*

N.J.A.C. 6A:16-4.3(A)(6)

The report must be given within "24 hours of the referral."

MUST THE STUDENT BE EXAMINED BY A PHYSICIAN? *YES.*

WILL AN EXAMINATION BY THE NURSE SUFFICE? *NO.*

IS A DRUG TEST ALONE SUFFICIENT? *NO.* THERE MUST BE A PHYSICAL EXAMINATION.

The Commissioner has ruled that the statute requires students to be examined by a physician - not just a nurse, that the examination must be a medical examination - not just a drug test, and that the designated administrator's role is to arrange for an immediate medical examination of the student - not to validate the observations of the referring staff member. In the Matter of the Tenure Hearing of Joseph Graceffo

ARE TEACHERS WHO IN GOOD FAITH REPORT THEIR SUSPICION HELD "HARMLESS?" *YES.*

N.J.S.A..18A:40A-13

No action of any kind in any court of competent jurisdiction shall lie against any teaching staff member, including the substance awareness coordinator, any school nurse or other educational personnel, medical inspector, examining physician or any other officer or agent of the board . . . because of an action taken by virtue of the provisions of this act, provided the skill and care given is that ordinarily required and exercised by such other teaching staff member, nurses, educational personnel, or medical inspector, physician. . . or agents of the board or emergency room personnel.

N.J.S.A.18A:40A-14

Any teacher, guidance counselor, school psychologist, school nurse, substance awareness coordinator or other educational personnel, employed by . . . public or private schools, who in good faith reports a pupil to the principal or his designee or to the medical inspector or school physician or school nurse in an attempt to help such pupil cure his abuse of substances . . . shall not be liable in civil damages as a result of making such a report.

SEARCHES BY PUBLIC SCHOOL OFFICIALS

DO SEARCHES BY SCHOOL OFFICIALS HAVE TO BE PREDICATED ON "PROBABLE CAUSE?" *NO.*

STATE V. T.L.O. 469 U.S. 325 (1985)

In the public school context strict adherence to the requirement that searches be based on probable cause undercuts the substantial need of teachers and administrators for freedom to maintain order in the schools.

WHEN CAN SCHOOL OFFICIALS SEARCH A STUDENT? *WHEN THEY HAVE "REASONABLE SUSPICION" THAT THE STUDENT HAS PARTICIPATED IN ACTIVITY PROHIBITED BY THE SCHOOL.*

WHAT CONSTITUTES REASONABLE SUSPICION?

STATE V. MOORE 254 N.J. SUPER. 295 (APP. DIV. 1992)

Student tells a guidance counselor that the defendant possesses a controlled dangerous substance (CDS). Assistant principal receives the report from the guidance counselor. Assistant principal is aware that defendant has been previously disciplined for possession of CDS. Does the assistant principal have enough information on which to conduct a search? The court said yes,

DRAKE V. COUNTY OF ESSEX 275 N.J. SUPER. 585 (APP. DIV 1994)

Does a person's membership in a group commonly thought of as suspicious, by itself, establish reasonable suspicion to search? *NO.*

Can school officials consider as part of the total of circumstances the fact that a student is a member of a gang? *YES.*

IS ADMINISTRATION AUTHORIZED TO CONDUCT LUGGAGE SEARCHES OF STUDENT ON FIELD TRIPS? *YES.*

DESILETS V. CLEARVIEW BD. OF ED. 265 N.J. SUPER. 370 (APP. DIV. 1993)

Parents challenged a junior high school rule that all students must submit to a search of their hand luggage before field trips. Prior to engaging in such field trips, students had to obtain parental permission, and permission slips contained a statement that hand luggage would be searched. Policy upheld.

DOES A VICE PRINCIPAL QUESTIONING A STUDENT FOR SUSPECTED ILLEGAL ACTIVITY HAVE AN OBLIGATION TO PROVIDE MIRANDA WARNINGS? *NO.*

LOCKER SEARCHES

N.J.S.A. 18A:36-19.2 - Notice required.

The principal or other officials designated by the local board of education may inspect lockers or other storage facilities provided for use by students so long as students are informed in writing at the beginning of each school year that inspections may occur.

STRIP AND BODY CAVITY SEARCHES PROHIBITED.

18A:37-6.1

Any teaching staff member, principal or other educational personnel shall be prohibited from conducting any strip search or body cavity search of a pupil under any circumstances.

A pupil convicted of possession of a firearm or a crime while armed with a firearm or who is found to knowingly be in possession of a firearm on school property, on a school bus or at a school sponsored function, shall be immediately removed from the school's regular education program pending a hearing before the local board of education.

GENERALIZED SUSPICION - RANDOM DRUG TESTING.

U.S. Supreme Court upholds random drug testing policy of student athletes where school demonstrates need.

THE LAW IN NEW JERSEY - RANDOM DRUG TESTING OF ALL STUDENTS IS NOT PERMITTED.

ODENHEIM V. CARLSTDAT-EAST RUTHERFORD REG. SCH. DST. 211 N.J. SUP. 54 (CH. DIV.1985).

School's policy of requiring students to submit urine samples for drug testing violated student's right to be free of unreasonable search and seizure, their right to due process and their legitimate expectation of privacy and personal security. N.J.Const. Art. 1, pars. 1-5, 7; U.S.C.A. Const. Art. 4, ? 1 et seq.; Amendments. 1, 3-5, 9, 14.

BUT, RANDOM DRUG TESTING STUDENTS IN EXTRA-CURRICULAR ACTIVITIES IS PERMITTED.

BULLYING

The case of **Saxe v. State College Area School District** 240 F.3d 200 (3d Cir. 2001); makes it clear that policies against harassment must be precise. Though not distinct from sexual harassment, it still important to note that districts are now required to have anti-bully policies as well. Set forth below is the model policy and analysis promulgated by the Department of Education.

BACKGROUND

N.J.S.A. 18A:37-13 et seq. adopted in September 2002 requires each school district to adopt, by September 1, 2003, a policy prohibiting harassment, intimidation and bullying on school property, at school-sponsored functions and on school busses.

Under **N.J.S.A. 18A:37-15**, each school district is granted local control over the contents of the policy and ancillary procedures, but, at a minimum, the ten components listed in the authorizing statute must be included in a school district's policy prohibiting harassment, intimidation and bullying. The provisions of the authorizing statute call for a school district to stipulate the consequences and appropriate remedial actions for the following instances:

(1) persons violating the policy;

(2) persons who engage in reprisal or retaliation against someone who reports a violation of the policy; and

(3) persons who falsely report allegations of harassment, intimidation or bullying as a means of retaliation or as a means of harassment, intimidation or bullying.

Another provision of the statute requires a school district's policy to articulate the range of different measures it will take to respond to violations of the policy. The New Jersey Department of Education (NJDOE) recognizes that decisions about consequences and actions to be taken in response to violations of policies prohibiting harassment, intimidation and bullying should take into consideration the unique circumstances of the acts and the persons involved, as well as the unique conditions and characteristics in each school district.

The NJDOE also recognizes that these decisions must comport with existing school district policies, including those that address the provisions of N.J.A.C. 6A:16, programs to support student development, in general, and N.J.A.C. 6A:16-5.1, code of student conduct, in particular, as well as the provisions of the district's Memorandum of Agreement between Education and Law Enforcement Officials, pursuant to N.J.A.C. 6A:16-6. The policy must also conform to the case law and statutes, including Saxe v State College Area School Dist., 240 F. 3d 200 (3d Cir. 2001); Davis v. Monroe County Board of Education, 526 U.S. 629 (1999); N.J.S.A. 2C:33-4, harassment; N.J.S.A. 10:5-1 et seq., Law Against Discrimination; N.J.S.A. 18A:36-20, discrimination; prohibition; N.J.S.A. 18A:38-5.1, no child to be excluded from school because of race, etc. Districts should also consult guidance documents, including "Recommended Guidelines for School Personnel for the Management of Student Sexual Harassment in Schools."

PROFESSIONAL CODES OF ETHICS

Clearly, legal vulnerability is an overriding concern for professional school counselors. For their professional welfare and efficacy, they are urged to become familiar with codes of ethics for (school) counseling. It is generally believed that the best school counseling practices are those that adhere to professional ethical standards. (Remley, 2002)

Many different organizations, such as the American School Counselor Association (ASCA) and the American Counseling Association (ACA), have standards of ethics by which members agree to abide. Few variations exist among the documents. For the purpose of this model, it is recommended that professional school counselors in New Jersey follow the Ethical Standards for School Counselors of the American School Counselor Association. The text follows:

ETHICAL STANDARDS FOR SCHOOL COUNSELORS

American School Counselor Association (ASCA)

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:

• Each 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.

• Each 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.

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

• Each 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:

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

• Provide 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 students' 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
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
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
(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
(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 affects 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:

• educating and consulting with the membership regarding ethical standards

• periodically reviewing and recommending changes in code

• receiving and processing questions to clarify the application of such standards; Questions must be submitted in writing to the ASCA Ethics chair.

• handling 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

ACA Code of Ethics

ACA Code of Ethics Preamble

The American Counseling Association is an educational, scientific, and professional organization whose members work in a variety of settings and serve in multiple capacities. ACA members are dedicated to the enhancement of human development throughout the life span. Association members recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social andcultural contexts.

Professional values are an important way of living out an ethical commitment. Values inform principles. Inherently held values that guide our behaviors or exceed prescribed behaviors are deeply ingrained in the counselor and developed out of personal dedication, rather than the mandatory requirement of an external organization.

ACA Code of Ethics Purpose

The ACA Code of Ethics serves five main purposes:

1. The Code enables the association to clarify to current and future members, and to those served by members, the nature of the ethical responsibilities held in common by its members.
2. The Code helps support the mission of the association.
3. The Code establishes principles that define ethical behav-ior and best practices of association members.
4. The Code serves as an ethical guide designed to assist members in constructing a professional course of action that best serves those utilizing counseling services and best promotes the values of the counseling profession.
5. The Code serves as the basis for processing of ethical complaints and inquiries initiated against members of the association.

The ACA Code of Ethics contains eight main sections that address the following areas:

Section A: The Counseling Relationship
Section B: Confidentiality, Privileged Communication, and Privacy
Section C: Professional Responsibility
Section D: Relationships With Other Professionals
Section E: Evaluation, Assessment, and Interpretation
Section F: Supervision, Training, and Teaching
Section G: Research and Publication
Section H: Resolving Ethical Issues

Each section of the ACA Code of Ethics begins with an Intro-duction. The introductions to each section discuss what counselors should aspire to with regard to ethical behav-ior and responsibility. The Introduction helps set the tone for that particular section and provides a starting point that invites reflection on the ethical mandates con-tained in each part of the ACA Code of Ethics. When counselors are faced with ethical dilemmas that are difficult to resolve, they are expected to engage in a carefully considered ethical decision-making process. Reasonable differences of opinion can and do exist among counselors with respect to the ways in which val-ues, ethical principles, and ethical standards would be applied when they conflict. While there is no specific ethical decision-making model that is most effective, counselors are expected to be familiar with a credible model of decision making that can bear public scrutiny and its application. Through a chosen ethical decision-making process and evaluation of the context of the situation, counse-lors are empowered to make decisions that help expand the capacity of people to grow and develop. A brief glossary is given to provide readers with a con-cise description of some of the terms used in the ACA Code of Ethics.

Section A
The Counseling Relationship

Introduction

Counselors encourage client growth and development in ways that foster the interestand welfare of clients and promoteformation of healthy relationships.Counselors actively attempt to understandthe diverse cultural backgrounds of the clients they serve. Counselors also exploretheir own cultural identities and howthese affect their values and beliefs aboutthe counseling process.

Counselors are encouraged to contributeto society by devoting a portion of their professional activity to services for which there is little or no financial return(pro bono publico).

A.1. Welfare of Those Served by Counselors

A.1.a. Primary Responsibility
The primary responsibility of counselorsis to respect the dignity and topromote the welfare of clients.

A.1.b. Records
Counselors maintain records necessaryfor rendering professional services to their clients and as required by laws,regulations, or agency or institution procedures. Counselors include sufficient and timely documentation in their client records to facilitate the delivery and continuity of needed services. Counselors take reasonable steps to ensure that documentation in records accurately reflects client progress and services provided. If errorsare made in client records, counselorstake steps to properly note the correction of such errors according to agency or institutional policies.
(See A.12.g.7., B.6., B.6.g., G.2.j.)

A.1.c. Counseling Plans
Counselors and their clients work jointly in devising integrated counseling plans that offer reasonable promise of success and are consistent with abilities and circumstances of clients. Counselors and clients regularly review counseling plans to assess their continued viability and effectiveness, respecting the freedom of choice of clients. (See A.2.a., A.2.d., A.12.g.)

A.1.d. Support Network Involvement
Counselors recognize that support networks hold various meanings in the lives of clients and consider enlisting the support, understanding,and involvement of others (e.g., religious/spiritual/community leaders, family members, friends) as positive resources, when appropriate, with client consent.

A.1.e. Employment Needs
Counselors work with their clients considering employment in jobs that are consistent with the overall abilities, vocational limitations, physical restrictions, general temperament, interest and aptitude patterns, social skills, education, general qualifications, and other relevant characteristics and needs of clients. When appropriate, counselors appropriately trained in career development will assist in the placement of clients in positions that are consistent with the interest, culture, and the welfare of clients, employers, and/or the public.

A.2. Informed Consent in theCounseling Relationship

(See A.12.g., B.5., B.6.b., E.3., E.13.b.,F.1.c., G.2.a.)

A.2.a. Informed Consent
Clients have the freedom to choose whether to enter into or remain in a counseling relationship and need adequate information about the counseling process and the counselor. Counselors have an obligation to review in writing and verbally with clients the rights and responsibilities of both the counselor and the client. Informed consent is an ongoing part of the counseling process, and counselors appropriately document discussions of informed consent throughout the counseling relationship.

A.2.b. Types of Information Needed
Counselors explicitly explain to clients the nature of all services provided. They inform clients about issues such as, but not limited to, the following: the purposes, goals, techniques, procedures, limitations, potential risks, and benefits of services; the counselor's qualifications, credentials, and relevant experience; continuation of services upon the incapacitation or death of a counselor; and other pertinent information. Counselors take steps to ensure that clients understand the implications of diagnosis, the intended use of tests and reports, fees, and billing arrangements. Clients have the right to confidentiality and to be provided with an explanation of its limitations (including how supervisors and/or treatment team professionals are involved); to obtain clear information about their records; to participate in the ongoing counseling plans; and to refuse any services or modality change and to be advised of the consequences of such refusal.

A.2.c. Developmental and Cultural Sensitivity
Counselors communicate information in ways that are both developmentally and culturally appropriate. Counselors use clear and understandable language when discussing issues related to informed consent. When clients have difficulty understanding the language used by counselors, they provide necessary services (e.g., arranging for a qualified interpreter or translator) to ensure comprehension by clients. In collaboration with clients, counselors consider cultural implications of informed consent procedures and, where possible, counselors adjust their practices accordingly.

A.2.d. Inability to Give Consent
When counseling minors or persons unable to give voluntary consent, counselors seek the assent of clients to services, and include them in decision making as appropriate. Counselors recognize the need to balance the ethical rights of clients to make choices, their capacity to give consent or assent to receive services, and parental or familial legal rights and responsibilities to protect these clients and make decisions on their behalf.

A.3. Clients Served by Others
When counselors learn that their clients are in a professional relationship with another mental health professional, they request release from clients to inform the other professionals and strive to establish positive and collaborative professional relationships.

A.4. Avoiding Harm and Imposing Values

A.4.a. Avoiding Harm
Counselors act to avoid harming their clients, trainees, and research participants and to minimize or to remedy unavoidable or unanticipated harm.

A.4.b. Personal Values
Counselors are aware of their own values, attitudes, beliefs, and behaviors and avoid imposing values that are inconsistent with counselinggoals. Counselors respect the diversity of clients, trainees, and research participants.

A.5. Roles and Relationships With Clients
(See F.3., F.10., G.3.)

A.5.a. Current Clients
Sexual or romantic counselor–client interactions or relationships with current clients, their romantic partners, or their family members are prohibited.

A.5.b. Former Clients
Sexual or romantic counselor–client interactions or relationships with former clients, their romantic partners, or their family members are prohibited for a period of 5 years following the last professional contact. Counselors, before engaging in sexual or romantic interactions or relationships with clients, their romantic partners, or client family members after 5 years following the last professional contact, demonstrate forethought and document (in written form) whether the interactions or relationship can be viewed as exploitive in some way and/or whether there is still potential to harm the former client; in cases of potential exploitation and/or harm, the counselor avoids entering such an interaction or relationship.

A.5.c. Nonprofessional Interactions or Relationships (Other Than Sexual or Romantic Interactions or Relationships)
Counselor–client nonprofessional relationships with clients, former clients, their romantic partners, or their family members should be avoided, except when the interaction is potentially beneficial to the client.
(See A.5.d.)

A.5.d. Potentially Beneficial Interactions
When a counselor–client nonprofessional interaction with a client or former client may be potentially beneficial to the client or former client, the counselor must document in case records, prior to the interaction (when feasible), the rationale for such an interaction, the potential benefit, and anticipated consequences for the client or former client and other individuals significantly involved with the client or former client. Such interactions should be initiated with appropriate client consent. Where unintentional harm occurs to the client or former client, or to an individual significantly involved with the client or former client, due to the nonprofessional interaction, the counselor must show evidence of an attempt to remedy such harm. Examples of potentially beneficial interactions include, but are not limited to, attending a formal ceremony (e.g., a wedding/commitment ceremony or graduation); purchasing a service or product provided by a client or former client (excepting unrestricted bartering); hospital visits to an ill family member; mutual membership in a professional association, organization, or community. *(See A.5.c.)*

A.5.e. Role Changes in the Professional Relationship
When a counselor changes a role from the original or most recent contracted relationship, he or she obtains informed consent from the client and explains the right of the client to refuse services related to the change.
Examples of role changes include 1. changing from individual to relationship or family counseling, or vice versa; 2. changing from a nonforensic evaluative role to a therapeutic role, or vice versa; 3. changing from a counselor to a researcher role (i.e., enlisting clients as research participants), or vice versa; and 4. changing from a counselor to a mediator role, or vice versa. Clients must be fully informed of any anticipated consequences (e.g., financial, legal, personal, or therapeutic) of counselor role changes.

A.6. Roles and Relationships at Individual, Group, Institutional, and Societal Levels

A.6.a. Advocacy
When appropriate, counselors advocate at individual, group, institutional, and societal levels to examine potential barriers and obstacles that inhibit access and/or the growth and development of clients.

A.6.b. Confidentiality and Advocacy
Counselors obtain client consent prior to engaging in advocacy efforts on behalf of an identifiable client to improve the provision of services and to work toward removal of systemic barriers or obstacles that inhibit client access, growth, and development.

A.7. Multiple Clients
When a counselor agrees to provide counseling services to two or more persons who have a relationship, the counselor clarifies at the outset which person or persons are clients and the nature of the relationships the counselor will have with each involved person. If it becomes apparent that the counselor may be called upon to perform potentially conflicting roles, the counselor will clarify, adjust, or withdraw from roles appropriately.
(See A.8.a., B.4.)

A.8. Group Work
(See B.4.a.)

A.8.a. Screening
Counselors screen prospective group counseling/therapy participants. To the extent possible, counselors select members whose needs and goals are compatible with goals of the group, who will not impede the group process, and whose well-being will not be jeopardized by the group experience.

A.8.b. Protecting Clients
In a group setting, counselors take reasonable precautions to protect clients from physical, emotional, or psychological trauma.

A.9. End-of-Life Care for Terminally Ill Clients

A.9.a. Quality of Care
Counselors strive to take measures that enable clients 1. to obtain high-quality end-of-life care for their physical, emotional, social, and spiritual needs; 2. to exercise the highest degree of self-determination possible; 3. to be given every opportunity possible to engage in informed decision making regarding their end-of-life care; and 4. to receive complete and adequate assessment regarding their ability to make competent, rational decisions on their own behalf from a mental health professional who is experienced in end-of-life care practice.

A.9.b. Counselor Competence, Choice, and Referral
Recognizing the personal, moral, and competence issues related to end-of-life decisions, counselors may choose to work or not work with terminally ill clients who wish to explore their end-of-life options. Counselors provide appropriate referral information to ensure that clients receive the necessary help.

A.9.c. Confidentiality
Counselors who provide services to terminally ill individuals who are considering hastening their own deaths have the option of breaking or not breaking confidentiality, depending on applicable laws and the specific circumstances of the situation and after seeking consultation or supervision from appropriate professional and legal parties. *(See B.5.c., B.7.c.)*

A.10. Fees and Bartering

A.10.a. Accepting Fees From Agency Clients
Counselors refuse a private fee or other remuneration for rendering services to persons who are entitled to such services through the counselor's employing agency or institution. The policies of a particular agency may make explicit provisions for agency clients to receive counseling services from members of its staff in private practice. In such instances, the clients must be informed of other options open to them should they seek private counseling services.

A.10.b. Establishing Fees
In establishing fees for professional counseling services, counselors consider the financial status of clients and locality. In the event that the established fee structure is inappropriate for a client, counselors assist clients in attempting to find comparable services of acceptable cost.

A.10.c. Nonpayment of Fees
If counselors intend to use collection agencies or take legal measures to collect fees from clients who do not pay for services as agreed upon, they first inform clients of intended actions and offer clients the opportunity to make payment.

A.10.d. Bartering
Counselors may barter only if the relationship is not exploitive or harmful and does not place the counselor in an unfair advantage, if the client requests it, and if such arrangements are an accepted practice among professionals in the community. Counselors consider the cultural implications of bartering and discuss relevant concerns with clients and document such agreements in a clear written contract.

A.10.e. Receiving Gifts
Counselors understand the challenges of accepting gifts from clients and recognize that in some cultures, small gifts are a token of respect and showing gratitude. When determining whether or not to accept a gift from clients, counselors take into account the therapeutic relationship, the monetary value of the gift, a client's motivation for giving the gift, and the counselor's motivation for wanting or declining the gift.

A.11. Termination and Referral

A.11.a. Abandonment Prohibited
Counselors do not abandon or neglect clients in counseling. Counselors assist in making appropriate arrangements for the continuation of treatment, when necessary, during interruptions such as vacations, illness, and following termination.

A.11.b. Inability to Assist Clients
If counselors determine an inability to be of professional assistance to clients, they avoid entering or continuing counseling relationships. Counselors are knowledgeable about culturally and clinically appropriate referral resources and suggest these alternatives. If clients decline the suggested referrals, counselors should discontinue the relationship.

A.11.c. Appropriate Termination
Counselors terminate a counseling relationship when it becomes reasonably apparent that the client no longer needs assistance, is not likely to benefit, or is being harmed by continued counseling. Counselors may terminate counseling when in jeopardy of harm by the client, or another person with whom the client has a relationship, or when clients do not pay fees as agreed upon. Counselors provide pretermination counseling and recommend other service providers when necessary.

A.11.d. Appropriate Transfer of Services
When counselors transfer or refer clients to other practitioners, they ensure that appropriate clinical and administrative processes are completed and open communication is maintained with both clients and practitioners.

A.12. Technology Applications

A.12.a. Benefits and Limitations
Counselors inform clients of the benefits and limitations of using information technology applications in the counseling process and in business/ billing procedures. Such technologies include but are not limited to computer hardware and software, telephones, the World Wide Web, the Internet, online assessment instruments, and other communication devices.

A.12.b. Technology-Assisted Services
When providing technology-assisteddistance counseling services, counselors determine that clients are intellectually, emotionally, and physically capable of using the application and that the application is appropriate for the needs of clients.

A.12.c. Inappropriate Services
When technology-assisted distance counseling services are deemed inappropriate by the counselor or client, counselors consider delivering services face to face.

A.12.d. Access
Counselors provide reasonable access to computer applications when providing technology-assisted distance counseling services.

A.12.e. Laws and Statutes
Counselors ensure that the use of technology does not violate the laws of any local, state, national, or international entity and observe all relevant statutes.

A.12.f. Assistance
Counselors seek business, legal, and technical assistance when using technology applications, particularly when the use of such applications crosses state or national boundaries.

A.12.g. Technology and Informed Consent
As part of the process of establishing informed consent, counselors do the following: 1. Address issues related to the difficulty of maintaining the confidentiality of electronically transmitted communications. 2. Inform clients of all colleagues, supervisors, and employees, such as Informational Technology (IT) administrators, who might have authorized or unauthorized access to electronic transmissions. 3. Urge clients to be aware of all authorized or unauthorized users including family members and fellow employees who have access to any technology clients may use in the counseling process. 4. Inform clients of pertinent legal rights and limitations governing the practice of a profession over state lines or international boundaries. 5. Use encrypted Web sites and e-mail communications to help ensure confidentiality when possible. 6. When the use of encryption is not possible, counselors notify clients of this fact and limit electronic transmissions to general communications that are not client specific. 7. Inform clients if and for how long archival storage of transaction records are maintained. 8. Discuss the possibility of technology failure and alternate methods of service delivery. 9. Inform clients of emergency procedures, such as calling 911 or a local crisis hotline, when the counselor is not available. 10. Discuss time zone differences, local customs, and cultural or language differences that might impact service delivery. 11. Inform clients when technologyassisted distance counseling services are not covered by insurance. *(See A.2.)*

A.12.h. Sites on the World Wide Web
Counselors maintaining sites on the World Wide Web (the Internet) do the following: 1. Regularly check that electronic links are working and professionally appropriate. 2. Establish ways clients can contact the counselor in case of technology failure. 3. Provide electronic links to relevant state licensure and professional certification boards to protect consumer rights and facilitate addressing ethical concerns. 4. Establish a method for verifying client identity. 5. Obtain the written consent of the legal guardian or other authorized legal representative prior to rendering services in the event the client is a minor child, an adult who is legally incompetent, or an adult incapable of giving informed consent. 6. Strive to provide a site that is accessible to persons with disabilities.

B.2. Exceptions

B.2.a. Danger and Legal Requirements
The general requirement that counselors keep information confidential does not apply when disclosure is required to protect clients or identified others from serious and foreseeable harm or when legal requirements demand that confidential information must be revealed. Counselors consult with other professionals when in doubt as to the validity of an exception. Additional considerations apply when addressing end-of-life issues. *(See A.9.c.)*

B.2.b. Contagious, Life-Threatening Diseases
When clients disclose that they have a disease commonly known to be both communicable and life threatening, counselors may be justified in disclosing information to identifiable third parties, if they are known to be at demonstrable and high risk of contracting the disease. Prior to making a disclosure, counselors confirm that there is such a diagnosis and assess the intent of clients to inform the third parties about their disease or to engage in any behaviors that may be harmful to an identifiable third party.

B.2.c. Court-Ordered Disclosure
When subpoenaed to release confidential or privileged information without a client's permission, counselors obtain written, informed consent from the client or take steps to prohibit the disclosure or have it limited as narrowly as possible due to potential harm to the client or counseling relationship.

B.2.d. Minimal Disclosure
To the extent possible, clients are informed before confidential information is disclosed and are involved in the disclosure decision-making process. When circumstances require the disclosure of confidential information, only essential information is revealed.

B.3. Information Shared With Others

B.3.a. Subordinates
Counselors make every effort to ensure that privacy and confidentiality of clients are maintained by subordinates, including employees, supervisees, students, clerical assistants, and volunteers. *(See F.1.c.)*

7. Strive to provide translation capabilities for clients who have a different primary language while also addressing the imperfect nature of such translations. 8. Assist clients in determining the validity and reliability of information found on the World Wide Web and other technology applications.

Section B
Confidentiality, Privileged, Communication and Privacy

Introduction
Counselors recognize that trust is a cornerstone of the counseling relationship. Counselors aspire to earn the trust of clients by creating an ongoing partnership, establishing and upholding appropriate boundaries, and maintaining confidentiality. Counselors communicate the parameters of confidentiality in a culturally competent manner.

B.1. Respecting Client Rights

B.1.a. Multicultural/Diversity Considerations
Counselors maintain awareness and sensitivity regarding cultural meanings of confidentiality and privacy. Counselors respect differing views toward disclosure of information. Counselors hold ongoing discussions with clients as to how, when, and with whom information is to be shared.

B.1.b. Respect for Privacy
Counselors respect client rights to privacy. Counselors solicit private information from clients only when it is beneficial to the counseling process.

B.1.c. Respect for Confidentiality
Counselors do not share confidential information without client consent or without sound legal or ethical justification.

B.1.d. Explanation of Limitations
At initiation and throughout the counseling process, counselors inform clients of the limitations of confidentiality and seek to identify foreseeable situations in which confidentiality must be breached. *(See A.2.b.)*

B.3.b. Treatment Teams
When client treatment involves a continued review or participation by a treatment team, the client will be informed of the team's existence and composition, information being shared, and the purposes of sharing such information.

B.3.c. Confidential Settings
Counselors discuss confidential information only in settings in which they can reasonably ensure client privacy.

B.3.d. Third-Party Payers
Counselors disclose information to third-party payers only when clients have authorized such disclosure.

B.3.e. Transmitting Confidential Information
Counselors take precautions to ensure the confidentiality of information transmitted through the use of computers, electronic mail, facsimile machines, telephones, voicemail, answering machines, and other electronic or computer technology. *(See A.12.g.)*

B.3.f. Deceased Clients
Counselors protect the confidentiality of deceased clients, consistent with legal requirements and agency or setting policies.

B.4. Groups and Families

B.4.a. Group Work
In group work, counselors clearly explain the importance and parameters of confidentiality for the specific group being entered.

B.4.b. Couples and Family Counseling
In couples and family counseling, counselors clearly define who is considered "the client" and discuss expectations and limitations of confidentiality. Counselors seek agreement and document in writing such agreement among all involved parties having capacity to give consent concerning each individual's right to confidentiality and any obligation to preserve the confidentiality of information known.

B.5. Clients Lacking Capacity to Give Informed Consent

B.5.a. Responsibility to Clients
When counseling minor clients or adult clients who lack the capacity to give voluntary, informed consent, counselors protect the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies, and applicable ethical standards.

B.5.b. Responsibility to Parents and Legal Guardians
Counselors inform parents and legal guardians about the role of counselors and the confidential nature of the counseling relationship. Counselors are sensitive to the cultural diversity of families and respect the inherent rights and responsibilities of parents/guardians over the welfare of their children/charges according to law. Counselors work to establish, as appropriate, collaborative relationships with parents/guardians to best serve clients.

B.5.c. Release of Confidential Information
When counseling minor clients or adult clients who lack the capacity to give voluntary consent to release confidential information, counselors seek permission from an appropriate third party to disclose information. In such instances, counselors inform clients consistent with their level of understanding and take culturally appropriate measures to safeguard client confidentiality.

B.6. Records

B.6.a. Confidentiality of Records
Counselors ensure that records are kept in a secure location and that only authorized persons have access to records.

B.6.b. Permission to Record
Counselors obtain permission from clients prior to recording sessions through electronic or other means.

B.6.c. Permission to Observe
Counselors obtain permission from clients prior to observing counseling sessions, reviewing session transcripts, or viewing recordings of sessions with supervisors, faculty, peers, or others within the training environment.

B.6.d. Client Access
Counselors provide reasonable access to records and copies of records when requested by competent clients. Counselors limit the access of clients to their records, or portions of their records, only when there is compelling evidence that such access would cause harm to the client. Counselors document the request of clients and the rationale for withholding some or all of the record in the files of clients. In situations involving multiple clients, counselors provide individual clients with only those parts of records that related directly to them and do not include confidential information related to any other client.

B.6.e. Assistance With Records
When clients request access to their records, counselors provide assistance and consultation in interpreting counseling records.

B.6.f. Disclosure or Transfer
Unless exceptions to confidentiality exist, counselors obtain written permission from clients to disclose or transfer records to legitimate third parties. Steps are taken to ensure that receivers of counseling records are sensitive to their confidential nature. *(See A.3., E.4.)*

B.6.g. Storage and Disposal After Termination
Counselors store records following termination of services to ensure reasonable future access, maintain records in accordance with state and federal statutes governing records, and dispose of client records and other sensitive materials in a manner that protects client confidentiality. When records are of an artistic nature, counselors obtain client (or guardian) consent with regard to handling of such records or documents.
(See A.1.b.)

B.6.h. Reasonable Precautions
Counselors take reasonable precautions to protect client confidentiality in the event of the counselor's termination of practice, incapacity, or death. *(See C.2.h.)*

B.7. Research and Training

B.7.a. Institutional Approval
When institutional approval is required, counselors provide accurate information about their research proposals and obtain approval prior to conducting their research. They conduct research in accordance with the approved research protocol.

B.7.b. Adherence to Guidelines
Counselors are responsible for understanding and adhering to state, federal, agency, or institutional policies or applicable guidelines regarding confidentiality in their research practices.

B.7.c. Confidentiality of Information Obtained in Research
Violations of participant privacy and confidentiality are risks of participation in research involving human participants. Investigators maintain all research records in a secure manner. They explain to participants the risks of violations of privacy and confidentiality and disclose to participants any limits of confidentiality that reasonably can be expected. Regardless of the degree to which confidentiality will be maintained, investigators must disclose to participants any limits of confidentiality that reasonably can be expected. *(See G.2.e.)*

B.7.d. Disclosure of Research Information
Counselors do not disclose confidential information that reasonably could lead to the identification of a research participant unless they have obtained the prior consent of the person. Use of data derived from counseling relationships for purposes of training, research, or publication is confined to content that is disguised to ensure the anonymity of the individuals involved. *(See G.2.a., G.2.d.)*

B.7.e. Agreement for Identification
Identification of clients, students, or supervisees in a presentation or publication is permissible only when they have reviewed the material and agreed to its presentation or publication. *(See G.4.d.)*

B.8. Consultation

B.8.a. Agreements
When acting as consultants, counselors seek agreements among all parties involved concerning each individual's rights to confidentiality, the obligation of each individual to preserve confidential information, and the limits of confidentiality of information shared by others.

B.8.b. Respect for Privacy
Information obtained in a consulting relationship is discussed for professional purposes only with persons directly involved with the case. Written and oral reports present only data germane to the purposes of the consultation, and every effort is made to protect client identity and to avoid undue invasion of privacy.

B.8.c. Disclosure of Confidential Information
When consulting with colleagues, counselors do not disclose confidential information that reasonably could lead to the identification of a client or other person or organization with whom they have a confidential relationship unless they have obtained the prior consent of the person or organization or the disclosure cannot be avoided. They disclose information only to the extent necessary to achieve the purposes of the consultation. *(See D.2.d.)*

Section C Professional Responsibility

Introduction
Counselors aspire to open, honest, and accurate communication in dealing with the public and other professionals. They practice in a nondiscriminatory manner within the boundaries of professional and personal competence and have a responsibility to abide by the *ACA Code of Ethics.* Counselors actively participate in local, state, and national associations that foster the development and improvement of counseling. Counselors advocate to promote change at the individual, group, institutional, and societal levels that improve the quality of life for individuals and groups and remove potential barriers to the provision or access of appropriate services being offered. Counselors have a responsibility to the public to engage in counseling practices that are based on rigorous research methodologies. In addition, counselors engage in self-care activities to maintain and promote their emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

C.1. Knowledge of Standards
Counselors have a responsibility to read, understand, and follow the *ACA Code of Ethics* and adhere to applicable laws and regulations.

C.2. Professional Competence

C.2.a. Boundaries of Competence
Counselors practice only within the boundaries of their competence, based on their education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors gain knowledge, personal awareness, sensitivity, and skills pertinent to working with a diverse client population. *(See A.9.b., C.4.e., E.2., F.2., F.11.b.)*

C.2.b. New Specialty Areas of Practice
Counselors practice in specialty areas new to them only after appropriate education, training, and supervised experience. While developing skills in new specialty areas, counselors take steps to ensure the competence of their work and to protect others from possible harm. *(See F.6.f.)*

C.2.c. Qualified for Employment
Counselors accept employment only for positions for which they are qualified by education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors hire for professional counseling positions only individuals who are qualified and competent for those positions.

C.2.d. Monitor Effectiveness
Counselors continually monitor their effectiveness as professionals and take steps to improve when necessary. Counselors in private practice take reasonable steps to seek peer supervision as needed to evaluate their efficacy as counselors.

C.2.e. Consultation on Ethical Obligations
Counselors take reasonable steps to consult with other counselors or related professionals when they have questions regarding their ethical obligations or professional practice.

C.2.f. Continuing Education
Counselors recognize the need for continuing education to acquire and maintain a reasonable level of awareness of current scientific and professional information in their fields of activity. They take steps to maintain competence in the skills they use, are open to new procedures, and keep current with the diverse populations and specific populations with whom they work.

C.2.g. Impairment
Counselors are alert to the signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until such time it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients. *(See A.11.b., F.8.b.)*

C.2.h. Counselor Incapacitation or Termination of Practice
When counselors leave a practice, they follow a prepared plan for transfer of clients and files. Counselors prepare and disseminate to an identified colleague or “records custodian” a plan for the transfer of clients and files in the case of their incapacitation, death, or termination of practice.

C.3. Advertising and Soliciting Clients

C.3.a. Accurate Advertising
When advertising or otherwise representing their services to the public, counselors identify their credentials in an accurate manner that is not false, misleading, deceptive, or fraudulent.

C.3.b. Testimonials
Counselors who use testimonials do not solicit them from current clients nor former clients nor any other persons who may be vulnerable to undue influence.

C.3.c. Statements by Others
Counselors make reasonable efforts to ensure that statements made by others about them or the profession of counseling are accurate.

C.3.d. Recruiting Through Employment
Counselors do not use their places of employment or institutional affiliation to recruit or gain clients, supervisees, or consultees for their private practices.

C.3.e. Products and Training Advertisements
Counselors who develop products related to their profession or conduct workshops or training events ensure that the advertisements concerning these products or events are accurate and disclose adequate information for consumers to make informed choices. *(See*

C.6.d.)

C.3.f. Promoting to Those Served
Counselors do not use counseling, teaching, training, or supervisory relationships to promote their products or training events in a manner that is deceptive or would exert undue influence on individuals who may be vulnerable. However, counselor educators may adopt textbooks they have authored for instructional purposes.

C.4. Professional Qualifications

C.4.a. Accurate Representation
Counselors claim or imply only professional qualifications actually completed and correct any known misrepresentations of their qualifications by others. Counselors truthfully represent the qualifications of their professional colleagues. Counselors clearly distinguish between paid and volunteer work experience and accurately describe their continuing education and specialized training. *(See C.2.a.)*

C.4.b. Credentials
Counselors claim only licenses or certifications that are current and in good standing.

C.4.c. Educational Degrees
Counselors clearly differentiate between earned and honorary degrees.

C.4.d. Implying Doctoral-Level Competence
Counselors clearly state their highest earned degree in counseling or closely related field. Counselors do not imply doctoral-level competence when only possessing a master's degree in counseling or a related field by referring to themselves as "Dr." in a counseling context when their doctorate is not in counseling or a related field.

C.4.e. Program Accreditation Status
Counselors clearly state the accreditation status of their degree programs at the time the degree was earned.

C.4.f. Professional Membership
Counselors clearly differentiate between current, active memberships and former memberships in associations. Members of the American Counseling Association must clearly differentiate between professional membership, which implies the possession of at least a master's degree in counseling, and regular membership, which is open to individuals whose interests and activities are consistent with those of ACA but are not qualified for professional membership.

C.5. Nondiscrimination
Counselors do not condone or engage in discrimination based on age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital status/ partnership, language preference, socioeconomic status, or any basis proscribed by law. Counselors do not discriminate against clients, students, employees, supervisees, or research participants in a manner that has a negative impact on these persons.

C.6.Public Responsibility

C.6.a. Sexual Harassment
Counselors do not engage in or condone sexual harassment. Sexual harassment is defined as sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature, that occurs in connection with professional activities or roles, and that either 1. is unwelcome, is offensive, or creates a hostile workplace or learning environment, and counselors know or are told this; or 2. is sufficiently severe or intense to be perceived as harassment to a reasonable person in the context in which the behavior occurred. Sexual harassment can consist of a single intense or severe act or multiple persistent or pervasive acts.

C.6.b. Reports to Third Parties
Counselors are accurate, honest, and objective in reporting their professional activities and judgments to appropriate third parties, including courts, health insurance companies, those who are the recipients of evaluation reports, and others. *(See B.3., E.4.)*

C.6.c. Media Presentations
When counselors provide advice or comment by means of public lectures, demonstrations, radio or television programs, prerecorded tapes, technology-based applications, printed articles, mailed material, or other media, they take reasonable precautions to ensure that 1. the statements are based on appropriate
professional counseling literature and practice, 2. the statements are otherwise consistent with the *ACA Code of Ethics,* and 3. the

recipients of the information are not encouraged to infer that a professional counseling relationship has been established.

C.6.d. Exploitation of Others
Counselors do not exploit others in their professional relationships. *(See C.3.e.)*

C.6.e. Scientific Bases for Treatment Modalities
Counselors use techniques/ procedures/ modalities that are grounded in theory and/or have an empirical or scientific foundation. Counselors who do not must define the techniques/ procedures as "unproven" or "developing" and explain the potential risks and ethical considerations of using such techniques/procedures and take steps to protect clients from possible harm. *(See A.4.a., E.5.c., E.5.d.)*

C.7. Responsibility to Other Professionals

C.7.a. Personal Public Statements
When making personal statements in a public context, counselors clarify that they are speaking from their personal perspectives and that they are not speaking on behalf of all counselors or the profession.

Section D
Relationships With Other Professionals

Introduction
Professional counselors recognize that the quality of their interactions with colleagues can influence the quality of services provided to clients. They work to become knowledgeable about colleagues within and outside the field of counseling. Counselors develop positive working relationships and systems of communication with colleagues to enhance services to clients.

D.1. Relationships With Colleagues, Employers, and Employees

D.1.a. Different Approaches
Counselors are respectful of approaches to counseling services that differ from their own. Counselors are respectful of traditions and practices of other professional groups with which they work.

D.1.b. Forming Relationships
Counselors work to develop and strengthen interdisciplinary relations with colleagues from other disciplines to best serve clients.

D.1.c. Interdisciplinary Teamwork
Counselors who are members of interdisciplinary teams delivering multifaceted services to clients keep the focus on how to best serve the clients. They participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the counseling profession and those of colleagues from other disciplines. *(See A.1.a.)*

D.1.d. Confidentiality
When counselors are required by law, institutional policy, or extraordinary circumstances to serve in more than one role in judicial or administrative proceedings, they clarify role expectations and the parameters of confidentiality with their colleagues. *(See B.1.c., B.1.d., B.2.c., B.2.d., B.3.b.)*

D.1.e. Establishing Professional and Ethical Obligations
Counselors who are members of interdisciplinary teams clarify professional and ethical obligations of the team as a whole and of its individual members. When a team decision raises ethical concerns, counselors first attempt to resolve the concern within the team. If they cannot reach resolution among team members, counselors pursue other avenues to address their concerns consistent with client well-being.

D.1.f. Personnel Selection and Assignment
Counselors select competent staff and assign responsibilities compatible with their skills and experiences.

D.1.g. Employer Policies
The acceptance of employment in an agency or institution implies that counselors are in agreement with its general policies and principles. Counselors strive to reach agreement with employers as to acceptable standards of conduct that allow for changes in institutional policy conducive to the growth and development of clients.

D.1.h. Negative Conditions
Counselors alert their employers of inappropriate policies and practices. They attempt to effect changes in such policies or procedures through constructive action within the organization. When such policies are potentially disruptive or damaging to clients or may limit the effectiveness of services provided and change cannot be effected, counselors take appropriate further action. Such action may include referral to appropriate certification, accreditation, or state licensure organizations, or voluntary termination of employment.

D.1.i. Protection From Punitive Action
Counselors take care not to harass or dismiss an employee who has acted in a responsible and ethical manner to expose inappropriate employer policies or practices.

D.2. Consultation

D.2.a. Consultant Competency
Counselors take reasonable steps to ensure that they have the appropriate resources and competencies when providing consultation services. Counselors provide appropriate referral resources when requested or needed. *(See C.2.a.)*

D.2.b. Understanding Consultees
When providing consultation, counselors attempt to develop with their consultees a clear understanding of problem definition, goals for change, and predicted consequences of interventions selected.

D.2.c. Consultant Goals
The consulting relationship is one in hich consultee adaptability and growth toward self-direction are consistently encouraged and cultivated.

D.2.d. Informed Consent in Consultation
When providing consultation, counselors have an obligation to review, in writing and verbally, the rights and responsibilities of both counselors and consultees. Counselors use clear and understandable language to inform all parties involved about the purpose of the services to be provided, relevant costs, potential risks and benefits, and the limits of confidentiality. Working in conjunction with the consultee, counselors attempt to develop a clear definition of the problem, goals for change, and predicted consequences of interventions that are culturally responsive and appropriate to the needs of consultees. *(See A.2.a., A.2.b.)*

Section E
Evaluation, Assessment, and Interpretation

Introduction
Counselors use assessment instruments as one component of the counseling process, taking into account the client personal and cultural context. Counselors promote the well-being of individual clients or groups of clients by developing and using appropriate educational, psychological, and career assessment instruments.

E.1. General

E.1.a. Assessment
The primary purpose of educational, psychological, and career assessment is to provide measurements that are valid and reliable in either comparative or absolute terms. These include, but are not limited to, measurements of ability, personality, interest, intelligence, achievement, and performance. Counselors recognize the need to interpret the statements in this section as applying to both quantitative and qualitative assessments.

E.1.b. Client Welfare
Counselors do not misuse assessment results and interpretations, and they take reasonable steps to prevent others from misusing the information these techniques provide. They respect the client's right to know the results, the interpretations made, and the bases for counselors' conclusions and recommendations.

E.2. Competence to Use and Interpret Assessment Instruments

E.2.a. Limits of Competence

Counselors utilize only those testing and assessment services for which they have been trained and are competent. Counselors using technology-assisted test interpretations are trained in the construct being measured and the specific instrument being used prior to using its technology-based application. Counselors take reasonable measures to ensure the proper use of psychological and career assessment techniques by persons under their supervision. *(See A.12.)*

E.2.b. Appropriate Use
Counselors are responsible for the appropriate application, scoring, interpretation, and use of assessment instruments relevant to the needs of the client, whether they score and interpret such assessments themselves or use technology or other services.

E.2.c. Decisions Based on Results
Counselors responsible for decisions involving individuals or policies that are based on assessment results have a thorough understanding of educational, psychological, and career measurement, including validation criteria, assessment research, and guidelines for assessment development and use.

E.3. Informed Consent in Assessment

E.3.a. Explanation to Clients
Prior to assessment, counselors explain the nature and purposes of assessment and the specific use of results by potential recipients. The explanation will be given in the language of the client (or other legally authorized person on behalf of the client), unless an explicit exception has been agreed upon in advance. Counselors consider the client's personal or cultural context, the level of the client's understanding of the results, and the impact of the results on the client. *(See A.2., A.12.g., F.1.c.)*

E.3.b. Recipients of Results
Counselors consider the examinee's welfare, explicit understandings, and prior agreements in determining who receives the assessment results. Counselors include accurate and appropriate interpretations with any release of individual or group assessment results. *(See B.2.c., B.5.)*

E.4. Release of Data to Qualified Professionals
Counselors release assessment data in which the client is identified only with the consent of the client or the client's legal representative. Such data are released only to persons recognized by counselors as qualified to interpret the data. *(See B.1., B.3., B.6.b.)*

E.5. Diagnosis of Mental Disorders

E.5.a. Proper Diagnosis
Counselors take special care to provide proper diagnosis of mental disorders. Assessment techniques (including personal interview) used to determine client care (e.g., locus of treatment, type of treatment, or recommended follow-up) are carefully selected and appropriately used.

E.5.b. Cultural Sensitivity
Counselors recognize that culture affects the manner in which clients' problems are defined. Clients' socioeconomic and cultural experiences are considered when diagnosing mental disorders. *(See A.2.c.)*

E.5.c. Historical and Social Prejudices in the Diagnosis of Pathology
Counselors recognize historical and social prejudices in the misdiagnosis and pathologizing of certain individuals and groups and the role of mental health professionals in perpetuating these prejudices through diagnosis and treatment.

E.5.d. Refraining From Diagnosis
Counselors may refrain from making and/or reporting a diagnosis if they believe it would cause harm to the client or others.

E.6. Instrument Selection

E.6.a. Appropriateness of Instruments
Counselors carefully consider the validity, reliability, psychometric limitations, and appropriateness of instruments when selecting assessments.

E.6.b. Referral Information
If a client is referred to a third party for assessment, the counselor provides specific referral questions and sufficient objective data

about the client to ensure that appropriate assessment instruments are utilized. *(See A.9.b., B.3.)*

E.6.c. Culturally Diverse Populations
Counselors are cautious when selecting assessments for culturally diverse populations to avoid the use of instruments that lack appropriate psychometric properties for the client population. *(See A.2.c., E.5.b.)*

E.7. Conditions of Assessment Administration
(See A.12.b., A.12.d.)

E.7.a. Administration Conditions
Counselors administer assessments under the same conditions that were established in their standardization. When assessments are not administered under standard conditions, as may be necessary to accommodate clients with disabilities, or when unusual behavior or irregularities occur during the administration, those conditions are noted in interpretation, and the results may be designated as invalid or of questionable validity.

E.7.b. Technological Administration
Counselors ensure that administration programs function properly and provide clients with accurate results when technological or other electronic methods are used for assessment administration.

E.7.c. Unsupervised Assessments
Unless the assessment instrument is designed, intended, and validated for self-administration and/or scoring, counselors do not permit inadequately supervised use.

E.7.d. Disclosure of Favorable Conditions
Prior to administration of assessments, conditions that produce most favorable assessment results are made known to the examinee.

E.8. Multicultural Issues/Diversity in Assessment
Counselors use with caution assessment techniques that were normed on populations other than that of the client. Counselors recognize the effects of age, color, culture, disability, ethnic group, gender, race, language preference, religion, spirituality, sexual orientation, and socioeconomic status on test administration and interpretation, and place test results in proper perspective with other relevant factors. *(See A.2.c., E.5.b.)*

E.9. Scoring and Interpretation of Assessments

E.9.a. Reporting
In reporting assessment results, counselors indicate reservations that exist regarding validity or reliability due to circumstances of the assessment or the inappropriateness of the norms for the person tested.

E.9.b. Research Instruments
Counselors exercise caution when interpreting the results of research instruments not having sufficient technical data to support respondent results. The specific purposes for the use of such instruments are
stated explicitly to the examinee.

E.9.c. Assessment Services
Counselors who provide assessment scoring and interpretation services to support the assessment process confirm the validity of such interpretations. They accurately describe the purpose, norms, validity, reliability, and applications of the procedures and any special qualifications applicable to their use. The public offering of an automated test interpretations service is considered a professional-to-professional consultation. The formal responsibility of the consultant is to the consultee, but the ultimate and overriding responsibility is to the client. *(See D.2.)*

E.10. Assessment Security
Counselors maintain the integrity and security of tests and other assessment techniques consistent with legal and contractual obligations. Counselors do not appropriate, reproduce, or modify published assessments or parts thereof without acknowledgment and permission from the publisher.

E.11. Obsolete Assessments and Outdated Results
Counselors do not use data or results from assessments that are obsolete or outdated for the current purpose. Counselors make every effort to prevent the misuse of obsolete measures and assessment data by others.

E.12. Assessment Construction

Counselors use established scientific procedures, relevant standards, and current professional knowledge or assessment design in the development, publication, and utilization of educational and psychological assessment techniques.

E.13. Forensic Evaluation: Evaluation for Legal Proceedings

E.13.a. Primary Obligations

When providing forensic evaluations, the primary obligation of counselors is to produce objective findings that can be substantiated based on information and techniques appropriate to the evaluation, which may include examination of the individual and/ or review of records. Counselors are entitled to form professional opinions based on their professional knowledge and expertise that can be supported by the data gathered in evaluations. Counselors will define the limits of their reports or testimony, especially when an examination of the individual has not been conducted.

E.13.b. Consent for Evaluation

Individuals being evaluated are informed in writing that the relationship is for the purposes of an evaluation and is not counseling in nature, and entities or individuals who will receive the evaluation report are identified. Written consent to be evaluated is obtained from those being evaluated unless a court orders evaluations to be conducted without the written consent of individuals being evaluated. When children or vulnerable adults are being evaluated, informed written consent is obtained from a parent or guardian.

E.13.c. Client Evaluation Prohibited

Counselors do not evaluate individuals for forensic purposes they currently counsel or individuals they have counseled in the past. Counselors do not accept as counseling clients individuals they are evaluating or individuals they have evaluated in the past for forensic purposes.

E.13.d. Avoid Potentially Harmful Relationships

Counselors who provide forensic evaluations avoid potentially harmful professional or personal relationships with family members, romantic partners, and close friends of individuals they are evaluating or have evaluated in the past.

Section F
Supervision, Training, and Teaching

Introduction

Counselors aspire to foster meaningful and respectful professional relationships and to maintain appropriate boundaries with supervisees and students. Counselors have theoretical and pedagogical foundations for their work and aim to be fair, accurate, and honest in their assessments of counselors-in-training.

F.1. Counselor Supervision and Client Welfare

F.1.a. Client Welfare

A primary obligation of counseling supervisors is to monitor the services provided by other counselors or counselors-in-training. Counseling supervisors monitor client welfare and supervisee clinical performance and professional development. To fulfill these obligations, supervisors meet regularly with supervisees to review case notes, samples of clinical work, or live observations. Supervisees have a responsibility to understand and follow the *ACA Code of Ethics.*

F.1.b. Counselor Credentials

Counseling supervisors work to ensure that clients are aware of the qualifications of the supervisees who render services to the clients.*(See A.2.b.)*

F.1.c. Informed Consent and Client Rights

Supervisors make supervisees aware of client rights including the protection of client privacy and confidentiality in the counseling relationship. Supervisees provide clients with professional disclosure information and inform them of how the supervision process influences the limits of confidentiality. Supervisees make clients aware of who will have access to records of the counseling relationship and how these records will be used. *(See A.2.b., B.1.d.)*

F.2. Counselor Supervision Competence

F.2.a. Supervisor Preparation

Prior to offering clinical supervision services, counselors are trained in supervision methods and techniques. Counselors who offer clinical supervision services regularly pursue continuing education activities including both counseling and supervision topics and skills. *(See C.2.a., C.2.f.)*

F.2.b. Multicultural Issues/Diversity in Supervision

Counseling supervisors are aware of and address the role of multiculturalism/diversity in the supervisory relationship.

F.3. Supervisory Relationships

F.3.a. Relationship Boundaries With Supervisees

Counseling supervisors clearly define and maintain ethical professional, personal, and social relationships with their supervisees. Counseling supervisors avoid nonprofessional relationships with current supervisees. If supervisors must assume other professional roles (e.g., clinical and administrative supervisor, instructor) with supervisees, they work to minimize potential conflicts and explain to supervisees the expectations and responsibilities associated with each role. They do not engage in any form of nonprofessional interaction that may compromise the supervisory relationship.

F.3.b. Sexual Relationships

Sexual or romantic interactions or relationships with current supervisees are prohibited.

F.3.c. Sexual Harassment

Counseling supervisors do not condone or subject supervisees to sexual harassment. *(See C.6.a.)*

F.3.d. Close Relatives and Friends

Counseling supervisors avoid accepting close relatives, romantic partners, or friends as supervisees.

F.3.e. Potentially Beneficial Relationships

Counseling supervisors are aware of the power differential in their relationships with supervisees. If they believe nonprofessional relationships with a supervisee may be potentially beneficial to the supervisee, they take precautions similar to those taken by counselors when working with clients. Examples of potentially beneficial interactions or relationships include attending a formal ceremony; hospital visits; providing support during a stressful event; or mutual membership in a professional association, organization, or community. Counseling supervisors engage in open discussions with supervisees when they consider entering into relationships with them outside of their roles as clinical and/or administrative supervisors. Before engaging in nonprofessional relationships, supervisors discuss with supervisees and document the rationale for such interactions, potential benefits or drawbacks, and anticipated consequences for the supervisee. Supervisors clarify the specific nature and limitations of the additional role(s) they will have with the supervisee.

F.4. Supervisor Responsibilities

F.4.a. Informed Consent for Supervision

Supervisors are responsible for incorporating into their supervision the principles of informed consent and participation. Supervisors inform supervisees of the policies and procedures to which they are to adhere and
the mechanisms for due process appeal of individual supervisory actions.

F.4.b. Emergencies and Absences

Supervisors establish and communicate to supervisees procedures for contacting them or, in their absence, alternative on-call supervisors to assist in handling crises.

F.4.c. Standards for Supervisees

Supervisors make their supervisees aware of professional and ethical standards and legal responsibilities. Supervisors of post degree counselors encourage these counselors to adhere to professional standards of practice. *(See C.1.)*

F.4.d. Termination of the Supervisory Relationship

Supervisors or supervisees have the right to terminate the supervisory relationship with adequate notice. Reasons for withdrawal are provided to the other party. When cultural, clinical, or professional issues are crucial to the viability of the supervisory relationship, both parties make efforts to resolve differences. When termination is warranted, supervisors make appropriate referrals to possible alternative supervisors.

F.5. Counseling Supervision Evaluation, Remediation, and Endorsement

F.5.a. Evaluation
Supervisors document and provide supervisees with ongoing performance appraisal and evaluation feedback and schedule periodic formal evaluative sessions throughout the supervisory relationship.

F.5.b. Limitations
Through ongoing evaluation and appraisal, supervisors are aware of the limitations of supervisees that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, or state or voluntary professional credentialing processes when those supervisees are unable to provide competent professional services. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions. *(See C.2.g.)*

F.5.c. Counseling for Supervisees
If supervisees request counseling, supervisors provide them with acceptable referrals. Counselors do not provide counseling services to supervisees. Supervisors address interpersonal competencies in terms of the impact of these issues on clients, the supervisory relationship, and professional functioning. *(See F.3.a.)*

F.5.d. Endorsement
Supervisors endorse supervisees for certification, licensure, employment, or completion of an academic or training program only when they believe supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.

F.6. Responsibilities of Counselor Educators

F.6.a. Counselor Educators
Counselor educators who are responsible for developing, implementing, and supervising educational programs are skilled as teachers and practitioners. They are knowledgeable regarding the ethical, legal, and regulatory aspects of the profession, are skilled in applying that knowledge, and make students and supervisees aware of their responsibilities. Counselor educators conduct counselor education and training programs in an ethical manner and serve as role models for professional behavior. *(See C.1., C.2.a., C.2.c.)*

F.6.b. Infusing Multicultural Issues/Diversity
Counselor educators infuse material related to multiculturalism/diversity into all courses and workshops for the development of professional counselors.

F.6.c. Integration of Study and Practice
Counselor educators establish education and training programs that integrate academic study and supervised practice.

F.6.d. Teaching Ethics
Counselor educators make students and supervisees aware of the ethical responsibilities and standards of the profession and the ethical responsibilities of students to the profession. Counselor educators infuse ethical considerations throughout the curriculum. *(See C.1.)*

F.6.e. Peer Relationships
Counselor educators make every effort to ensure that the rights of peers are not compromised when students or supervisees lead counseling groups or provide clinical supervision. Counselor educators take steps to ensure that students and supervisees understand they have the same ethical obligations as counselor educators, trainers, and supervisors.

F.6.f. Innovative Theories and Techniques
When counselor educators teach counseling techniques/procedures that are innovative, without an empirical foundation, or without a well-grounded theoretical foundation, they define the counseling techniques/procedures as “unproven” or “developing” and explain to students the potential risks and ethical considerations of using such techniques/procedures.

F.6.g. Field Placements
Counselor educators develop clear policies within their training programs regarding field placement and other clinical experiences. Counselor educators provide clearly stated roles and responsibilities for the student or supervisee, the site supervisor, and the program supervisor. They confirm that site supervisors are qualified to provide supervision and inform site supervisors of their professional and ethical responsibilities in this role.

F.6.h. Professional Disclosure

Before initiating counseling services, counselors-in-training disclose their status as students and explain how this status affects the limits of confidentiality. Counselor educators ensure that the clients at field placements are aware of the services rendered and the qualifications of the students and supervisees rendering those services. Students and supervisees obtain client permission before they use any information concerning the counseling relationship in the training process. *(See A.2.b.)*

F.7. Student Welfare

F.7.a. Orientation

Counselor educators recognize that orientation is a developmental process that continues throughout the educational and clinical training of students. Counseling faculty provide prospective students with information about the counselor education program's expectations: 1. the type and level of skill and knowledge acquisition required for successful completion of the training; 2. program training goals, objectives, and mission, and subject matter to be covered; 3. bases for evaluation; 4. training components that encourage self-growth or self-disclosure as part of the training process; 5. the type of supervision settings and requirements of the sites for required clinical field experiences; 6. student and supervisee evaluation and dismissal policies and procedures; and 7. up-to-date employment prospects for graduates.

F.7.b. Self-Growth Experiences

Counselor education programs delineate requirements for self-disclosure or self-growth experiences in their admission and program materials. Counselor educators use professional judgment when designing training experiences they conduct that require student and supervisee selfgrowth or self-disclosure. Students and supervisees are made aware of the ramifications their self-disclosure may have when counselors whose primary role as teacher, trainer, or supervisor requires acting on ethical obligations to the profession. Evaluative components of experiential training experiences explicitly delineate predetermined academic standards that are separate and do not depend on the student's level of selfdisclosure. Counselor educators may require trainees to seek professional help to address any personal concerns that may be affecting their competency.

F.8. Student Responsibilities

F.8.a. Standards for Students

Counselors-in-training have a responsibility to understand and follow the *ACA Code of Ethics* and adhere to applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement setting. Students have the same obligation to clients as those required of professional counselors. *(See C.1., H.1.)*

F.8.b. Impairment

Counselors-in-training refrain from offering or providing counseling services when their physical, mental, or emotional problems are likely to harm a client or others. They are alert to the signs of impairment, seek assistance for problems, and notify their program supervisors when they are aware that they are unable to effectively provide services. In addition, they seek appropriate professional services for themselves to remediate the problems that are interfering with their ability to provide services to others. *(See A.1., C.2.d., C.2.g.)*

F.9. Evaluation and Remediation of Students

F.9.a. Evaluation

Counselors clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing performance appraisal and evaluation feedback throughout the training program.

F.9.b. Limitations

Counselor educators, throughout ongoing evaluation and appraisal, are aware of and address the inability of some students to achieve counseling competencies that might impede performance. Counselor educators 1. assist students in securing remedial assistance when needed, 2. seek professional consultation and document their decision to dismiss or refer students for assistance, and 3. ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures. *(See C.2.g.)*

F.9.c. Counseling for Students

If students request counseling or if counseling services are required as part of a remediation process, counselor educators provide acceptable referrals.

F. 10. Roles and Relationships Between Counselor, Educators and Students

F.10.a. Sexual or Romantic Relationships
Sexual or romantic interactions or relationships with current students are prohibited.

F.10.b. Sexual Harassment
Counselor educators do not condone or subject students to sexual harassment. *(See C.6.a.)*

F.10.c. Relationships With Former Students
Counselor educators are aware of the power differential in the relationship between faculty and students. Faculty members foster open discussions with former students when considering engaging in a social, sexual, or other intimate relationship. Faculty members discuss with the former student how their former relationship may affect the change in relationship.

F.10.d. Nonprofessional Relationships
Counselor educators avoid nonprofessional or ongoing professional relationships with students in which there is a risk of potential harm to the student or that may compromise the training experience or grades assigned. In addition, counselor educators do not accept any form of professional services, fees, commissions, reimbursement, or remuneration from a site for student or supervisee placement.

F.10.e. Counseling Services
Counselor educators do not serve as counselors to current students unless this is a brief role associated with a training experience.

F.10.f. Potentially Beneficial Relationships
Counselor educators are aware of the power differential in the relationship between faculty and students. If they believe a nonprofessional relationship with a student may be potentially beneficial to the student, they take precautions similar to those taken by counselors when working with clients. Examples of potentially beneficial interactions or relationships include, but are not limited to, attending a formal ceremony; hospital visits; providing support during a stressful event; or mutual membership in a professional association, organization, or community. Counselor educators engage in open discussions with students when they consider entering into relationships with students outside of their roles as teachers and supervisors. They discuss with students the rationale for such interactions, the potential benefits and drawbacks, and the anticipated consequences for the student. Educators clarify the specific nature and limitations of the additional role(s) they will have with the student prior to engaging in a nonprofessional relationship. Nonprofessional relationships with students should be time-limited and initiated with student consent.

F.11. Multicultural/Diversity Competence in Counselor Education and Training Programs

F.11.a. Faculty Diversity
Counselor educators are committed to recruiting and retaining a diverse faculty.

F.11.b. Student Diversity
Counselor educators actively attempt to recruit and retain a diverse student body. Counselor educators demonstrate commitment to multicultural/diversity competence by recognizing and valuing diverse cultures and types of abilities students bring to the training experience. Counselor educators provide appropriate accommodations that enhance and support diverse student well-being and academic performance.

F.11.c. Multicultural/Diversity Competence
Counselor educators actively infuse multicultural/diversity competency in their training and supervision practices. They actively train students to gain awareness, knowledge, and skills in the competencies of multicultural practice. Counselor educators include case examples, role-plays, discussion questions, and other classroom activities that promote and represent various cultural perspectives.

Section G
Research and Publication

Introduction
Counselors who conduct research are encouraged to contribute to the knowledge base of the profession and promote a clearer understanding of the conditions that lead to a healthy and more just society. Counselors support efforts of researchers by participating fully and willingly whenever possible. Counselors minimize bias and respect diversity in designing and implementing research programs.

G.1. Research Responsibilities

G.1.a. Use of Human Research Participants
Counselors plan, design, conduct, and report research in a manner that is consistent with pertinent ethical principles, federal and state laws, host institutional regulations, and scientific standards governing research with human research participants.

G.1.b. Deviation From Standard Practice
Counselors seek consultation and observe stringent safeguards to protect the rights of research participants when a research problem suggests a deviation from standard or acceptable practices.

G.1.c. Independent Researchers
When independent researchers do not have access to an Institutional Review Board (IRB), they should consult with researchers who are familiar with IRB procedures to provide appropriate safeguards.

G.1.d. Precautions to Avoid Injury
Counselors who conduct research with human participants are responsible for the welfare of participants throughout the research process and should take reasonable precautions to avoid causing injurious psychological, emotional, physical, or social effects to participants.

G.1.e. Principal Researcher Responsibility
The ultimate responsibility for ethical research practice lies with the principal researcher. All others involved in the research activities share ethical obligations and responsibility for their own actions.

G.1.f. Minimal Interference
Counselors take reasonable precautions to avoid causing disruptions in the lives of research participants that could be caused by their involvement in research.

G.1.g. Multicultural/Diversity Considerations in Research
When appropriate to research goals, counselors are sensitive to incorporating research procedures that take into account cultural considerations. They seek consultation when appropriate.

G.2. Rights of Research Participants
(See A.2, A.7.)

G.2.a. Informed Consent in Research
Individuals have the right to consent to become research participants. In seeking consent, counselors use language that 1. accurately explains the purpose and procedures to be followed, 2. identifies any procedures that are experimental or relatively untried, 3. describes any attendant discomforts and risks, 4. describes any benefits or changes in individuals or organizations that might be reasonably expected, 5. discloses appropriate alternative procedures that would be advantageous for participants, 6. offers to answer any inquiries concerning the procedures, 7. describes any limitations on confidentiality, 8. describes the format and potential target audiences for the dissemination of research findings, and 9. instructs participants that they are free to withdraw their consent and to discontinue participation in the project at any time without penalty.

G.2.b. Deception
Counselors do not conduct research involving deception unless alternative procedures are not feasible and the prospective value of the research justifies the deception. If such deception has the potential to cause physical or emotional harm to research participants, the research is not conducted, regardless of rospective value. When the methodological requirements of a study necessitate concealment or deception, the investigator explains the reasons for this action as soon as possible during the debriefing.

G.2.c. Student/Supervisee Participation
Researchers who involve students or supervisees in research make clear to them that the decision regarding whether or not to participate in research activities does not affect one's academic standing or supervisory relationship. Students or supervisees who choose not to participate in educational research are provided with an appropriate alternative to fulfill their academic or clinical requirements.

G.2.d. Client Participation
Counselors conducting research involving clients make clear in the informed consent process that clients are free to choose whether or not to participate in research activities. Counselors take necessary precautions to protect clients from adverse consequences of declining or withdrawing from participation.

G.2.e. Confidentiality of Information
Information obtained about research participants during the course of an investigation is confidential. When the possibility exists that others may obtain access to such information, ethical research practice requires that the possibility, together with the plans for protecting confidentiality, be explained to participants as a part of the procedure for obtaining informed consent.

G.2.f. Persons Not Capable of Giving Informed Consent
When a person is not capable of giving informed consent, counselors provide an appropriate explanation to, obtain agreement for participation from, and obtain the appropriate consent of a legally authorized person.

G.2.g. Commitments to Participants
Counselors take reasonable measures to honor all commitments to research participants. *(See A.2.c.)*

G.2.h. Explanations After Data Collection
After data are collected, counselors provide participants with full clarification of the nature of the study to remove any misconceptions participants might have regarding the research. Where scientific or human values justify delaying or withholding information, counselors take reasonable measures to avoid causing harm.

G.2.i. Informing Sponsors
Counselors inform sponsors, institutions, and publication channels regarding research procedures and outcomes. Counselors ensure that appropriate bodies and authorities are given pertinent information and acknowledgment.

G.2.j. Disposal of Research Documents and Records
Within a reasonable period of time following the completion of a research project or study, counselors take steps to destroy records or documents (audio, video, digital, and written) containing confidential data or information that identifies research participants. When records are of an artistic nature, researchers obtain participant consent with regard to handling of such records or documents. *(See B.4.a, B.4.g.)*

G.3. Relationships With Research Participants (When Research Involves Intensive or Extended Interactions)

G.3.a. Nonprofessional Relationships
Nonprofessional relationships with research participants should be avoided.

G.3.b. Relationships With Research Participants
Sexual or romantic counselor–research participant interactions or relationships with current research participants are prohibited.

G.3.c. Sexual Harassment and Research Participants
Researchers do not condone or subject research participants to sexual harassment.

G.3.d. Potentially Beneficial Interactions
When a nonprofessional interaction between the researcher and the research participant may be potentially beneficial, the researcher must document, prior to the interaction (when feasible), the rationale for such an interaction, the potential benefit, and anticipated consequences for the research participant. Such interactions should be initiated with appropriate consent of the research participant. Where unintentional harm occurs to the research participant due to the nonprofessional interaction, the researcher must show evidence of an attempt to remedy such harm.

G.4. Reporting Results

G.4.a. Accurate Results
Counselors plan, conduct, and report research accurately. They provide thorough discussions of the limitations of their data and alternative hypotheses. Counselors do not engage in misleading or fraudulent research, distort data, misrepresent data, or deliberately bias their results. They explicitly mention all variables and conditions known to the investigator that may have affected the outcome of a study or the interpretation of data. They describe the extent to which results are applicable for diverse populations.

G.4.b. Obligation to Report Unfavorable Results
Counselors report the results of any research of professional value. Results that reflect unfavorably on institutions, programs, services, prevailing opinions, or vested interests are not withheld.

G.4.c. Reporting Errors

If counselors discover significant errors in their published research, they take reasonable steps to correct such errors in a correction erratum, or through other appropriate publication means.

G.4.d. Identity of Participants

Counselors who supply data, aid in the research of another person, report research results, or make original data available take due care to disguise the identity of respective participants in the absence of specific authorization from the participants to do otherwise. In situations where participants self-identify their involvement in research studies, researchers take active steps to ensure that data is adapted/changed to protect the identity and welfare of all parties and that discussion of results does not cause harm to participants.

G.4.e. Replication Studies

Counselors are obligated to make available sufficient original research data to qualified professionals who may wish to replicate the study.

G.5. Publication

G.5.a. Recognizing Contributions

When conducting and reporting research, counselors are familiar with and give recognition to previous work on the topic, observe copyright laws, and give full credit to those to whom credit is due.

G.5.b. Plagiarism

Counselors do not plagiarize; that is, they do not present another person's work as their own work.

G.5.c. Review/Republication of Data or Ideas

Counselors fully acknowledge and make editorial reviewers aware of prior publication of ideas or data where such ideas or data are submitted for review or publication.

G.5.d. Contributors

Counselors give credit through joint authorship, acknowledgment, footnote statements, or other appropriate means to those who have contributed significantly to research or concept development in accordance with such contributions. The principal contributor is listed first, and minor technical or professional contributions
are acknowledged in notes or introductory statements.

G.5.e. Agreement of Contributors

Counselors who conduct joint research with colleagues or students/ supervisees establish agreements in advance regarding allocation of tasks, publication credit, and types of acknowledgment that will be received.

G.5.f. Student Research

For articles that are substantially based on students course papers, projects, dissertations or theses, and on which students have been the primary contributors, they are listed as principal authors.

G.5.g. Duplicate Submission

Counselors submit manuscripts for consideration to only one journal at a time. Manuscripts that are published in whole or in substantial part in another journal or published work are not submitted for publication without acknowledgment and permission from the previous publication.

G.5.h. Professional Review

Counselors who review material submitted for publication, research, or other scholarly purposes respect the confidentiality and proprietary rights of those who submitted it. Counselors use care to make publication
decisions based on valid and defensible standards. Counselors review article submissions in a timely
manner and based on their scope and competency in research methodologies. Counselors who serve as
reviewers at the request of editors or publishers make every effort to only review materials that are within their scope of competency and use care to avoid personal biases.

Section H
Resolving Ethical Issues

Introduction
Counselors behave in a legal, ethical, and moral manner in the conduct of their professional work. They are aware that client protection and trust in the profession depend on a high level of professional conduct. They hold other counselors to the same standards and are willing to take appropriate action to ensure that these standards are upheld. Counselors strive to resolve ethical dilemmas with direct and open communication among all parties involved and seek consultation with colleagues and supervisors when necessary. Counselors incorporate ethical practice into their daily professional work. They engage in ongoing professional development regarding current topics in ethical and legal issues in counseling.

H.1. Standards and the Law
(See F.9.a.)

H.1.a. Knowledge
Counselors understand the *ACA Code of Ethics* and other applicable ethics codes from other professional organizations or from certification and licensure bodies of which they are members. Lack of knowledge or misunderstanding of an ethical responsibility is not a defense against a charge of unethical conduct.

H.1.b. Conflicts Between Ethics and Laws
If ethical responsibilities conflict with law, regulations, or other governing legal authority, counselors make known their commitment to the *ACA Code of Ethics* and take steps to resolve the conflict. If the conflict cannot be resolved by such means, counselors may adhere to the requirements of law, regulations, or other governing legal authority.

H.2. Suspected Violations

H.2.a. Ethical Behavior Expected
Counselors expect colleagues to adhere to the *ACA Code of Ethics*. When counselors possess knowledge that raises doubts as to whether another counselor is acting in an ethical manner, they take appropriate action. *(See H.2.b., H.2.c.)*

H.2.b. Informal Resolution
When counselors have reason to believe that another counselor is violating or has violated an ethical standard, they attempt first to resolve the issue informally with the other counselor if feasible, provided such action does not violate confidentiality rights that may be involved.

H.2.c. Reporting Ethical Violations
If an apparent violation has substantially harmed, or is likely to substantially harm, a person or organization and is not appropriate for informal resolution or is not resolved properly, counselors take further action appropriate to the situation. Such action might include referral to state or national committees on professional ethics, voluntary national certification bodies, state licensing boards, or to the appropriate institutional authorities. This standard does not apply when an intervention would violate confidentiality rights or when counselors have been retained to review the work of another counselor whose professional conduct is in question.

H.2.d. Consultation
When uncertain as to whether a particular situation or course of action may be in violation of the *ACA Code of Ethics,* counselors consult with other counselors who are knowledgeable about ethics and the *ACA Code of Ethics,* with colleagues, or with appropriate authorities

H.2.e. Organizational Conflicts
If the demands of an organization with which counselors are affiliated pose a conflict with the *ACA Code of Ethics,* counselors specify the nature of such conflicts and express to their supervisors or other responsible officials their commitment to the *ACA Code of Ethics.* When possible, counselors work toward change within the organization to allow full adherence to the *ACA Code of Ethics.* In doing so, they address any confidentiality issues.

H.2.f. Unwarranted Complaints
Counselors do not initiate, participate in, or encourage the filing of ethics complaints that are made with reckless disregard or willful ignorance of facts that would disprove the allegation.

H.2.g. Unfair Discrimination Against Complainants and Respondents

Counselors do not deny persons employment, advancement, admission to academic or other programs, tenure, or promotion based solely upon their having made or their being the subject of an ethics complaint. This does not preclude taking action based upon the outcome of such proceedings or considering other appropriate information.

H.3. Cooperation With Ethics Committees

Counselors assist in the process of enforcing the *ACA Code of Ethics*. Counselors cooperate with investigations, proceedings, and requirements of the ACA Ethics Committee or ethics committees of other duly constituted associations or boards having jurisdiction over those charged with a violation. Counselors are familiar with the *ACA Policy and Procedures for Processing Complains of Ethical Violations* and use it as a reference for assisting in the enforcement of the *ACA Code of Ethics*.

National Association for College Admission Counseling

The Statement of Principles of Good Practice

Approved by the 2005 Assembly
Revisions effective for the enrollment cycle of 2007/2008 academic year.

Introduction

Ethical college admission is the cornerstone of the National Association for College Admission Counseling (NACAC). Since its founding in 1937, when a select number of college and university professionals and high-school counselors came together to create a Code of Ethics within the admission-counseling profession, NACAC has striven to ensure principled conduct among professionals in the recruitment of students and the transition to postsecondary education.

This code of conduct is known today as the Statement of Principles of Good Practice (SPGP). Historically, NACAC added principles to the SPGP cumulatively, as ethical issues arose each year. In more recent years, however, the application process has become increasingly influenced by marketplace forces that raise new and complex ethical questions. In this rapidly-changing admission landscape, it is imperative for NACAC to maintain a document that includes practices and policies reflecting these new concerns for the ethical treatment of students in the admission process. As the recognized leader in college admission counseling, NACAC willingly carries the reponsibility of being the only association that protects students' rights in the transition to postsecondary education process, through monitoring and enforcing ethical standards and practices.

Member schools, colleges and universities, as well as other institutions, organizations and individuals dedicated to the pursuit of higher education, believe in the dignity, worth and potential of each and every student. To enable all students to make the dream of higher education a reality, these institutions and individuals develop and provide programs and services in postsecondary counseling, admission and financial aid. They strive to eliminate bias within the education system based on ethnicity, creed, gender, sexual orientation, age, political affiliation, national origin, and disability. They understand and value the importance of college counseling and view it as a fundamental aspect of their job as educators.

They support, therefore, the following Statement of Principles of Good Practice of the National Association for College Admission Counseling.

Statement of Principles of Good Practice Introduction

Core Values

Core Values represent statements of the association's vision and beliefs and are the purview of the Board of Directors.

Professionalism
We believe our work in counseling, admission and enrollment management is professional only to the extent that we subscribe to and practice ethical behavior, as stated in our Member Conventions. We are responsible for the integrity of our actions and, insofar as we can affect them, the actions of our member institutions and organizations.

Collaboration
We believe the effectiveness of our profession, college counseling, admission and enrollment management is enhanced when we work together to promote and protect students and their best interests.

Trust
We believe our profession, college counseling, admission and enrollment management is based upon trust, mutual respect and honesty, with one another and with students.

Education
We believe in and are committed to educating students, their families, the public, fellow education professionals, and ourselves about the transition to and within postsecondary education
.
Fairness and Equity
We believe our members have a responsibility to treat one another and students in a fundamentally fair and equitable manner.

Social Responsibility
We believe we have a duty to serve students responsibly, by safeguarding their rights and their access to and within postsecondary education.

Member Conventions

Member conventions represent a set of understandings or agreements to frame our code of ethics. These statements are the purview of the Board of Directors.

All members of NACAC agree to abide by the following:

1. Members will make protecting the best interests of all students a primary concern in the admission process.
2. Members will evaluate students on the basis of their individual qualifications and strive for inclusion of all members of society in the admission process.
3. Members will provide accurate admission and financial aid information to students, empowering all participants in the process to act responsibly.
4. Members will honor students' decisions regarding where they apply and choose to enroll.
5. Members will be ethical and respectful in their counseling, recruiting and enrollment practices.
6. Members will strive to provide equal access for qualified students through education about financial aid processes and institutional financial aid policies.
7. Members will abide by local, state and federal laws regarding the treatment of students and confidential information.
8. Members will support a common set of admission-related definitions and deadlines.
9. Members will support and enforce the Statement of Principles of Good Practice.

Statement of Principles of Good Practice
Mandatory Practices

(Refers the reader to Interpretations of Mandatory Practices, pages 6 – 11, for an expanded clarification)*

I. All Members—Mandatory Practices

A. Promotion and Recruitment

Members agree that they will:

*1. accurately represent and promote their schools, institutions, organizations, and services;

2. not use disparaging comparisons of secondary or postsecondary institutions;

*3. not offer or accept any reward or remuneration from a secondary school, college, university, agency, or organization for placement or recruitment of students;

*4. be responsible for compliance with applicable laws and regulations with respect to the students' rights to privacy.

B. Admission, Financial Aid and Testing Policies and Procedures

Members agree that they will:

1. not publicly announce the amount of need-based aid awarded to any student without his/her permission;

2. not guarantee admission or specific college placement or make guarantees of any financial aid or scholarship awards prior to an application being submitted, except when pre-existing criteria are stated in official publications;

*3. not make unethical or unprofessional requests of other admission counseling professionals;

*4. send and receive information about candidates in confidence;

5. consider transcripts official only when transmitted in a confidential manner, from the secondary or postsecondary institution(s) attended by the applicant;

6. not use minimum test scores as the sole criterion for admission and/or advising;

7. be responsible for ensuring the accurate representation and promotion of their institutions in recruitment materials, presentations, and scholarship materials;

8. provide, in a timely manner, accurate, legible and complete transcripts for transfer students for admission or scholarships;

*9. counsel students to abide by the application requirements and restrictions when they file;

10. permit pending Early Action, Restrictive Early Action and Early Decision candidates to initiate any Regular or Rolling Decision applications.

II. Postsecondary Members—Mandatory Practices

A. Promotion and Recruitment

Postsecondary members agree that they will:

*1. state clearly the requirements for the first-year and transfer admission and enrollment processes, including secondary school preparation, standardized testing, financial aid, housing and notification deadlines, and refund procedures;

Statement of Principles of Good Practice *Mandatory Practices*

2. not knowingly recruit students who are enrolled, registered, have initiated deferred admission, or have declared their intent, or submitted contractual deposits to other institutions unless the students initiate inquiries themselves or unless cooperation is sought from institutions that provide transfer programs.

B. Admission, Financial Aid and Testing Policies and Procedures

Postsecondary members agree that they will:

1. accept full responsibility for admission and financial aid decisions and for proper notification of those decisions to candidates;
2. not require candidates or the secondary schools to indicate the order of the candidates' college or university preferences, except under Early Decision plans;
*3. permit first-year candidates for fall admission to choose, without penalty, among offers of admission and financial aid until May 1. (Candidates admitted under an Early Decision program are a recognized exception to this provision);
*4. not offer exclusive incentives that provide opportunities for students applying or admitted Early Decision that are not available to students admitted under other admission options;
5. work with their institutions' senior administrative officers to ensure that financial aid and scholarship offers and housing options are not used to manipulate commitments prior to May 1;
*6. establish wait list procedures that ensure that no student on any wait list is asked for a deposit in order to remain on the wait list or for a commitment to enroll prior to receiving an official written offer of admission;
*7. state the specific relationship among admission and financial aid practices and policies;
8. notify accepted aid applicants of financial aid decisions before the enrollment confirmation deadline, assuming all requested application forms are received on time;
9. clearly state policies on renewal of financial aid that will typically include a review of students' current financial circumstances;
*10. not knowingly offer financial aid packages to students who are committed to attend other institutions, unless the students initiate such inquiries. Athletic scholarships, which adhere to nationally-established signing periods, are a recognized exception to this provision;
*11. initially report on all first-year admitted or enrolled students, including special subgroups in the reporting of test scores. If data on subgroup populations are also provided, clear explanations of who is included in the subgroup population will be made.

Statement of Principles of Good Practice Mandatory Practices

III. Counseling Members—Mandatory Practices

A. Promotion and Recruitment

Counseling members agree that they will:

1. establish a policy for the release of students' names and other confidential information consistent with applicable laws and regulations.

B. Admission, Financial Aid and Testing Policies and Procedures

Counseling members agree that they will:

1. provide colleges and universities with a description of the school's marking system that, if available, will provide some indication of grade distribution that may include the rank in class and/or grade point average;
2. provide, as permissible by law, accurate descriptions of the candidates' personal qualities that are relevant to the admission process;
3. sign only one pending Early Decision or restricted Early Action agreement, when applicable, for any student;
4. follow, when applicable, the process used by the candidates' high schools for filing college applications;
5. not reveal, unless authorized, candidates' college or university preferences;
6. work with school officials and other relevant individuals to keep test results confidential as governed by law and local regulations;
7. report on all students within a distinct class (e.g., freshman, sophomore, junior, and senior) and subgroups, including non-native speakers, in the reporting of standardized test scores.

Statement of Principles of Good Practice

The following statements correspond with the same statement number in the Mandatory Practices section.

I. All Members—Interpretations and Monitoring

A. Promotion and Recruitment

All members agree that they will:

1. Accurately represent and promote their schools, institutions or services by:
    a. providing precise information about their academic majors and degree programs. Such information shall include a factual and accurate description of majors, minors, concentrations, and/or interdisciplinary offerings that apply toward the completion of the undergraduate degree;
    b. describing in detail any special programs, including overseas study, credit by examination or advanced placement.

3. Not offer or accept any reward or remuneration from a college, university, agency, or organization for placement or recruitment of students. Members:
    a. will be compensated in the form of a fixed salary, rather than commissions or bonuses based on the number of students recruited;
    b. will not contract with secondary school personnel for remunerations for referred students.

4. Be responsible for compliance with applicable laws and regulations with respect to the students' rights to privacy by:
    a. establishing policies with respect to secondary school and college and university representatives for the release of students' names. Any policy that authorizes the release of students' names should indicate that the release be made only with the students' permission and be consistent with applicable laws and regulations;
    b. understanding that permission may take the form of a general consent to any release of the students' names;
    c. abiding by regulations in the *Family Educational Rights and Privacy Act* (FERPA).

B. Admission, Financial Aid and Testing Policies and Procedures

All members agree that they will:

3. not make unethical or unprofessional requests of other admission counseling professionals. Examples of unprofessional or unethical requests could include:
    a. making disparaging remarks about the services of school-based counselors or independent counselors when responding to requests from parents or students;
    b. independent counselors contacting school officials directly, instead of working through their clients for academic or personal information.

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c. coercing or demeaning postsecondary institutional representatives if such institutions are unable to participate or attend local school events;
d. offering favors in return for counselors' listing of their best or strongest students for recruitment purposes;
e. creating an expectation of entitlement with regard to admission to specific institutions.

4. send and receive information about candidates in confidence by honoring all applicable laws and regulations with respect to the confidential nature of such data. Examples include:

a. admission officers not revealing the admission or denial status of applicants when using Web site or group email announcements;
b. secondary school personnel should not post lists of admitted students to specific colleges when doing so reveals applicants who were denied admission.

9. counsel students to abide by the application requirements and restrictions when they file.

The use of multiple admission plans by colleges and universities often results in confusion among students, parents and college admission counseling professionals. NACAC believes institutions must clearly state policies, and counselors are advised to assist students with their understanding of the various admission decision options. The following outlines agreed-upon definitions and conditions.

Non-Restrictive Application Plans: All of these plans allow students to wait until May 1 to confirm enrollment.

- **Regular Decision** is the application process in which a student submits an application to an institution by a specified date and receives a decision within a reasonable and clearly stated period of time. A student may apply to other institutions without restriction.
- **Rolling Admission** is the application process in which an institution reviews applications as they are completed and renders admission decisions to students throughout the admission cycle. A student may apply to other institutions without restriction.
- **Early Action (EA)** is the application process in which students apply to an institution of preference and receive a decision well in advance of the institution's regular response date. Students who are admitted under Early Action are not obligated to accept the institution's offer of admission or to submit a deposit prior to May 1. Under non-restrictive Early Action, a student may apply to other colleges.

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Restrictive Application Plans: These are plans that allow institutions to limit students from applying to other early plans.

• **Early Decision (ED)** is the application process in which students make a commitment to a first-choice institution where, if admitted, they definitely will enroll. While pursuing admission under an Early Decision plan, students may apply to other institutions, but may have only one Early Decision application pending at any time. Should a student who applies for financial aid not be offered an award that makes attendance possible, the student may decline the offer of admission and be released from the Early Decision commitment. The institution must notify the applicant of the decision within a reasonable and clearly stated period of time after the Early Decision deadline. Usually, a nonrefundable deposit must be made well in advance of May 1. The institution will respond to an application for financial aid at or near the time of an offer of admission.

Institutions with Early Decision plans may restrict students from applying to other early plans. Institutions will clearly articulate their specific policies in their Early Decision agreement.

• **Restrictive Early Action (REA)** is the application process in which students make application to an institution of preference and receive a decision well in advance of the institution's regular response date. Institutions with Restrictive Early Action plans place restrictions on student applications to other early plans. Institutions will clearly articulate these restrictions in their Early Action policies and agreements with students. Students who are admitted under Restrictive Early Action are not obligated to accept the institution's offer of admission or to submit a deposit prior to May 1.

II. Postsecondary Members—Interpretations and Monitoring

A. Promotion and Recruitment

All postsecondary members agree that they will:

1. state clearly the requirements for the first-year and transfer admission and enrollment processes, including secondary school preparation, standardized testing, financial aid, housing and notification deadlines, and refund procedures by:
    a. being responsible for the accurate representation and promotion of their admission calendar, academic offerings, housing application and deposit deadlines; and campus and community descriptions; written and electronic communications; and presentations for students, parents and counseling personnel;
    b. being responsible for the development of publications, written communications presentations, i.e., college nights, college days and college fairs, used for their institution's promotional and recruitment activity;

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c. stating clearly and precisely the requirements for secondary preparation, admission tests and transfer student admission;
d. providing students, families and secondary schools with the most comprehensive information about costs of attendance and opportunities for all types of financial aid, and state the specific relationship between and among admission and financial aid practices and policies;
e. providing accurate information about opportunities/selection for institutional housing, deadline dates for housing deposits, housing deposit refunds, and describing policies for renewal availability of such institutional housing;
f. speaking forthrightly, accurately and comprehensively in presenting their institutions to counseling personnel, prospective students and their families;
g. identifying the source and year of study when institutional publications and/or media communications cite published academic programs, academic rigor or reputations, or athletic rankings;
h. providing accurate and specific descriptions of any special programs or support services available to students with handicapping conditions, physical and/or learning disabilities and/or other special needs;
i. clearly stating all deadlines for application, notification, housing, and candidates' reply requirements for both admission and financial aid;
j. clearly publicizing policies relating to placement by tests, awarding of credit and other policies based on test results.

B. Admission, Financial Aid and Testing Policies and Procedures

All postsecondary members agree that they will:

3. permit first-year candidates for fall admission to choose, without penalty, among offers of admission and financial aid until May 1. Candidates admitted under an Early Decision program are a recognized exception to this provision.

a. It is understood that May 1 will be viewed as the postmark date and/or the receipt date for electronic submissions. Colleges that solicit commitments to offers of admission and/or financial assistance prior to May 1 may do so provided those offers include a clear statement in the original offer that written requests for extensions and admission deposit refunds until May 1 will be granted, and that such requests will not eopardize a student's status for admission or financial aid;
b. When May 1 falls on a Sunday or holiday, May 2 becomes the recognized date.

4. not offer exclusive incentives that provide opportunities for students applying or admitted Early Decision that are not available to students admitted under other admission options. Examples of exclusive incentives include special dorms for ED admits; honors programs only for ED admits; full, need-based financial aid packages for ED admits only; special scholarships for ED admits only; or any promise of an advantage in the admission process if student(s) convert from Regular Admission to Early Decision.

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6. establish wait list procedures that ensure that no student on any wait list is asked for a deposit in order to remain on the wait list or for a commitment to enroll prior to receiving an official written offer of admission.

a. wait list is an admission decision option utilized by institutions to protect against shortfalls in enrollment, in light of fluctuations in yields. By placing a student on the wait list, an institution does not initially offer or deny admission, but extends to the candidate the possibility of admission not later than August 1.

7. state the specific relationship among admission and financial aid practices and policies. Colleges and universities may apply enrollment strategies to decisions to admit, wait list or deny students on the basis of stated or unstated financial need. Examples include:

a. colleges that might prioritize wait lists by students' level of financial need;
b. institutions that employ "need aware" admission for the bottom 10 percent of the class.

10. not knowingly offer financial aid packages to students who are committed to attend other institutions, unless the students initiate such inquiries. Athletic scholarships, which adhere to nationally-established signing periods, are a recognized exception.

The National Collegiate Athletic Association (NCAA) has established bylaws, operational manuals and legislative directives guiding Division I, II, and III sports for men and women. Each NCAA division has its own set of rules and bylaws that govern intercollegiate athletics. In addition to divisional regulations, there are playing rules committees that set rules for specific sports. Each sport includes calendars regulating quiet periods, dead periods, evaluation periods, contact periods, and eventually, National Letter of Intent signing dates that occur in November, February and April. All such dates are in advance of May 1, the National Candidates Reply Date for admission. NACAC will continue to work with the NCAA to recognize May 1 as a critical date on the admission calendar. For more information on NCAA deadlines, dates and requirements, visit www.NCAA.org.

11. initially report on all first-year admitted or enrolled students, including subgroups in the reporting of test scores. If data on subgroup populations are also provided, clear explanations of who is included in the subgroup population will be made.

a. Postsecondary members will furnish data describing the currently enrolled freshman class and will describe in published profiles all members of the enrolling freshman class;
b. Subgroups within the profile may be presented

Statement of Principles of Good Practice *Interpretations of Mandatory Practices*

III. Counseling Members—Interpretations and Monitoring

A. Promotion and Recruitment

Counseling members agree that they will:

1. establish a policy for the release of students' names and other confidential information, consistent with applicable laws and regulations.

    a. Permission may be a general consent to any release of the students' names;
    b. Secondary school members should be sensitive to the students' academic, athletic or other abilities, when releasing students' names.

Statement of Principles of Good Practice
Best Practices

I. All Members—Best Practices

All members should:

A. indicate that their institution is a NACAC member and has endorsed the principles contained in the association's Statement of Principles of Good Practice (SPGP);
B. inform those involved in counseling students in the postsecondary process about the content of the SPGP;
C. be sensitive to students applying for admission to postsecondary institutions in other countries that may have different deadlines and timelines than those in the United States.

II. Postsecondary Members—Best Practices

A. Promotion and Recruitment

All postsecondary members should:

1. exercise appropriate responsibility for all people whom the institution involves in admission, promotional and recruitment activities (including alumni, coaches, students, faculty, and other institutional representatives);
2. be responsible for assuring that admission consulting or management firms engaged by the institution adhere to the principles of the SPGP;

B. Admission, Financial Aid and Testing Policies and Procedures

All postsecondary members should:

1. provide in the notification letter of those applicants offered a place on the wait list a history that describes the number of students offered places on the wait lists, the number accepting places, the number offered admission, and the availability of financial aid and housing;
2. make applicants aware, in official communications, of summer or mid-year admission if such programs are available;
3. not apply newly-revised requirements to the disadvantage of a candidate whose secondary school courses were established in accordance with earlier requirements;
4. not discriminate in the admission selection process against applicants based on the particular application form that an applicant uses, provided that the college or university has agreed explicitly, as in Common Application membership, or implicitly, as in online or other computer-based technology, to accept the particular version of the application;
5. admit candidates on the basis of academic and personal criteria rather than financial need. This provision does not apply to international students ineligible for federal student assistance;
6. educate staff in understanding the concepts of test measurement, test interpretation and test use so they make informed admission decisions about the test data;

Statement of Principles of Good Practice *Best Practices*

7. conduct institutional research to inquire into the most effective use of tests for admission decisions;
8. refrain from the public reporting of mean and median admission test scores and, instead, report scores by the middle 50 percent of the scores of all first-year applicants, admitted and/or enrolled students;
9. view financial aid as supplementary to the efforts of students' families when students are not self-supporting;
10. meet the full need of accepted students to the extent possible, within the institutions' capabilities;
11. refrain from asking students where else they have applied;
12. utilize an equitable process of needs analysis methodology in making expected estimates or awards of the amount of financial aid that may be available to students after documentation is provided;
13. notify accepted aid applicants of financial aid decisions as soon as possible before the enrollment notification deadline date, assuming all requested application forms are received on time;
14. include a current and accurate admission calendar in publications and Web sites. If the institution offers special admission options, such as Early Admission, Early Action, Early Decision, wait lists, Restrictive Early Admission or Early Admission, the publication should define these programs and state deadline dates, notification dates, required deposits, refund policies, and the date when the candidates must reply;
15. notify secondary schools, when possible, of admission decisions in a timely and proper manner;
16. report test scores for special subgroups that may include athletes or non-native speakers. Universities with more than one undergraduate division may report first by division and then by special subgroups within divisions. Clear explanations of who is included in the subgroup should be made. Those institutions that do not require tests or for which tests are optional will only report scores if the institution clearly and emphatically states the limits of the scores being reported;
17. clearly publicize policies, such as placement and awarding of credit, that are based on test results;
18. issue a statement of disclosure as to how demonstration of student interest is used in the application process. Demonstration of student interest includes such measures as evaluating students on whether they visited campus, contacted admission representatives before or during a school visit, or the frequency of email or mail contacts initiated by the students.

Statement of Principles of Good Practice *Best Practices*

III. Counseling Members—Best Practices

A. Admission, Financial Aid and Testing Policies and Procedures

Counseling members should:

1. provide a program of counseling that introduces a broad range of postsecondary opportunities to students;
2. encourage students and their families to take the initiative in learning about colleges and universities;
3. provide information about opportunities and requirements for financial aid;
4. provide accurate descriptions of the candidate's personal qualities that are relevant to the admission process;
5. urge students to understand and discharge their responsibilities in the admission process in a timely manner;
6. counsel students and their families to notify and withdraw applications from other institutions when they have accepted an admission offer;
7. encourage students to be the sole authors of their applications and essays and counsel against inappropriate assistance on the parts of others;
8. report any significant change in a candidate's academic status or qualifications, including personal school conduct record between the time of recommendation and graduation, where permitted by applicable law;
9. establish a written policy on disclosure of disciplinary infractions in their communications to colleges;
10. provide a school profile, when applicable, that clearly describes special curricular opportunities (e.g., honors, advanced placement courses, seminars) and a comprehensive listing of all courses with an explanation of unusual abbreviations and any information required for proper understanding;
11. inform students about the tests needed for admission, where students may take them, how to interpret the results, and how test results are used for admission;
12. report, in the case of secondary schools, the middle 50 percent of all students tested by discrete grade level;
13. refrain from encouraging students to apply to particular colleges and universities to enhance the high schools' statistical records regarding the number or amount of scholarship awards received;
14. counsel students not to submit more than one admission deposit, which indicates their intent to enroll in more than one institution;
15. work with school officials and other relevant individuals to keep test results in perspective;
16. counsel students to comply with requests for information in a timely manner;
17. counsel students who have deferred admission that they should follow any conditions imposed by the deferring institution.

APPENDIX

Kinnelon High School

Linking District Goals with The ASCA Standards

Use this template to identify competencies addressed in your program and link them to your district goals .

ACADEMIC DEVELOPMENT DOMAIN **Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span**	
Competency A1 Improve Academic Self-concept	
A:A1.1	Articulate feelings of competence and confidence as learners
A:A1.2	Display a positive interest in learning
A:A1.3	Take pride in work and achievement
A:A1.4	Accept mistakes as essential to the learning process
A:A1.5	Identify attitudes and behaviors leading to successful learning
Competency A2 Acquire Skills for Improving Learning	
A:A2.1	Apply time-management and task-management skills
A:A2.2	Demonstrate how effort and persistence positively affect learning
A:A2.3	Use communications skills to know when and how to ask for help when needed
A:A2.4	Apply knowledge and learning styles to positively influence school performance
Competency A3 Achieve School Success	
A:A3.1	Take responsibility for their actions
A:A3.2	Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
A:A3.3	Develop a broad range of interests and abilities
A:A3.4	Demonstrate dependability, productivity and initiative
A:A3.5	Share knowledge
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college	
Competency B1 Improve Learning	
A:B1.1	Demonstrate the motivation to achieve individual potential
A:B1.2	Learn and apply critical-thinking skills
A:B1.3	Apply the study skills necessary for academic success at each level
A:B1.4	Seek information and support from faculty, staff, family and peers
A:B1.5	Organize and apply academic information from a variety of sources
A:B1.6	Use knowledge of learning styles to positively influence school performance
A:B1.7	Become a self-directed and independent learner
Competency B2 Plan to Achieve Goals	
A:B2.1	establish challenging academic goals in elementary, middle/junior high and high school
A:B2.2	Use assessment results in educational planning

A:B2.3	Develop and implement annual plan of study to maximize academicability and achievement
A:B2.4	Apply knowledge of attitudes and interests to goal setting
A:B2.5	Use problem-solving and decision-making skills to assess progress educational goals
A:B2.6	Understand the relationship between classroom performance and success in school
A:B2.7	Identify post-secondary options consistent with interests, toward achievement, aptitude and abilities
Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.	
Competency C1 Relate School to Life Experiences	
A:C2.1	Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life.
A:C2.2	Seek co-curricular and community experiences to enhance the schoolexperience
A:C2.3	Understand the relationship between learning and work
A:C2.4	Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals
A:C2.5	Understand that school success is the preparation to make the transition from student to community member
A:C2.6	Understand how school success and academic achievement enhance future career and vocational opportunities
CAREER DEVELOPMENT DOMAIN **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.**	
Competency A1 Develop Career Awareness	
C:A1.1	Develop skills to locate, evaluate and interpret career information
C:A1.2	Learn about the variety of traditional and nontraditional occupations
C:A1.3	Develop an awareness of personal abilities, skills, interests and motivations
C:A1.4	Learn how to interact and work cooperatively in teams
C:A1.5	Learn to make decisions
C:A1.6	Learn how to set goals
C:A1.7	Understand the importance of planning
C:A1.8	Pursue and develop competency in areas of interest
C:A1.9	Develop hobbies and vocational interests
C:A1.10	Balance between work and leisure time
Competency A:2 Develop Employment Readiness	
C:A2.1	Acquire employability skills such as working on a team, problem-solving and organizational skills
C:A2.2	Apply job readiness skills to seek employment opportunities
C:A2.3	Demonstrate knowledge about the changing workplace
C:A2.4	Learn about the right and responsibilities of employers and employees
C:A2.5	Learn to respect individual uniqueness in the workplace
C:A2.6	Learn how to write a resume
C:A2.7	Develop a positive attitude toward work and learning
C:A2.8	Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
C:A2.9	Utilize time-and task-management skills

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction	
Competency B:1 Acquire Career Information	
C:B1.1	Apply decision-making skills to career planning, course selection and career transition
C:B1.2	Identify personal skills, interests and abilities, and relate them to current career choice
C:B1.3	Demonstrate knowledge of the career-planning process
C:B1.4	Know the various ways in which occupations can be classified
C:B1.5	Use research and information resources to obtain career information
C:B1.6	Learn to use the internet to access career planning information
C:B1.7	Describe traditional and non-traditional career choices and how they relate to career choices
C:B1.8	Understand how changing economic and societal needs influence employment trends and future training
Competency B:2 Identify Career Goals	
C:B2.1	Demonstrate awareness of the education and training needed to achieve career goals
C:B2.2	Assess and modify their educational plan to support career
C:B2.3	Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience
C:B2.4	Select course work that is related to career interests
C:B2.5	Maintain a career-planning portfolio
Competency C:1 Acquire Knowledge to Achieve Career Goals	
C:C1.1	Understand the relationship between educational achievement and career success
C:C1.2	Explain how work can help to achieve personal success and satisfaction
C:C1.3	Identify personal preferences and interests influencing career choice and success
C:C1.4	Understand that the changing workplace requires lifelong learning and acquiring new skills
C:C1.5	Describe the effect of work on lifestyle
C:C1.6	Understand the importance of equity and access in career choice
C:C1.7	Understand that work is an important and satisfying means of personal expression
Competency C2 Apply Skills to Achieve Career Goals	
C:C2.1	Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
C:C2.2	Learn how to use conflict-management skills with peers and adults
C:C2.3	Learn to work cooperatively with others as a team member
C:C2.4	Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences
PERSONAL/SOCIAL DOMAIN **Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.**	
Competency A1 Acquire Self-Knowledge	
PS:A1.1	Develop positive attitudes toward self as a unique and worthy person
PS:A1.2	Identify values, attitudes and beliefs
PS:A1.3	Learn the goal-setting process
PS:A1.4	Understand change is a part of growth

PS:A1.5	Identify and express feelings
PS:A1.6	Distinguish between appropriate and inappropriate behavior
PS:A1.7	Recognize personal boundaries, rights and privacy needs
PS:A1.8	Understand the need for self-control and how to practice it
PS:A1.9	Demonstrate cooperative behavior in groups
PS:A1.10	Identify person strengths and assets
PS:A1.11	Identify and discuss changing personal and social roles
PS:A1.12	Identify and recognize changing family roles
Competency A2 Acquire Interpersonal Skills	
PS:A2.1	Recognize that everyone has rights and responsibilities
PS:A2.2	Respect alternative points of view
PS:A2.3	Recognize, accept, respect and appreciate individual differences
PS:A2.4	Recognize, accept and appreciate ethnic and cultural diversity
PS:A2.5	Recognize and respect differences in various family configurations
PS:A2.6	Use effective communication skills
PS:A2.7	Know that communication involves speaking, listening and nonverbal behavior
PS:A2.8	Learn how to make and keep friends
Standard B: Students will make decisions, set goals and take necessary action to achieve goals	
Competency B1 Self-knowledge Application	
PS:B1.1	Use a decision-making and problem-solving model
PS:B1.2	Understand consequences of decisions and choices
PS:B1.3	Identify alternative solutions to a problem
PS:B1.4	Develop effective coping skills for dealing with problems
PS:B1.5	Demonstrate when, where and how to seek help for solving problems and making decisions
PS:B1.6	Know how to apply conflict-resolution skills
PS:B1.7	Demonstrate a respect and appreciation for individual and cultural differences
PS:B1.8	Know when peer pressure is influencing a decision
PS:B1.9	Identify long and short term goals
PS:B1.10	Identify alternative ways of achieving goals
PS:B1.11	Use persistence and perseverance in acquiring knowledge and skills
PS:B1.12	Develop an action plan to set and achieve realistic goals
Standard C: Students will understand safety and survival skills.	
Competency C1 Acquire Personal Safety Skills	
PS:C1.1	Demonstrate knowledge of personal information
PS:C1.2	Learn about the relationship between rules, laws, safety and the protection of the rights of the individual
PS:C1.3	Learn about the differences between appropriate and inappropriate physical contact
PS:C1.4	Demonstrate the ability to set boundaries, right and personal privacy

PS:C1.5	Differentiate between situations requiring peer support and situations requiring adult professional help
PS:C1.6	Identify resource people in the school and community, and know how to seek help
PS:C1.7	Apply effective problem-solving and decision-making skills to make safe and healthy choices
PS:C1.8	Learn about the emotional and physical dangers of substance use and abuse
PS:C1.9	Learn how to cope with peer pressure
PS:C1.10	Learn techniques for managing stress and conflict
PS:C1.11	Learn coping skills for managing life events

Counseling Department Master Calendar

SITE:	***SCHOOL YEAR:***
August-	**January-**
September-	**February-**
October-	**March-**
November-	**April-**
December-	**May-**
June-	

Appendix A: The New Jersey School Counselor Association (NJSCA)

Our Identity Statement

The New Jersey School Counselor Association is the organization which represents professional school counseling in New Jersey.

Our Mission

The mission of the New Jersey School Counselor Association is to promote excellence in the school counseling profession and to advocate for the development of ALL students.

Our Vision

The vision of the New Jersey School Counselor Association is that all professional school counselors in New Jersey will develop and implement a comprehensive school counseling program based on the National Standards for School Counseling Programs.

Why Belong to NJSCA?

School reform, workplace demands, the changing economy, and work force demographics dictate new expectations for school counselors. School counselors are expected to take the lead in assisting our nation's young people to become healthy, happy, productive citizens. NJSCA provides support, training, networking and a watch on legislative issues, all important in meeting the needs of school counselors in New Jersey.

NJSCA was instrumental in having the New Jersey School Counseling Initiative funded and the National Standards for School Counseling Programs written into the New Jersey Department of Education Administrative Code; ensuring that all districts shall provide a comprehensive developmental school counseling program in Kindergarten through Grade 12.

Benefits of Membership

- Up-to-date information on topics and issues of interest to school counselors in New Jersey
- Publications (Newsletter & Newsline)
- NJSCA Web site at www.njsca.org
- Listserve for networking at www.njsca@yahoogroups.com
- NJSCA Fall and Spring
- Professional Development Conferences
- NJSCA Student Scholarships
- NJSCA Involvement in:
    - Advocacy
    - Human Rights
    - Public Relations
    - Professional Ethics

American School Counselor Association (ASCA)

One Vision, One Voice: The American School Counselor Association (ASCA) is a worldwide nonprofit organization based in Alexandria, Va. ASCA supports school counselors' efforts to help students focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. The association provides professional development, publications and other resources, research and advocacy to nearly 17,000 professional school counselors around the globe.

The New Jersey Education Association (NJEA)

Vision:

The New Jersey Education Association is a diverse, democratic organization working to create an optimal environment to achieve excellence in public education in New Jersey.

Goals:

Member Advocacy - To preserve and improve the economic interests, working conditions, job security, and pensions of all members.

Organizing - To strengthen the Association by maximizing membership, developing leadership, and supporting affiliates.

Enhancing Public Education - To promote and deliver quality professional development for educators. To advance and support policies that enhance and enrich public education.

The John J. Heldrich Center for Workforce Development

The John J. Heldrich Center for Workforce Development is located at the Edward J. Bloustein School of Planning and Public Policy, at Rutgers, the State University of New Jersey. It is a university-based research and policy center dedicated to raising the effectiveness of the American workplace by strengthening workforce education, placement and training programs and policies. The Center's efforts concentrate on both nurturing concrete innovations in workforce practices, as well as addressing broad-scale economic policy changes that ensure Americans receive the education and training they need to be productive and prosperous in the knowledge economy of the 21st century.

New Jersey Department of Education (NJDOE)

About DOE

New Jersey Department of Education
100 River View Plaza
P.O. Box 500
Trenton, NJ 08625-0500
609-292-4469

Most of the offices of the Department of Education are located at 100 River View Plaza. However, there are some offices that are located in other buildings in Trenton as follows:

329 West State Street

- Facilities (first and second floors)
- Pupil Transportation (third floor)
- GED (third floor)
- Program Review (third floor)

240 West State Street

- Central Regional Office (tenth floor);
- PIRC-Central (tenth floor)
- Fiscal Review and Improvement (tenth floor) (Abbott)
- Special Education Monitors (tenth floor)
- Urban Literacy (fourteenth floor) (Abbott)
- Early Literacy (fourteenth floor)

225 East State Street

- Compliance (3W)
  Some time after October 15, Compliance will be located at 1001 Spruce Street

American College Testing (ACT)

ACT is an independent, not-for-profit organization that provides more than a hundred assessment, research, information, and program management services in the broad areas of education and workforce development.

Each year, we serve millions of people in elementary and secondary schools, colleges, professional associations, businesses, and government agencies, nationally and internationally. ACT has offices across the United States and in Madrid, Spain.

Though designed to meet a wide array of needs, all ACT programs and services have one guiding purpose: to help people achieve education and career goals by providing information for life's transitions.

Mission Statement

Our Vision

To be the world's leading provider of information for educational and career decisions in support of lifelong learning

Our Mission

To help individuals and organizations make informed decisions about education and work. We provide information for life's transitions.

Our Values

- *Excellence in all aspects of our work*
- *Mutual respect, fairness, and enlightened leadership*
- *Diversity in people and ideas*
- *Individual growth and development*
- *Courteous, responsive, ethical relations with customers and employees*
- *Conscientious citizenship and constructive engagement in civic life*
- *Partnership and cooperation with other organizations*

NJNEXTSTOP.ORG

Njnextstop.org tells you what skills you will need to be in demand in New Jersey industries, including health care, finance, construction, utilities, manufacturing, tourism, transportation and information technology. Our research focuses on New Jersey industries, but most of the skill and job information applies to occupations wherever they are located. Our easy-to-navigate website allows you to match your skills and interests with occupations that will be highly marketable when you are ready to enter the workforce. Njnextstop.org lists and describes the various occupations within an expanding industry and provides statistical overviews that identify weekly earnings and projected growth within the industry. Developed by the State of New Jersey, Rutgers University and leading business experts, njnextstop.org is your source for pursuing a rewarding career course.

While the numbers tell much of the story, njnextstop.org is much more than facts and figures. It guides your decision-making about your future through the real-life experiences of your peers. Read articles, interviews and advice from other New Jersey young people taking their first steps in college and career. Hear from some of the state's top employers about their professions, and how to make a fast start in your first real job. Get advice about writing your résumé, learning to overcome poor work habits and tackling your first job interview.

Njnextstop.org is your Web window into info about New Jersey's most talked about industries. Armed with the skills you'll need and practical advice to support your job-search journey, your next stop will be a successful career. Put yourself in demand.

There may be jobs and careers of interest to you that are not part of our site. If you need to find more job info, visit the Occupational Information Network at http://online.onetcenter.org/gen_search_page , or the Career Information Section of WNJPIN at http://wnjpin2.dol.state.nj.us/wnjpin/index.htm.

The findings in the Next Stop and Ready for the Job projects are based on over thirty focus groups and eighty interviews with employers and educators conducted during 2003, as well as research by the New Jersey Department of Labor & Workforce Development, U.S. Department of Labor, local Workforce Investment Boards and university researchers about critical occupational and skill trends in US and New Jersey economy. The local Workforce Investment Boards of Bergen, Cumberland/Salem, Hudson, Mercer, Atlantic/Cape May, and Passaic Counties and researchers from William Paterson University, Cumberland County College, and Mercer Community College played a key role in recruiting employers and other project participants. Click to view a list of data sources used on NJ Next Stop

The methods and findings of the project are explored in depth within the ten reports posted on this site.

The College Board

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 4,700 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three and a half million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT, the PSAT/NMSQT® and the Advanced Placement Program®(AP). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

National Board of Professional Teaching Standards

NBPTS **is an independent, nonprofit, nonpartisan organization governed by a board of directors, the majority of whom are classroom teachers. Other members include school administrators, school board leaders, governors and state legislators, higher education officials, teacher union leaders and business and community leaders.**

The future of our communities, our states—indeed, of the nation—turns on education.

The National Board for Professional Teaching Standards® is rooted in the belief that the single most important action this country can take to improve schools and student learning is to strengthen teaching.

The National Board for Professional Teaching Standards is leading the way in making teaching a profession dedicated to student learning and to upholding high standards for professional performance. We have raised the standards for teachers, strengthened their educational preparation through the standards, and created performance-based assessments that demonstrate accomplished application of the standards.

The New Jersey Principals and Supervisors Association

NJPSA recognizes that strong leadership is essential to educational excellence in our schools. NJPSA is dedicated to assisting school leaders promote effective teaching and student learning. NJPSA asserts itself on the local, county, state and national levels and focuses on school quality and the professional leadership needs of all school administrators and supervisors.

- To maintain and enhance the recognition of NJPSA throughout the state as the preeminent organization for elementary, middle, secondary and district level administrators.
- To increase membership and active participation by expanding and improving group and individual services.
- To be proactive in addressing critical and emerging issues relevant to the profession.
- To provide comprehensive professional development programs.
- To maintain and establish mutually beneficial relationships with business, higher education and financial communities.

New Jersey Center for Character Education

The Department of Education is pleased to announce the establishment of the New Jersey Center for Character Education at Rutgers University. The Center will be funded through a $2 million four-year grant from the U.S. Department of Education.

New Jersey is one of only five states to receive an award under the Partnerships in Character Education grant program, Title V, Part D of the No Child Left Behind Act of 2002.

“The creation of the New Jersey Center for Character Education will provide the leadership necessary to take the state’s effort to a new level by providing guidance for schools to adopt programs and strategies that have proven to be effective,” said Commissioner of Education William L. Librera.

The New Jersey Center for Character Education will assist the Department along with the public and nonpublic schools throughout the state to materialize one of the objectives in Governor James E. McGreevey’s 21-point education reform plan for New Jersey: *To develop new initiatives to improve character education in our schools to help our children become productive, informed and actively involved citizens.*

New Jersey is already leading the nation in its commitment to providing support for the development of character education in public schools through the New Jersey Character Education Partnership initiative, which has provided $14 million in state aid funding to school districts over the past three years.

Welcome to NJ TRANSFER, the website that helps you transfer community college courses in the State of New Jersey. NJ TRANSFER was developed as a joint initiative of the New Jersey Commission on Higher Education and the New Jersey Presidents' Council, and evolved from the Rutgers University transfer pilot program (ARTSYS). Its many features will allow you to learn:

- Which courses to select at a community college
- Which New Jersey four-year colleges offer equivalent courses
- How the courses will satisfy four-year degree requirements
- Where you can transfer your community college courses in New Jersey
  How to contact a New Jersey college or university if you need information about admissions, transferring courses, or transfer recruitment events

We invite **community college students, faculty, transfer and admissions advisors,** and **workforce counselors** to begin using the many features available in NJ TRANSFER and to access the tools that will enable a seamless transfer from a community college to a four-year college or university.

We also encourage **high school students, parents,** and **school counselors** to use NJ TRANSFER to aid in the selection of community college courses that can be used to complete both high school graduation and four-year degree requirements

Community Colleges can now utilize NJ TRANSFER's online maintenance features to submit new or modified courses for review by the four-year institutions.

NJBIZ

Welcome to NJBIZ.COM, the leading Internet source of news and information about New Jersey companies and the New Jersey economy. This exciting website is brought to you by three companies dedicated to improving the New Jersey economy: Commerce Bank, Capehart Scatchard and J.H. Cohn.

NJBIZ strives to be the leading provider of business news and information about New Jersey companies and the New Jersey economy. The company publishes a weekly newspaper and also distributes information through books, our Internet site (NJBIZ.com) and other media.

The Education Trust

The Education Trust was established in 1990 by the American Association for Higher Education as a special project to encourage colleges and universities to support K-12 reform efforts. Since then, The Ed Trust has grown into an independent nonprofit organization whose mission is to make schools and colleges work for all of the young people they serve. We believe that it is impossible to achieve significant change in K-12 without simultaneously changing the way that postsecondary education does business. We also believe that postsecondary education needs improving as much as K-12.

The Ed Trust staff brings to our work a unique combination of experience from a wide variety of backgrounds: K-12, postsecondary education, advocacy and community-based organizations. Our insistence on high academic achievement for all students at all levels K-16, our teamwork with local education and community activists, and our single-minded attention to what is best for students - especially low-income students and students of color - sets The Education Trust apart from the many other Washington-based education groups.

The New Jersey Interscholastic Athletic Association

The New Jersey State Interscholastic Athletic Association, founded in 1918, is a voluntary, non-profit organization made up of 425 accredited public, private and parochial high schools in the state. The New Jersey Association joining with the other forty nine State Associations constitutes the National Federation of State High School Associations which has represented the best interests of high school athletics since 1920, and today represents 22,000 schools, more than 330,000 coaches, and almost 4.5 million high school athletes.

The NJSIAA is headed by a governing body known as the Executive Committee. Individuals serving on this committee represent public, parochial and private secondary institutions, the Education Committee of the New Jersey State Legislature, the New Jersey School Boards Association, the New Jersey Association of School Administrators, the New Jersey Association of Secondary School Principals, the New Jersey Council of Catholic Diocesan Superintendents, the New Jersey Scholastic Coaches Association, the New Jersey State Officials, the Directors of Athletics Association of New Jersey, and the New Jersey Association of Independent Schools.

The daily administration is carried out by the Executive Director, Mr. Boyd A. Sands, the Associate Director, Mr. James C. Loper, Assistant Directors, Mrs. Carol W. Parsons, Mr. Donald E. Danser and Mr. Steven J. Timko, and the staff of the NJSIAA headquarters, which is located on Route 130 in Robbinsville, New Jersey.

The Association, through the Executive Committee, sets forth the rules and regulations governing high school athletics in order to equalize competition for member schools. The NJSIAA conducts tournaments, and crowns champions in thirty one sports. Championship competition for girls is sponsored in basketball, bowling, cross country, fencing, field hockey, golf, gymnastics, lacrosse, soccer, softball, swimming, tennis, track-outdoor, track-winter, and volleyball

Boys Championships are determined in baseball, basketball, bowling, cross country, fencing, football, golf, ice hockey, lacrosse, soccer, swimming, tennis, track-outdoor, track-winter, volleyball and wrestling.

Gear Up Program

The GEAR UP program is a discretionary grant program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides five-year grants to States and partnerships to provide services at high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP funds are also used to provide college scholarships to low-income students.

GEAR UP is unique from other initiatives. This program employs partnerships committed to serving and accelerating the academic achievement of cohorts of students through their high school graduation. GEAR UP partnerships supplement (not supplant) existing reform efforts, offer services that promote academic preparation and the understanding of necessary costs to attend college, provide professional development, and continuously build capacity so that projects can be sustained beyond the term of the grant.

New Jersey State Employment and Training Commission (NJSETC)

The Commission's mission is to ensure that New Jersey's workers, students, and those seeking employment meet the knowledge and skill needs of the business community and economic development efforts. This mission is accomplished through the many public and private entities that compose New Jersey's workforce investment system. We have moved forward on key policy initiatives designed to prepare New Jerseyans to succeed in the labor market and provide employers with a skilled workforce.

These initiatives include: One-Stop Career Centers, Workforce Investment Boards, a training provider **Consumer Report Card**, www.njtrainingsystems.org and an integrated system that attempts to develop individuals into lifelong learners. The SETC, in its Strategic Five-Year Unified State Plan for New Jersey's Workforce Investment System, provides a blueprint for ensuring that New Jersey's workforce is equipped with the necessary skills and knowledge to maintains its competitive advantage in the global economy.

For more than a decade, the SETC has been working on a variety of issues involving the linkage between schools and the labor market. The Commission believes that America's labor market has been undergoing a profound transformation and that because of the transformation it was more crucial for schools to be fully aware of the skills that employers were seeking.

To address these concerns and to hopefully assist Counselors, Parents, Teachers and Administrators, the SETC worked with our partners at the Departments of Education and Labor, along with the Heldrich Center at Rutgers University and NJ Biz to create a website www.njnextstop.org. It is the purpose of this website to portray the skills demanded by the employer community.

Web-site Resources

Truancy Prevention-Empowering Students, Schools, and Communities is available at http://ojjdp.ncjrs.org/truancy.

Project Ignition is sponsored by State Farm in partnership with the National Youth Leadership Council. To get complete program instructions, helpful project suggestions, learn great safety tips, and see last year's finalists, visit: www.sfprojectignition.com.

Online and off, bullying is an issue for children and teens -- and the adults who care about them. Read about how schools are addressing "the bullying problem," in the Edutopia magazine article "Fear Factor." (http://www.edutopia.org/magazine)

Cyberbullies

Schoolyard bullies are no longer limiting their harassment to the cafeteria or the bus. They're taking their taunts online, using email, instant messaging, and other cyber tools to harass and even stalk their classmates and peers. Often, though, school officials and parents are unaware of the harassment. Says one student, "You feel as if no one can help you ... . It's a lonely, scary feeling." Read more in the USA Today article "Schoolyard Bullies Get Nastier Online." (http://www.usatoday.com/tech/news/2005-03-06-cover-cyberbullies_x.htm?

A new web page provides homework help for any New Jersey student with a valid public library card.

The website can be found at www.QandAnj.org <http://www.qandanj.org/> , or by clicking the link on the State website.

From the American Council on Exercise (ACE).

Operation FitKids Curriculum
http://echo.bluehornet.com/ct/ct.php?t=884584&c=519405778&m=m&type=3

FREE Youth Fitness Curriculum for Educators
Now available!
Operation FitKids Youth Fitness curriculum ($99.95 value) is provided at no cost to teachers as a public service of the American Council on Exercise.
http://echo.bluehornet.com/ct/ct.php?t=884582&c=519405778&m=m&type=3

The CD is a treasure filled with wonderful songs and a few poems that I can see myself using with several lessons. You can order it at www.teachingtolerance.org It addresses the issues of diversity, tolerance, bullying (exclusion), peace, friendship, protecting the earth, etc. The music and musicians are of high quality and represent a wide variety of styles and cultures. Bios on the artist are also included. This is a resource that I would willingly pay for. The direct link for this is: http://tolerance.org/teach/resources/your_friend.jsp

Ideals For Kids: Make School Safer From Bullies

This site describes simple ways that students can prevent and stop bullying. For example, by becoming a “bus stop buddy” children can reach out to other students who are left out and are common targets of bullies. Another idea presented is to “do the swarm” which involves stopping bullying when it happens by joining together as a group, locking arms, and taking the victim away from the ugly situation. Kids will find these solutions easy to implement and will feel comfortable trying them, as they are working as a group which reduces their risk of become targets themselves.
http://members.aol.com/AngriesOut/kids6.htm

Bystanders And Bullying

BullyOnline hosts this website that examines the dynamics of bullying in the workplace. This section of the site focuses on the social dynamics that cause colleagues to stand by when their co-worker is being bullied. It lists a number of reasons why bystanders don’t get involved such as denial and fear of reprisal. As bullying is not limited to only students, this information may be valuable in addressing concerns regarding bullying among staff members.
http://www.bullyonline.org/workbully/bystand.htm

Advice For Young People: Let’s Stop Bullying

This leaflet, created by the Anti-Bullying Network in collaboration with the Scottish Executive, is designed to provide information to students between the ages of 14 and 18. It explains the different forms of bullying, such as sexual bullying, racist violence, harassment and abuse. The leaflet also reviews a number of bullying-related issues that are often overlooked, including cyberbullying and teachers who bully students. Although the resources included in the leaflet are for Scottish students, the advice presented would be of valuable to students from all over the world.
http://www.antibullying.net/ypleaflet.pdf

Bystanders: Turning Onlookers Into Bully-Prevention Agents

Here you’ll find advice on how to empower bystanders to take an active role in preventing bullying from occurring and to report it to adults when it does take place. A four-step lesson plan is presented to train students to become proactive “bully prevention agents.” Suggestions are offered on how to hold bystanders accountable for their actions, as well as how to build bonds of caring between bystanders and potential victims.
http://www.interventioncentral.org/htmdocs/interventions/bully/bystander.shtml

Kids You Can Really Do Something To Stop Bullying!

The Canadian Red Cross created this webpage to teach kids how to end bullying in their schools. It explains that every student has specific rights, such as to feel safe, to be treated fairly and with respect, and to be protected from bullying and harassment. Then it describes students’ responsibilities such as including and welcoming others, respecting other people’s boundaries, and reporting mistreatment of other people. Suggestions on how to help a victim are offered and an explanation of the difference between ratting versus telling is presented.
http://www.redcross.ca/article.asp?id=009246&tid=030

Peer Abuse At School: Are Bullies Ruling Our Playground?

This guide offers a series of lesson plans to explore the various issues surrounding bullying and to teach kids how they can stand up against bullying in their school. Through learning and service activities, middle school students: define terms related to bullying; examine its various forms and impact on health; determine the extent of the problem in their own school; and engage students, staff and the community to join forces to stop bullying. Activities range from literature reviews to mentoring younger students to developing Power Point presentations on the issue. Students will learn how they can move from being bystanders to active advocates for bullying prevention.
http://www.csloe.org/curriculum/gr5_unit1/LrngSvcActivities.pdf

Stop Bullying Now! What Adults Can Do

This page from the National Stop Bullying Now! Campaign features a number of bullying prevention handouts for parents, health and safety professionals, teachers, school officials, and others who work with youth. From advice to parents on how to talk with educators if their children are being bullied to tips for school administrators on how to address bullying in their schools, this site gives adults the information they need to be positive bystanders. Visitors are encouraged to reproduce and distribute these informative materials to educate others on how they can prevent bullying, too.
http://stopbullyingnow.hrsa.gov/indexAdult.asp?Area=partnerspotlight

Technology and Communication Options for Children with Hearing Loss. It's designed to connect children and their families with assistance as early as possible. It also describes current technologies and communication options for children with hearing loss, including deafness. The publication is available in PDF, Word, and text-only formats on the Department of Education's Web site, at:
http://www.ed.gov/about/offices/list/osers/products/opening_doors/index.html

The publication is not copyrighted, so please feel free to distribute it as widely as possible.

NCSET has launched a new youth Web site: Youthhood.org. Youthhood provides students and their teachers, mentors, and parents with an online, research-based transition curriculum focused on preparing for life after high school. It¹s interactive, it¹s fun, and best of all, it¹s free! Spread the word! Tell your friends and colleagues working with transition-aged youth to check out this exciting new online resource.
http://www.youthhood.org/

Interesting website on Pervasive Developmental Disorders (PDD) which includes autism and Asperger's from the U.S. Dept. of Education
http://www.nichcy.org/pubs/factshe/fs20txt.htm

Also good off that Nichy website is the kids area, called Zigawhat, at http://www.nichcy.org/kids/index.htm

Greetings:

Check out these websites for great back to school tips to use and share with staff and/or parents.
http://www.caslt.org/research/backtoschool.htm

Appendix B: NJ Certification Requirements

6A:9-13.8 School counselor

(a) The school counselor endorsement authorizes the holder to perform school counseling services such as study and assessment of individual pupils with respect to their status, abilities, interest and needs; counseling with administrators, teachers, students, and parents regarding personal, social, educational, and vocational plans and programs; and developing cooperative relationships with community agencies in assisting children and families. The certificate holder is authorized to perform these duties in grades preschool through 12.

(b) To be eligible for the standard educational services certificate with a school counselor endorsement, a candidate must hold a master's or higher degree from a regionally accredited college or university, and complete one of the following:

1. A Department-approved graduate curriculum in school counseling; or
2. A minimum of 48 graduate semester hour credits in the following areas:
   - I. Counseling: minimum of 18 semester hours that must include study in theory and procedures of individual and group counseling, counseling and interviewing techniques and career counseling;
   - II. Testing and evaluation: minimum of three semester hours;
   - III. Psychology: minimum of six semester hours in study related to child and adolescent psychology, psychology of exceptional children and psychology of learning;
   - IV. Sociological foundations: minimum of six semester hours that must include study in community agencies, organizations and resources and multicultural counseling;
   - V. Statistics and research methods: minimum of three semester-hour credits;
   - VII. Supervised counseling practicum in a school setting: minimum of six credits; and
   - VIII. The remaining six semester hours of study may be chosen from among the topics listed in (b)2i through vii above or education.

(c) A candidate who has completed a master's or higher degree from a regionally credited college or university whose school counseling program meets the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) will be issued a standard school counselor certificate.

(d) The Office may issue an emergency certificate upon the request of the county superintendent to a candidate who meets the following requirements:

1. A bachelor's degree from a regionally accredited college or university; and
2. Fifteen graduate semester hour credits in guidance/counseling.

(e) Applicants in possession of a written evaluation completed by the Office prior to January 20, 2004 will have five years from January 20, 2004 to complete the requirements set forth in the written evaluation.

New Jersey Administrative Code 6A:8-3.2 Career awareness and exploration PROPOSED

(a) District boards of education, in fulfillment of the Core Curriculum Content Standards, shall develop and implement a comprehensive guidance and counseling system to facilitate career awareness and exploration for all students.

[1. The Department of Education shall provide districts with a cross-content workplace readiness curriculum framework that suggests a variety of activities and strategies that may assist in the development of local curricula aligned with the Core Curriculum Content Standards.]

[2]1. District boards of education shall implement a developmental career guidance and career awareness program, linked to the Core Curriculum Content Standards, which:

I. Is infused throughout the K-12 curriculum as appropriate for all students;

II. Is supported by professional development programs; and

III. Takes into consideration the Career Development Standards of the National Standards for School Counseling Programs of the American School Counselor Association in the following three areas of student development:

(1) Academic development;

(2) Career development; and

(3) Personal/social development.

[3] 2. District boards of education shall provide developmental career guidance and career awareness, linked to the Core Curriculum Content Standards, designed to:

I. Assist students in making and implementing informed educational and occupational choices, including opportunities to change career focus;

II. Develop a student's competencies in self-management, educational and occupational exploration, and career planning;

III. Make students aware of the relationship among personal qualities, education, training, and the world of work

IV. Encourage students to create and maintain portfolios consisting of student accomplishments related to the Cross-Content Workplace Readiness Standards, and

V. Acquaint students with the relationship between achieving academic standards and the attainment of career goals.

CACREP Standards

Curricular experiences and demonstrated knowledge in each of the eight common core areas are required of all students in the program. The eight common core areas follow

1. PROFESSIONAL IDENTITY - studies that provide an understanding of all of the following aspects of professional functioning:

a.history and philosophy of the counseling profession, including significant factors and events;

b.professional roles, functions, and relationships with other human service providers;

c.technological competence and computer literacy;

d.professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;

e.professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;

f.public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;

g.advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and

h. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

2. SOCIAL AND CULTURAL DIVERSITY - studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following:

a.multicultural and pluralistic trends, including characteristics and concerns betweenand within diverse groups nationally and internationally;

b.attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;

c.individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;

d.counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;

e. theories of multicultural counseling, theories of identity development, and multicultural competencies; and

f.ethical and legal considerations.

3. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:

a.theories of individual and family development and transitions across the life-span;

b.theories of learning and personality development;

c.human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;

d.strategies for facilitating optimum development over the life-span; and

e.ethical and legal considerations.

4. CAREER DEVELOPMENT - studies that provide an understanding of career development and related life factors, including all of the following:

a.career development theories and decision-making models;

b.career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems;

c.career development program planning, organization, implementation, administration, and evaluation;

d.interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development;

e.career and educational planning, placement, follow-up, and evaluation;

f.assessment instruments and techniques that are relevant to career planning and decision making;

g. technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites;

h. career counseling processes, techniques, and resources, including those applicable to specific populations; and

i.ethical and legal considerations.

5. HELPING RELATIONSHIPS - studies that provide an understanding of counseling and consultation processes, including all of the following:

a.counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;

b.an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;

c.counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;

d.a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;

e.a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation;

f.integration of technological strategies and applications within counseling and consultation processes; and

g.ethical and legal considerations.

6. GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:

a.principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;

b.group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;

c.theories of group counseling, including commonalties, distinguishing characteristics, and pertinent research and literature;

d.group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;

e.approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;

f.professional preparation standards for group leaders; and

g.ethical and legal considerations.

7. ASSESSMENT - studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following:

a.historical perspectives concerning the nature and meaning of assessment;

b.basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;

c.statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;

d.reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);

e.validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity;

f.age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;

g.strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;

h.an understanding of general principles and methods of caseconceptualization, assessment, and/or diagnoses of mental and emotional status; and

i.ethical and legal considerations.

8. RESEARCH AND PROGRAM EVALUATION - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

a.the importance of research and opportunities and difficulties in conducting research in the counseling profession,

b.research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;

c.use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy;

d.principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications;

e. use of research to improve counseling effectiveness; and

f.ethical and legal considerations.

STANDARDS FOR SCHOOL COUNSELING PROGRAMS

In addition to the common core curricular experiences outlined in Section II.K, the following curricular experiences and demonstrated knowledge and skills are required of all students in the program.

A. FOUNDATIONS OF SCHOOL COUNSELING

1.history, philosophy, and current trends in school counseling and educational systems;

2.relationship of the school counseling program to the academic and student services program in the school;

3.role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school;

4.strategies of leadership designed to enhance the learning environment of schools;

6.knowledge of the school setting, environment, and pre-K—12 curriculum;

7.current issues, policies, laws, and legislation relevant to school counseling;

8.the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling;

9.knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development;

10.knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices; and

11.ethical and legal considerations related specifically to the practice of school counseling (e.g., the ACA Code of Ethics and the ASCA Ethical Standards for School Counselors).

B. CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING

Studies that provide an understanding of the coordination of counseling program components as they relate to the total school community, including all of the following:

1.advocacy for all students and for effective school counseling programs;

2.coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students;

3.integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K—12 students in maximizing their academic, career, and personal/social development;

4.promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate;

5.methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community;

6.methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs; and

7.knowledge of prevention and crisis intervention strategies.

C. KNOWLEDGE AND SKILL REQUIREMENTS FOR SCHOOL COUNSELORS

1.Program Development, Implementation, and Evaluation

a.use, management, analysis, and presentation of data from school- based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement), surveys, interviews, focus groups, and needs assessments to improve student outcomes;

b.design, implementation, monitoring, and evaluation of comprehensive developmental school counseling

programs (e.g., the ASCA National Standards for School Counseling Programs) including an awareness of various systems that affect students, school, and home;

c.implementation and evaluation of specific strategies that meet program goals and objectives;

d.identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies;

e.preparation of an action plan and school counseling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counseling program;

f.strategies for seeking and securing alternative funding for program expansion; and

g.use of technology in the design, implementation, monitoring and evaluation of a comprehensive school counseling program.

2. Counseling and Guidance

a.individual and small-group counseling approaches that promote school success, through academic, career, and personal/social development for all;

b.individual, group, and classroom guidance approaches systematically designed to assist all students with academic, career and personal/social development;

c.approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs;

d.issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression and suicide)

e.developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options);

f.constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career, and personal/social success;

g.systems theories and relationships among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system; and

h. approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.

3. Consultation

a.strategies to promote, develop, and enhance effective teamwork within the school and larger community;

b.theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate;

c.strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children; and

d.knowledge and skills in conducting programs that are designed to enhance students' academic, social, emotional, career, and other developmental needs.

D. CLINICAL INSTRUCTION

For the School Counseling Program, the 600 clock hour internship (Standard III.H) occurs in a school counseling setting, under the supervision of a site supervisor as defined by Section III, Standard C.1-2. The requirement includes a minimum of 240 direct service clock hours.

The program must clearly define and measure the outcomes expected of interns, using appropriate professional resources that address Standards A, B, and C (School Counseling Programs).

Section III

CLINICAL INSTRUCTION

Clinical instruction includes supervised practica and internships that have been completed within a student's program of study. Practicum and internship requirements are considered to be the most critical experience elements in the program. All faculty, including clinical instruction faculty and supervisors, are clearly committed to preparing professional counselors and promoting the development of the student's professional counselor identity.

A.Each regular or adjunct program faculty member who provides individual or group practicum and/or internship supervision must have

1.a doctoral degree and/or appropriate clinical preparation, preferably from an accredited counselor education program;

2.relevant professional experience and demonstrated competence in counseling; and

3.relevant training and supervision experience.

B. Students serving as individual or group practicum supervisors must

1. have completed counseling practicum and internship experience equivalent to those within an entry-level program;

2.have completed or are receiving preparation in counseling supervision; and

3.be supervised by program faculty, with a faculty/student ratio that does not exceed 1:5.

C. A site supervisor must have

1.a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses;

2.a minimum of two (2) years of pertinent professional experience in the program area in which the student is completing clinical instruction; and

3.knowledge of the program's expectations, requirements, and evaluation procedures for students.

D. A clinical instruction environment, on- or off-campus, is conducive to modeling, demonstration, and training and is available and used by the program. Administrative control of the clinical instruction environment ensures adequate and appropriate access by the faculty and students. The clinical instruction environment includes all of the following:

1.settings for individual counseling with assured privacy and sufficient space for appropriate equipment (for example, TV monitoring and taping);

2.settings for small-group work with assured privacy and sufficient space for appropriate equipment;

3.necessary and appropriate technologies that assist learning, such as audio, video, and telecommunications equipment;

4.settings with observational and/or other interactive supervision capabilities; and

5.procedures that ensure that the client's confidentiality and legal rights are protected.

E. Technical assistance for the use and maintenance of audio and videotape and computer equipment is available as well as other forms of communication technology.

F. Orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors.

G. Students must complete supervised practicum experiences that total a minimum of 100 clock hours. The practicum provides for the development of counseling skills under supervision. The student's practicum includes all of the following:

1.40 hours of direct service with clients, including experience in individual counseling and group work;

2.weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program faculty member;

3.an average of one and one half (1 1/2) hours per week of group supervision that is provided on a regular schedule over the course of the student's practicum by a program faculty member or a supervisor under the supervision of a program faculty member; and

4.evaluation of the student's performance throughout the practicum including a formal evaluation after the student completes the practicum.

H. The program requires students to complete a supervised internship of 600 clock hours that is begun after successful completion of the student's practicum (as defined in Standard III.G). The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. The student's internship includes all of the following:

1.240 hours of direct service with clients appropriate to the program of study;

2.weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision, throughout the internship, (usually performed by the on-site supervisor;)

3.an average of one and one half (1 1/2) hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member;

4.the opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, inservice and staff meetings);

5.the opportunity for the student to develop program-appropriate audio and/or videotapes of the student's interactions with clients for use in supervision;

6.the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and nonprint media, professional literature, and research; and

7.a formal evaluation of the student's performance during the internship by a program faculty member in consultation with the site supervisor.

I. The practicum and internship experiences are tutorial forms of instruction; therefore, when the individual supervision is provided by program faculty, the ratio of 5 students to 1 faculty member is considered equivalent to the teaching of one (1) three-semester hour course. Such a ratio is considered maximum per course.

J. Group supervision for practicum and internship should not exceed 10 students.

K. Clinical experiences (practicum and internship) should provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

L. Students formally evaluate their supervisors and learning experience at the end of their practicum and internship experiences.

M. Programs require students to be covered by professional liability insurance while enrolled or participating in practicum, internship, or other field experiences.