

COMPREHENSIVE SCHOOL COUNSELING PROGRAM MANUAL



Elkhorn Area School District

Elkhorn Area School District

Comprehensive School Counseling Program Manual

**Based on the
Wisconsin Comprehensive School Counseling Model
&
American School Counseling Association National Model**

Developed by the Elkhorn Area School District Counseling Department

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2012

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As we move through the early years of the 21st century, school counselors face the challenges of preparing students to meet the higher expectations of Wisconsin State Academic Standards to become productive and contributing members of society. We wish to acknowledge the contributions of the following resources that provided input during the creation of this manual:

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Counseling Program
Wisconsin Comprehensive School Counseling Program
Model
Wisconsin Developmental Guidance Model

Elkhorn Area School District

Mission Statement

Elkhorn Area Schools, in partnership with the community, are dedicated to providing an education that challenges every student to continually improve and to excel as a respectful, responsible, and productive member of society.

We Believe...

- All children can learn.
- Every student learns differently.
- All children are valued and respected.
- Effort, motivation, and challenge are essential to learning.
- Taking an active role in the learning process is every student's responsibility.
- Helping children realize their potential is our foremost priority.
- Learning is a life-long process that takes place in the home, school, and community.
- Schools foster students' abilities to make decisions, cooperate, and accept responsibility.
- A diverse community contributes to educational growth.
- Quality education depends upon dedicated, well-trained staff.
- Safe, healthful, up-to-date facilities enhance the learning process.
- Continuous improvement leads to excellence.
- Schools and communities help students prepare for career success in a competitive global society.
- Schools model and teach good citizenship skills.
- Open communication is essential to the school, parent, and community partnership.

The Elkhorn Area School District does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability.

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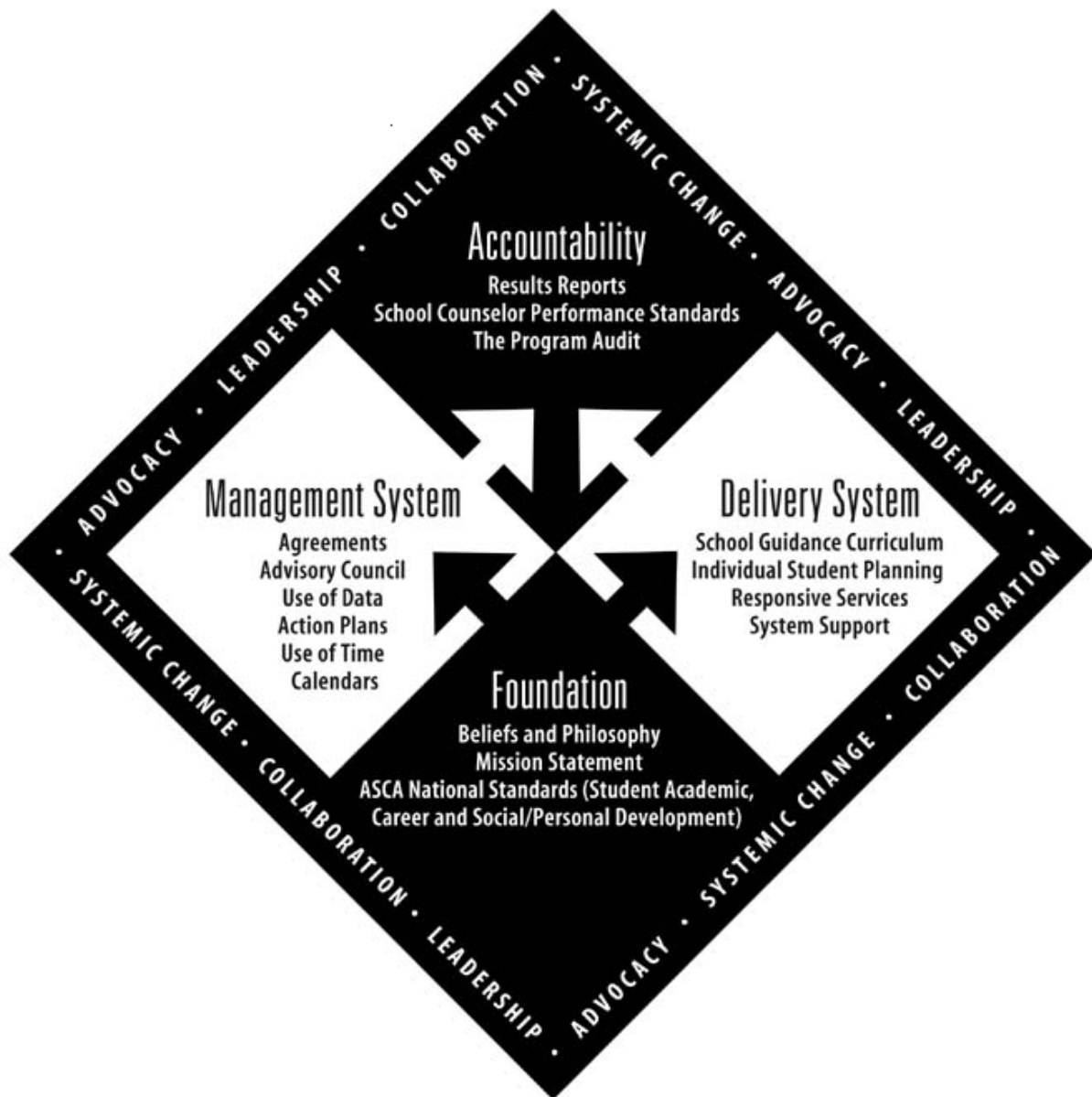
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The Elements and Themes of a Comprehensive School Counseling Program



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School Counseling Program

Mission Statement

Elkhorn Area School District

It is the mission of the Elkhorn Area School District Counseling Program to work in partnership with the student, families, staff, and community to promote the academic, social/emotional, and career success of every student.

Elkhorn Area School District Comprehensive School Counseling Program And Standard “e”

Administrative Rule

PI 8.01(2)(e). Each school district board shall provide a program of guidance and counseling services for all pupils, which meets all of the following requirements:

1. The school district shall maintain a school board approved plan for the provision of a program of guidance and counseling services.
2. The program shall be developmentally based and available to every pupil in every grade of the school district.
3. The program shall be
 - a. Systematically planned by licensed school counselors in collaboration with other licensed pupil services staff, teachers, parents and community health and human service professionals.
 - b. Provided by licensed school counselors in collaboration with other licensed pupil services staff, teachers, parents and community health and human service professionals.
4. The program shall provide developmentally appropriate educational, vocational, career, personal, and social information to assist pupils in problem solving and in making decisions.
5. The program shall include pupil appraisal, post-secondary planning, referral, research, and pupil follow-up activities.

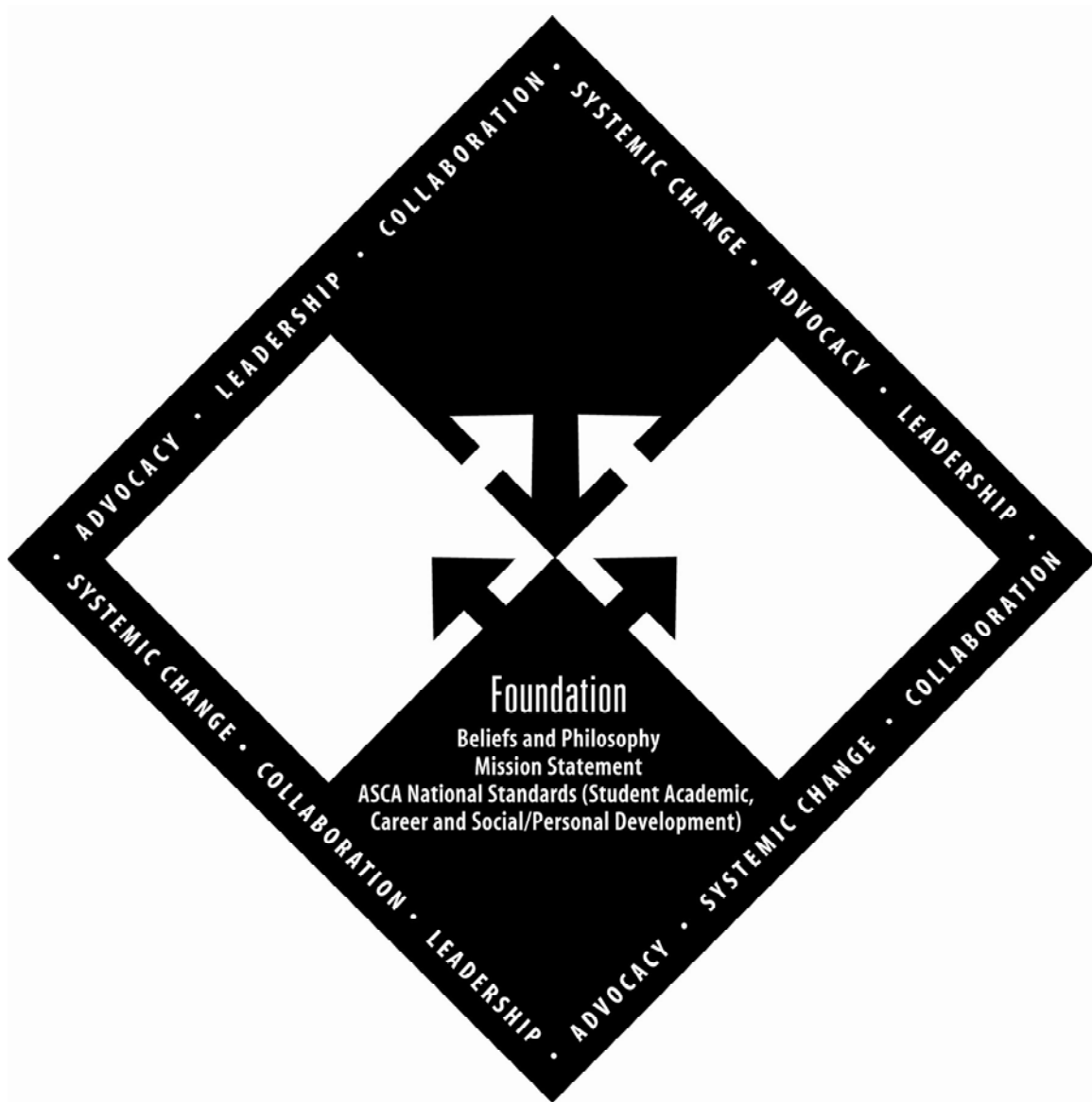
Successful implementation and School Board approval of the Elkhorn Area Comprehensive School Counseling Program satisfy the requirements of WI Administrative Rule PI 8.01(2)(e).

SECTION I

COMPREHENSIVE SCHOOL COUNSELING

Foundation





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Foundation

The Elkhorn Area School District Comprehensive School Counseling Program is an integral part of the primary educational mission of the district. This program supports, facilitates and encourages classroom instruction and student achievement. Our school counseling program is proactive and preventive in its focus. It assists students in acquiring and using life-long learning skills. More specifically, our school counseling program employs strategies to enhance academics, encourage self-awareness, foster interpersonal communication skills, provide career awareness, develop employment readiness, and impart life skills for all students.

Definition and Rationale

The Elkhorn Area School District Comprehensive School Counseling Program is based on the National Standards for School Counseling Programs and the Wisconsin Comprehensive School Counseling Model, which integrates academic, career, and personal /social development. The school counseling program reflects the progression of student development from pre-kindergarten through grade 12. It is delivered through a direct service program consisting of the following components:

- School Counseling Curriculum
- Individual Planning
- Responsive Services
- System Support

The program is systematic, sequential, clearly defined, and accountable. DPI licensed school counselors develop, implement, and assess all program components through collaboration with teachers, parents/guardians, administrators, students, and community/businesses. Curriculum delivery is a collaborative effort of all school staff. The school counseling program helps ensure equal opportunity for all students to participate fully in the educational process.

Assumptions

The primary goal of the school counseling program is to enhance student achievement. The school counseling program and the roles of the school counselor are determined by the educational, career, and personal/social developmental needs of students. For effective implementation of the Elkhorn Area School District Comprehensive School Counseling Program, certain staff and program conditions must exist:

- School counselors shall be fully licensed by the Wisconsin Department of Public Instruction and shall have the education and skills necessary to fulfill their responsibilities in developing, implementing, and assessing the comprehensive school counseling program. *See Appendix A.*
- School counselors shall maintain and operate within the guidelines of the code of ethical standards as specified by the American School Counselor Association. *See Appendix B.*
- School counselors are an integral part of the school community that includes student service members, teachers, administrators, specialists, parents, health professionals, paraprofessionals and other community representatives.

School counselors are an essential part of the pupil services department comprised of the following members: school counselor, school nurse, school psychologist, and school social worker.

- Conditions for effective program implementation include administrative commitment and support of the school counseling program; positive interpersonal relations among the school staff, adequate physical resources, budget appropriations and paraprofessional support.
- The school counselor-to-student ratio shall be appropriate for successful implementation of the Comprehensive School Counseling Program.

Benefits of School Counseling Programs*

Comprehensive developmental school counseling programs positively impact students, parents, teachers, administrators, school boards and departments of education, school counselors, counselor educators, postsecondary institutions, pupil services personnel, business and industry, and the community. The benefits to each of these groups include the following:

- Students
 - Promotes a rigorous academic curriculum for all students.
 - Prepares students for the challenges of the 21st century through academic, career, and enhanced personal/social development.
 - Relates educational programs to future success.
 - Facilitates career exploration and development.
 - Develops decision-making and problem-solving skills.
 - Provides strategies for closing the achievement gap.
 - Assists in developing effective interpersonal relationship skills.
 - Provides advocacy for students.
 - Assures equitable access to educational opportunities.

- Parents
 - Provides support for parents in advocating for their child's academic, career, and personal/social development.
 - Develops a system for their child's long-range planning and learning.
 - Increases opportunities for parent/school interaction.
 - Enables parents to access school and community resources.
 - Provides training and informational workshops.

- School Counselors
 - Provides direct services to all students.
 - Ensures involvement in the academic mission of the school district.
 - Enhances the role of school counselor as a student advocate.
 - Provides a clearly defined role and function.
 - Provides a tool for program management and accountability.
 - Provides quality system support within the district.

- Teachers
 - Provides an interdisciplinary team effort to address educational needs.
 - Provides assistance to teachers in classroom management, teaching effectiveness, and affective education.
 - Provides consultation to assist teachers in their guidance role.
 - Promotes teaming to increase student achievement.
 - Increases collaboration between teachers and counselors.

- Administrators
 - Integrates school counseling with the academic mission of the school district.
 - Provides program structure with specific content.
 - Provides a program promoting student success.
 - Assists administration to use school counselors effectively to enhance learning and development of all students.
 - Provides a means of evaluating school counseling programs.
 - Monitors data for school improvement.

- School Boards
 - Provides rationale for implementing a comprehensive developmental counseling program in the school system.
 - Assurance that a quality counseling program is available to all students.
 - Supports appropriate credentialing and staffing.
 - Provides a basis for determining funding allocations for counseling programs.
 - Furnishes program information to the community.
 - Gives ongoing information about student competencies attained through school counseling program efforts.
 - Supports standards-based programming.

- Community
 - Provides increased opportunity for collaboration among counselors and business, industry, and the community as a whole.
 - Enhances the role of the counselor as a resource person.
 - Increases opportunities for business, industry, and the community to participate actively in the total school program.
 - Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity.

*Adapted from The ASCA National Model.: A Framework for School Counseling Programs, American School Counselor Association, 2003.

Vision for School Counseling*

Reaches Every Student

Comprehensive in Scope

Wisconsin Comprehensive School Counseling Model Standards

- ◆ Academic Domain
- ◆ Career Domain
- ◆ Personal/Social Domain

Preventive in Design

Developmental in Nature

Integral Part of the Total Educational System

Includes a Delivery System

- School Counseling Curriculum
- Individual Student Planning
- Responsive Services
- System Support

School Counseling Curriculum

- Classroom activities
- Interdisciplinary curriculum development
- Group activities
- Parent Workshops

Individual Student Planning

- Individual or small group appraisal
- Individual or small-group advisement
- Student and Parent Educational/Career Planning Conferences

Responsive Services

- Consultation
- Individual and small-group counseling
- Crisis counseling
- Referrals
- Peer facilitation

System Support

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

Implemented by a DPI-Licensed School Counselor

Conducted in Collaboration

Monitors Student Progress

Driven by Data

Seeks Improvement

Shares Successes

* Adapted from The ASCA National Model.: A Framework for School Counseling Programs, American School Counselor Association, 2003.

The Professional School Counselor *

The professional school counselor is a certified/licensed educator trained in school counseling with unique qualifications and skills to address all students' academic, personal/social and career development needs. Professional school counselors implement a comprehensive school counseling program that promotes and enhances student achievement. Professional school counselors are employed in elementary, middle/junior high and high schools and in district supervisory, counselor education and post-secondary settings. Their work is differentiated by attention to developmental stages of student growth, including the needs, tasks and student interests related to those stages.

Professional school counselors serve a vital role in maximizing student achievement. Incorporating leadership, advocacy and collaboration, professional school counselors promote equity and access to opportunities and rigorous educational experiences for all students. Professional school counselors support a safe learning environment and work to safeguard the human rights of all members of the school community. Collaborating with other stakeholders to promote student achievement, professional school counselors address the needs of all students through prevention and intervention programs that are a part of a comprehensive school counseling program. To achieve maximum program effectiveness, the American School Counselor Association recommends a counselor-to-student ratio of 1:250.

Professional school counselors have a master's degree or higher in school counseling and meet the state certification/licensure standards and abide by the laws of the states in which they are employed. They uphold the ethical and professional standards of professional counseling associations and promote the development of the school counseling program based on the following areas of the ASCA National Model: foundation, delivery, management and accountability.

Foundation

Professional school counselors identify personal beliefs and philosophies as to how all students benefit from the school counseling program and act on these beliefs and philosophies to guide the development, implementation and evaluation of a comprehensive school counseling program. Professional school counselors create a mission statement supporting the school's mission and collaborate with other individuals and organizations to promote all students' academic, career and personal/social development.

Delivery

Professional school counselors provide services to students, parents, school staff and the community in the following areas:

- School Counseling Curriculum – This curriculum consists of structured lessons designed to help students achieve the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The school guidance curriculum is delivered throughout the school's overall curriculum and is

systematically presented by professional school counselors in collaboration with other professional educators in K-12 classroom and group activities.

- Individual Student Planning – Professional school counselors coordinate ongoing systemic activities designed to help students establish personal goals and develop future plans.

- Responsive Services – Responsive services are preventative and/or intervention activities meeting students' immediate and future needs. These needs can be necessitated by events and conditions in students' lives and may require any of the following:

- o individual or group counseling
- o consultation with parents, teachers and other educators
- o referrals to other school support services or community resources
- o peer helping
- o information

Professional school counselors develop confidential relationships with students to help them resolve or cope with problems and developmental concerns.

- System Support – System support consists of management activities establishing, maintaining and enhancing the total school counseling program. These activities include professional development, consultation, collaboration, program management and operations. Professional school counselors are committed to continual personal and professional development and are proactively involved in professional organizations promoting school counseling at the local, state and national levels.

Management

Professional school counselors incorporate organizational processes and tools that are concrete, clearly delineated and reflective of the school's needs. Tools and processes include:

- Agreements developed with and approved by administrators at the beginning of the school year addressing how the school counseling program is organized and what goals will be accomplished
- Advisory councils made up of students, parents, teachers, counselors administrators and community members to review school counseling program results and to make recommendations
- Use of student data to affect systemic change within the school system so every student receives the benefit of the school counseling program
- Action plans for prevention and intervention services defining the desired student competencies and achievement results
- Allotment of 80 percent of the professional school counselor's time in direct service with students
- Use of master and weekly calendars to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program.

Accountability

To demonstrate the effectiveness of the school counseling program in measurable terms, professional school counselors report on immediate, intermediate and long-range results showing how students are different as a result of the school counseling program. Professional school counselors use data to show the impact of the school counseling program on school improvement and student achievement. Professional school counselors conduct school counseling program audits to guide future action and improve future results for all students. The performance of the professional school counselor is evaluated on basic standards of practice expected of professional school counselors implementing a school counseling program.

Summary

Professional school counselors are certified/licensed professionals with a masters' degree or higher in school counseling or the substantial equivalent and are uniquely qualified to address the developmental needs of all students. Professional school counselors deliver a comprehensive school counseling program encouraging all students' academic, career and personal/social development and helping all students in maximizing student achievement.

Model Academic Standards for School Counseling

Academic Domain

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

Standard B: Students will develop the academic skills and attitudes necessary to make effective transitions from elementary to middle school, from middle school to high school, and from high school to a wide range of postsecondary options.

Standard C: Students will understand how their academic experiences prepare them to be successful in the world of work, in their interpersonal relationships, and in the community.

Personal/Social Domain

Standard D: Students will acquire the knowledge, attitudes, and interpersonal skills to understand themselves and appreciate the diverse backgrounds and experiences of others.

Standard E: Students will demonstrate effective decision-making, problem-solving, and goal-setting skills.

Standard F: Students will understand and use safety and wellness skills.

Career Domain

Standard G: Students will acquire the self-knowledge necessary to make informed career decisions.

Standard H: Students will understand the relationship between educational achievement and career development.

Standard I: Students will employ career management strategies to achieve future career success and satisfaction.

Benchmarks at Grades four, eight, and twelve

Academic Content Standard A

Students will acquire the attitudes, knowledge, and skills that contribute to successful learning in school and across the lifespan.

By the end of **grade four** students will:

A.1 Demonstrate an understanding of and responsibility for self as a learner

- A.4.1.1 Demonstrate competence and confidence as a learner
- A.4.1.2 Set realistic expectations for work and achievement
- A.4.1.3 Recognize and accept mistakes as essential to the learning process
- A.4.1.4 Identify and model personal attitudes and behaviors that lead to successful learning

A.2 Acquire the skills for improving effectiveness as a learner

- A.4.2.1 Use communication skills to know when and how to ask for help when needed
- A.4.2.2 Demonstrate how effort and persistence positively affect learning

A.3 Demonstrate responsibility for achieving school success

- A.4.3.1 Demonstrate taking responsibility for actions in school
- A.4.3.2 Demonstrate the ability to work independently and/or to work cooperatively with other students
- A.4.3.3 Share knowledge

By the end of **grade eight** students will:

A.2 Acquire the skills for improving effectiveness as a learner

- A.8.2.1 Apply time management and task management skills
- A.8.2.2 Apply knowledge of learning styles and multiple intelligences to positively influence academic performance

A.3 Demonstrate responsibility for achieving school success

- A.8.3.1 Demonstrate the capability to develop a broad range of interests and abilities

By the end of **grade 12** students will:

A.3 Demonstrate responsibility for achieving school success

- A.12.3.1 Demonstrate the ability to be dependable, productive, and take initiative for school success

Academic Content Standard B

Students will develop the academic skills and attitudes necessary to make effective transitions from elementary to middle school, from middle school to high school, and from high school to a wide range of postsecondary options. By the end of **grade four** students will:

B.1 Apply the skills necessary to improve learning and make successful academic transitions

- B.4.1.1 Demonstrate the ability to seek information and support from faculty, staff, family, and peers

B.2 Apply knowledge in establishing and achieving academic goals

- B.4.2.1 Demonstrate the ability to establish challenging academic goals in elementary school

By the end of **grade eight** students will:

B.1 Apply the skills necessary to improve learning and make successful academic transitions

- B.8.1.1 Demonstrate the importance of motivation to achieve individual potential
- B.8.1.2 Apply critical thinking skills for making successful academic transitions
- B.8.1.3 Apply the study skills necessary for academic success at each level
- B.8.1.4 Demonstrate the ability to organize and apply academic information from a variety of sources

B.2 Apply knowledge in establishing and achieving academic goals

- B.8.2.1 Demonstrate the ability to establish challenging academic goals in middle school
- B.8.2.2 Use assessment results in educational planning
- B.8.2.3 Develop and implement an individual learning plan to maximize academic ability and achievement
- B.8.2.4 Integrate knowledge of aptitudes and interests when setting and revising goals

By the end of **grade 12** students will:

B.1 Apply the skills necessary to improve learning and make successful academic transitions

B.12.1.2 Become a self-directed and independent learner

B.2 Apply knowledge in establishing and achieving academic goals

B.12.2.1 Demonstrate the ability to establish challenging academic goals in high school

B.12.2.2 Apply problem-solving and decision-making skills to assess progress toward educational goals

B.12.2.3 Identify postsecondary options consistent with interests, achievement, aptitude, and abilities

Academic Content Standard C

Students will understand how their academic experiences prepare them to be successful in the world of work, in their interpersonal relationships, and in the community.

By the end of **grade four** students will:

C.1 Understand how to relate school to life experiences

C.4.1.1 Understand the relationship between learning and work

C.4.1.2 Compare the relationship between parent(s)' education and career choice, while examining other education and career examples that are similar or different

By the end of **grade eight** students will:

C.1 Understand how to relate school to life experiences

C.8.1.1 Participate in co-curricular and community experiences to enhance the school experience

C.8.1.2 Understand that education is essential to becoming a contributing member of society

By the end of **grade 12** students will:

C.1 Understand how to relate school to life experiences

C.12.1.1 Demonstrate the ability to balance school, studies, co-curricular activities, leisure time, and family life

C.12.1.2 Understand how school success and lifelong learning enhance future career opportunities

Personal/Social Content Standard D

Students will acquire the knowledge, attitudes, and interpersonal skills to understand themselves and appreciate the diverse backgrounds and experiences of others.

By the end of **grade four** students will:

D.1 Acquire and demonstrate self-awareness and self-acceptance as they relate to understanding oneself

- D.4.1.1 Demonstrate positive attitudes toward self as a unique and worthy person
- D.4.1.2 Identify and express feelings appropriately
- D.4.1.3 Practice self-control
- D.4.1.4 Identify and acknowledge personal strengths and assets

D.2 Acquire and demonstrate acceptable interpersonal skills as they relate to understanding oneself and others

- D.4.2.1 Discuss and explain the differences between appropriate and inappropriate behavior
- D.4.2.2 Identify basic human rights and responsibilities
- D.4.2.3 Respect alternative points of view
- D.4.2.4 Respect and accept individual differences
- D.4.2.5 Describe and demonstrate socially-acceptable group behavior

By the end of **grade eight** students will:

D.1 Acquire and demonstrate self-awareness and self-acceptance as they relate to understanding oneself

- D.8.1.1 Respect and support differences in ethnic and cultural diversity, as well as diversity in other forms (e.g., national origin, gender, disability, economic status, religion, sexual orientation, or other factors of human difference)

D.2 Acquire and demonstrate acceptable interpersonal skills as they relate to understanding oneself and others

- D.8.2.1 Demonstrate effective writing, speaking, listening, and nonverbal communication skills

By the end of **grade 12** students will:

D.1 Acquire and demonstrate self-awareness and self-acceptance as they relate to understanding oneself

- D.12.1.1 Identify and describe characteristics of physical and psychological growth and development
- D.12.1.2 Identify and demonstrate resiliency skills related to interpersonal relationships and life events

D.2 Acquire and demonstrate acceptable interpersonal skills as they relate to understanding oneself and others

- D.12.2.1 Demonstrate skills for establishing and maintaining meaningful relationships

Personal/Social Content Standard E

Students will demonstrate effective decision-making, problem-solving, and goal-setting skills.

By the end of **grade four** students will:

E.1 Apply self-knowledge in the decision-making or goal-setting process

- E.4.1.1 Identify and compare potential consequences of a decision
- E.4.1.2 Create an effective plan of action that could result in a successful outcome
- E.4.1.3 Identify and differentiate alternative solutions to a problem or decision
- E.4.1.4 Demonstrate when, where, and how to seek help with solving problems and making decisions
- E.4.1.5 Identify and explain the ways peer pressure can influence a decision

By the end of **grade eight** students will:

E.1 Apply self-knowledge in the decision-making or goal-setting process

- E.8.1.1 Develop an action plan to achieve short- and long-term goals
- E.8.1.2 Identify alternative ways of achieving a goal or making a decision
- E.8.1.3 Apply effective conflict resolution skills to a current issue or problem

By the end of **grade 12** students will:

E.1 Apply self-knowledge in the decision making or goal setting process

- E.12.1.1 Demonstrate commitment and persistence in the pursuit of a goal

Personal/Social Content Standard F

Students will understand and use safety and wellness skills.

By the end of **grade four** students will:

F.1 Acquire and demonstrate self-management and responsibility for health-promoting behavior

- F.4.1.1 Demonstrate use of personal information (i.e., telephone number, home address, emergency contact)
- F.4.1.2 Practice respect for the rights and privacy of self and others
- F.4.1.3 List and describe the skills related to personal safety and protective behaviors
- F.4.1.4 Identify and use resource people in the school and community
- F.4.1.5 Explain the relationship between rules, laws, safety, and the protection of rights of the individual
- F.4.1.6 Use effective problem-solving and decision-making skills to make safe and healthy choices

By the end of **grade eight** students will:

F.1 Acquire and demonstrate self-management and responsibility for health-promoting behavior

- F.8.1.1 Describe the emotional and physical dangers of substance use and abuse
- F.8.1.2 Apply the skills needed to cope effectively with peer pressure
- F.8.1.3 Utilize techniques for managing daily stress and conflict
- F.8.1.4 Demonstrate the ability to set personal boundaries and advocate for oneself when these boundaries are violated

By the end of **grade 12** students will:

F.1 Acquire and demonstrate self-management and responsibility for health-promoting behavior

- F.12.1.1 Differentiate between situations that require peer support, adult support, or professional help
- F.12.1.2 Develop and use positive coping skills to manage significant life events

Career Content Standard G

Students will acquire the self-knowledge necessary to make informed career decisions.

By the end of **grade four** students will:

G.1 Develop the ability to make informed career decisions based on self-knowledge

- G.4.1.1 Give examples of positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty)
- G.4.1.2 Discuss and explain behaviors and decisions that reflect interests, likes, and dislikes

G.2 Develop positive interpersonal skills necessary to be effective in the world of work

- G.4.2.1 Practice positive social skills while interacting with others in a way that is respectful, honest, helpful, and appreciative
- G.4.2.2 Demonstrate the ability to resolve conflicts peacefully and to negotiate acceptable solutions with an adult's assistance if necessary

G.3 Integrate personal growth and change into career development

- G.4.3.1 Explain how good nutrition, adequate rest, and physical activity affect energy levels and productivity in school and at work
- G.4.3.2 Demonstrate the ability to seek assistance (e.g., with problems at school or work) from appropriate resources, including other people

By the end of **grade eight** students will:

G.1 Develop the ability to make informed career decisions based on self-knowledge.

- G.8.1.1 Demonstrate individual abilities, strengths, skills, and talents
- G.8.1.2 Demonstrate knowledge of work values and needs
- G.8.1.3 Demonstrate positive behaviors and attitudes about the world of work
- G.8.1.4 Give examples of how behaviors and attitudes affect one's future educational achievement and career success.

G.2 Develop positive interpersonal skills necessary to be effective in the world of work

- G.8.2.1 Demonstrate the ability to work in and across groups by applying teamwork skills in preparation for the world of work
- G.8.2.2 Demonstrate effective communication skills, including writing, speaking, listening, and nonverbal behavior

By the end of **grade 12** students will:

G.2 Develop positive interpersonal skills necessary to be effective in the world of work

- G.12.2.1 Give examples of how the inclusion of multiple perspectives and experiences of diverse groups enhances learning, personal growth, and career success
- G.12.2.2 Demonstrate knowledge about, respect for, openness to, and appreciation for diversity based on race, culture, national origin, gender, disability, economic status, religion, sexual orientation, etc.

G.3 Integrate personal growth and change into career development

- G.12.3.1 Describe how career plans may be affected by personal growth, external events, and changes in motivations and aspirations
- G.12.3.2 Demonstrate adaptability and flexibility, especially when initiating or responding to change

G.4 Establish a balance between personal, leisure, community, learner, family, and work activities

- G.12.4.1 Identify multiple life roles that are important now and across the lifespan
- G.12.4.2 Identify issues and solutions that promote balance among multiple life roles
- G.12.4.3 Give examples of decisions, factors, and circumstances that affect career choices

Career Content Standard H

Students will understand the relationship between educational achievement and career development.

By the end of **grade four** students will:

H.1 Attain educational achievement and performance levels needed to reach personal and career goals

- H.4.1.1 Learn to work together in a classroom setting
- H.4.1.2 Acquire age-appropriate employability skills, such as, organizing and problem-solving

By the end of **grade eight** students will:

H.1 Attain educational achievement and performance levels needed to reach personal and career goals

- H.8.1.1 Demonstrate an understanding of educational levels (e.g., work-based learning, certificate, two-year, four-year, and professional degrees) and performance skills needed to attain personal and career goals
- H.8.1.2 Demonstrate acquisition of study skills and learning habits that promote educational achievement and work performance
- H.8.1.3 Identify individual learning styles and multiple intelligences and understand how to apply them in different learning and work situations
- H.8.1.4 Demonstrate the ability to use technology to retrieve and manage career information that inspires educational achievement
- H.8.1.5 Develop an individual learning plan to enhance educational achievement and attain career goals

By the end of **grade 12** students will:

H.1 Attain educational achievement and performance levels needed to reach personal and career goals

- H.12.1.1 Review and revise an individual learning plan to enhance educational achievement and attain career goals

H.2 Participate in ongoing, lifelong learning experiences to adapt to and excel in a diverse and changing economy

- H.12.2.1 Recognize the importance of lifelong learning to career success in a diverse and changing economy
- H.12.2.2 Recognize that all careers demand and reward self-directed and independent learning
- H.12.2.3 Identify strategies for responding to transition and change with flexibility and adaptability
- H.12.2.4 Identify and appreciate the career benefits of informal (e.g., co-curricular, experiential) learning opportunities

Career Content Standard I

Students will employ career management strategies to achieve future career success and satisfaction.

By the end of **grade four** students will:

I.3 Recognize how principles of equal opportunity, equity, respect, inclusiveness, and fairness affect career planning and management

- I.4.3.1 Demonstrate appreciation for one's own cultural background and for the cultural background of others
- I.4.3.2 Identify similarities and differences among people that are valuable at work and in society

By the end of **grade eight** students will:

I.1 Create and manage an educational and career plan that matches career goals

- I.8.1.1 Use career planning strategies and tools to develop career awareness and a career plan
- I.8.1.2 Document actions taken to attain short-term and long-term educational and career goals

I.2 Apply decision-making skills to career planning and development

- I.8.2.1 Recognize and demonstrate the use of various decision-making styles and their effect on career planning
- I.8.2.2 Give specific examples of how education, work, and family experiences influence career decisions
- I.8.2.3 Demonstrate the use of information (e.g., about oneself; local, national, and global economic trends; and educational options) to consider in career decisions
- I.8.2.4 Show how beliefs, culture, work values, personal priorities, and knowledge of the broad range of career opportunities will influence career decisions

I.3 Recognize how principles of equal opportunity, equity, respect, inclusiveness, and fairness affect career planning and management

- I.8.3.1 Demonstrate openness to exploring and considering a wide range of occupations and career paths, including those that may be considered new or nontraditional for individuals based on gender, race, culture, ability, or other characteristics
- I.8.3.2 Define how one's own ethnicity, culture, gender, disability, or family traditions may affect career choices and plans

- I.8.3.3 Demonstrate an acceptance of and respect for other people and their career choices

I.4 Develop employability skills to gain, maintain, advance in, or transition to a new job or career

- I.8.4.1 Identify skills and how they are transferable from one situation or area of interest to another

I.5 Access and use current and accurate career information in career planning

- I.8.5.1 Demonstrate the ability to find and use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning
- I.8.5.2 Show how career information has contributed to one's current plans and how it can be used in future plans
- I.8.5.3 Give examples of how career clusters and pathways can be used in career planning

By the end of **grade 12** students will:

I.1 Create and manage an educational and career plan that matches career goals

- I.12.1.1 Give examples of how individual and/or world of work changes may impact career plans

I.2 Apply decision-making skills to career planning and development

- I.12.2.1 Give specific examples of how biases and stereotypes (e.g., race, culture, national origin, gender, disability, economic status, religion, sexual orientation, etc.) may affect career decisions
- I.12.2.2 Give examples of how "chance" might play a role in career decisions
- I.12.2.3 Give examples of compromises or sacrifices one may have to make in career choices
- I.12.2.4 Give examples of how factors related to geographic mobility may influence career decisions

I.3 Recognize how principles of equal opportunity, equity, respect, inclusiveness, and fairness affect career planning and management

- I.12.3.1 Recognize and describe the limiting effects of stereotypes, biases, past discrimination, and unconscious prejudice based

- on race, culture, national origin, gender, disability, economic status, religion, sexual orientation, or other factors of human difference on career aspirations and plans
- I.12.3.2 Recognize and identify how specific career information, or potential career information, is out-of-date, incomplete, inaccurate, stereotypical, or discriminatory.
 - I.12.3.3 Demonstrate skills or strategies for overcoming barriers or unsupportive responses to one's career goals and plans
 - I.12.3.4 Demonstrate attitudes, behaviors, and skills characterized by fairness, equality, justice, inclusiveness, and civic responsibility that are critical to effective workplaces and communities
 - I.12.3.5 Demonstrate multicultural and cross-cultural knowledge, skills, and perspectives (i.e., cultural competence) necessary to participate in a global economy

I.4 Develop employability skills to gain, maintain, advance in, or transition to a new job or career

- I.12.4.1 Demonstrate job seeking skills, including the ability to create and adapt resumes and cover letters, complete a job application, interview for a job, and network to find and pursue employment leads
- I.12.4.2 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, technology literacy, interpersonal skills, honesty, dependability, work-related communication, customer service skills, adaptability, punctuality, managing conflict, resiliency)

I.5 Access and use current and accurate career information in career planning

- I.12.5.1 Identify changes in local, national, and global employment trends, societal needs, and economic conditions related to career planning
- I.12.5.2 Identify opportunities for self-employment or entrepreneurship in career planning

* Adapted from The ASCA National Model: A Framework for School Counseling Programs, American School Counselor Association, 2003.

* Adapted from The National Occupational Information Coordinating Committee: National Career Development Guidelines, 2003.

Ethical Standards*

School Counselors shall maintain and operate within the guidelines of the ethical standards specified by the code of ethics for Wisconsin educators and the ethical standards prescribed by the American School Counselor Association (ASCA). ASCA is a professional organization, whose members have unique and distinctive preparation, grounded in the behavioral sciences, with training in clinical skills adapted to the school setting. The school counselor assists in the growth and development of each individual and uses highly specialized skills to protect the interests of the student within the structure of the school system.

The Code of Ethics of the Association (see Appendix B) specifies the principles of ethical behavior necessary to maintain and regulate high standards of integrity, leadership, and professionalism among its members. The purposes of the Code of Ethics are to:

- Serve as a guide for the ethical practices of all professional school counselors, regardless of level, area, population served, or membership in ASCA.
- Provide benchmarks for both self-appraisal and peer evaluations regarding counselor responsibilities to counselees, parents/guardians, colleagues and professional associates, schools and communities, self, and the counseling profession.
- Inform those served by the school counselor of acceptable professional behavior.

Privileged Communication

Wisconsin State Statute 118.126 provides for the right of privileged communication between the counselor and counselee as follows:

118.126(1)

A school psychologist, counselor, social worker, nurse, and any teacher or administrator designated by the school board who engages in alcohol or drug abuse program activities, shall keep confidential information received from a pupil that the pupil or another pupil is using or is experiencing problems resulting from the use of alcohol or other drugs unless:

118.126(1)(a)

The pupil using or experiencing problems resulting from the use of alcohol or other drugs consents in writing to disclosure of the information;

118.126(1)(b)

The school psychologist, counselor, social worker, nurse, teacher or administrator has reason to believe that there is serious and imminent danger to the health, safety or life of any person and that disclosure of the information to another person will alleviate the serious and imminent danger. No more information than is required to alleviate the serious and imminent danger may be disclosed; or

118.126(1)(c)

The information is required to be reported under s. 48.981

118.126(2)

A school psychologist, counselor, social worker, nurse, or any teacher or administrator designated by the school board who engages in alcohol or drug abuse program activities, who in good faith discloses or fails to disclose information under sub. (1) is immune from civil liability for such acts or omissions. This subsection does not apply to information required to be reported under s. 48.981.

Mandatory Reporting

The Board of Education recognizes the serious local, state, and national problems associated with child abuse and neglect. The Board also recognizes the legal responsibility for reporting suspected cases of child abuse to duly-constituted state, county, or local authorities.

Since school employees are in a unique position to identify potential cases of abuse and/or neglect of children, responsible action by school employees can be achieved through recognition and understanding of the problem, knowing the reporting procedures, and participating in the information programs in child abuse provided for employees of the school district.

Based on these legal requirements and moral commitments, the Board directs the administration to develop guidelines which will provide direction for the school staff members in identifying and reporting suspected child abuse cases. Such guidelines should make staff personnel aware that, by state statute, they are immune from civil and/or criminal liability when reporting suspected child abuse cases and failure to report by those required to report may result in legal action being taken.

To maintain awareness on the part of all professional staff members, the Elkhorn Area School District will cooperate with other appropriate community agencies in providing periodic staff development on the subject of child abuse and neglect.

See Appendix C.

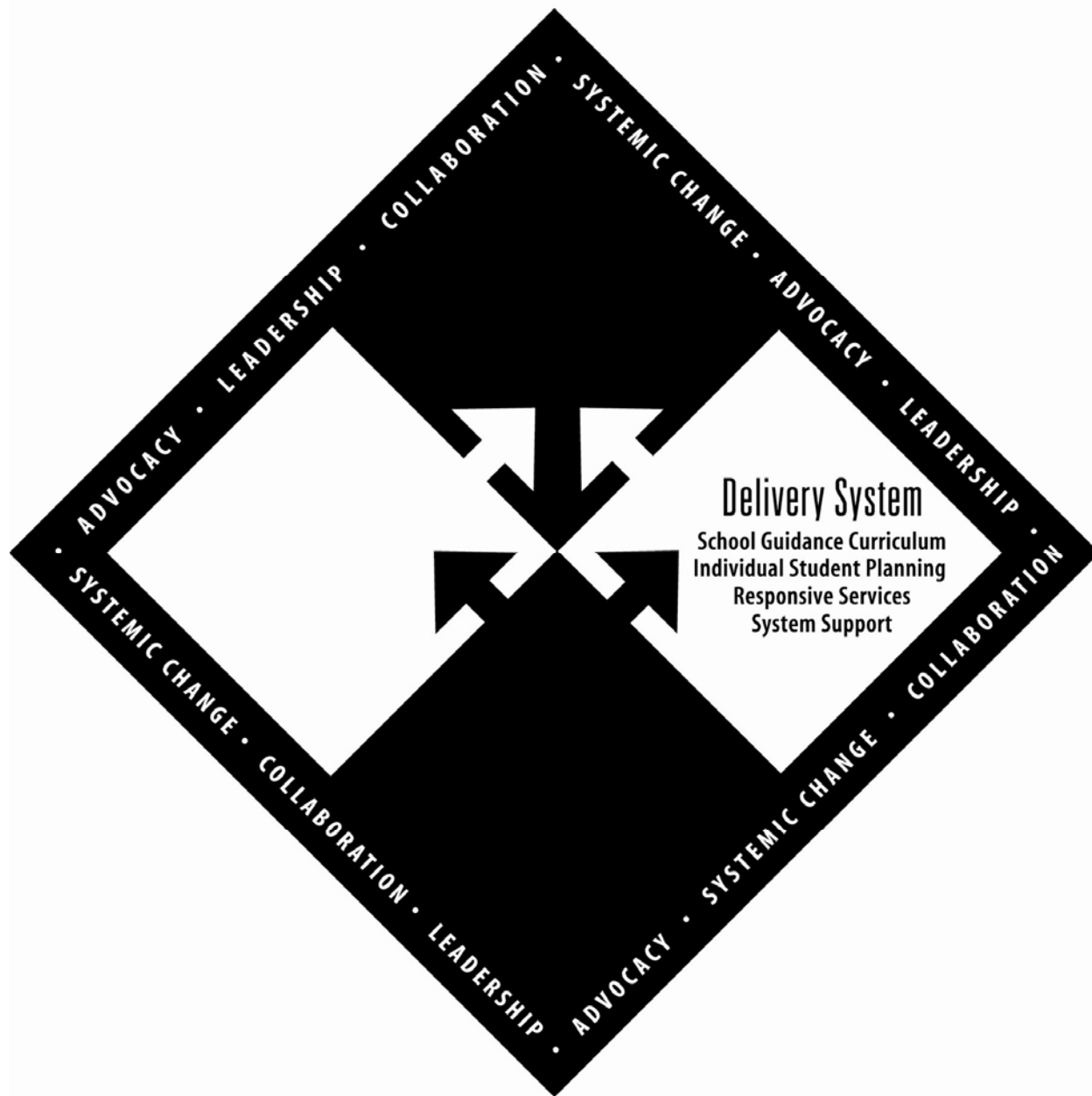
* Adapted from The ASCA National Model: A Framework for School Counseling Programs, American School Counselor Association, 2003

SECTION II

COMPREHENSIVE SCHOOL COUNSELING

Delivery System





® American School Counselor Association (2003); *The ASCA National Model: A Framework for School Counseling Programs*. Alexandria, VA.

Four Components of a Comprehensive School Counseling Program

Guidance Curriculum	Individual Student Planning	Responsive Services	System Support
<p>Provides guidance content in a systematic way to all students K-12.</p>	<p>Assists students in planning, monitoring, and managing their personal and career development.</p>	<p>Addresses the immediate concerns of students.</p>	<p>Includes program, staff and school support activities.</p>
<p>Purpose Student awareness, skill development, and appreciation of skills needed in everyday life.</p>	<p>Purpose Student educational and career planning, decision making, and goal setting.</p>	<p>Purpose Prevention and intervention.</p>	<p>Purpose Program delivery and support.</p>
<p>Areas Addressed</p> <ul style="list-style-type: none"> ■ Self-esteem development ■ Motivation to achieve ■ Decision Making, goal setting, planning, and problem solving skills ■ Interpersonal effectiveness ■ Communication skills ■ Cultural diversity ■ Responsible behavior ■ Educational Planning ■ Knowledge of career opportunities ■ Knowledge of post-secondary opportunities 	<p>Areas Addressed</p> <p>Educational/Academic</p> <ul style="list-style-type: none"> ■ Acquisition of study skills ■ Awareness of educational opportunities ■ Appropriate course selection ■ Lifelong learning ■ Utilization of test data <p>Career</p> <ul style="list-style-type: none"> ■ Knowledge of career opportunities ■ Knowledge of post secondary options ■ Need for positive work habits <p>Personal-Social</p> <ul style="list-style-type: none"> ■ Development of healthy self-concepts ■ Development of adaptive and adjustive social behavior 	<p>Areas Addressed</p> <ul style="list-style-type: none"> ■ Academic concerns ■ School related concerns <ul style="list-style-type: none"> - Tardiness - Absences and truancy - Misbehavior - School avoidance - Drop-out prevention ■ Relationship concerns ■ Abuse issues ■ Grief/loss death ■ Substance abuse ■ Sexuality issues ■ Coping with stress 	<p>Areas Addressed</p> <ul style="list-style-type: none"> ■ Guidance program development ■ Parent education ■ Teacher / administration consultation ■ Staff development for educators ■ School improvement planning ■ Professional development ■ Research and publishing ■ Community outreach ■ Public relations
<p>Counselor Role</p> <ul style="list-style-type: none"> ■ Structured groups ■ Consultation ■ Guidance curriculum implementation 	<p>Counselor Role</p> <ul style="list-style-type: none"> ■ Assessment ■ Planning ■ Placement 	<p>Counselor Role</p> <ul style="list-style-type: none"> ■ Individual and small group counseling ■ Consultation ■ Referral 	<p>Counselor Role</p> <ul style="list-style-type: none"> ■ Program management ■ Consultation ■ Coordination

School Counseling Curriculum

The Wisconsin Comprehensive School Counseling Model (WCSCM) builds the content of the comprehensive school counseling program around nine student content standards. The WCSCM standards are implemented through the following activities:

Classroom Activities: School counselors teach, team-teach, or assist in teaching curriculum in a variety of subject areas to all students in classrooms, school counselor offices, computer labs, and other school facilities.

Groups: School counselors facilitate groups outside the classroom to address students' identified needs or interests. Structured group activities enhance skills and knowledge of participating students.

Career Planning Activities: School counselors work individually with students and families on a variety of activities such as, career research, job shadowing, postsecondary planning, scholarship searches, and employment searches.

Examples of content topic themes in the above areas may include, but are not limited to the following:

- Academic support
- Career awareness
- Career exploration
- Career management and life long learning
- Career preparation and planning
- Character education
- Communication skills
- Cultural competence
- Goal setting
- Protective behaviors
- School safety
- Self knowledge
- Self management
- Social skills
- Study skills
- Transitions

See Appendix D.

Individual Planning

Individual student planning consists of ongoing activities that help students plan, monitor, and manage their educational, personal, and career development. Students are given opportunities to evaluate their educational, occupational, and personal goals. The activities in this component are school counselor planned, directed and may be delivered on an individual or group basis. Individual student planning sessions include a review of each student's educational and career options, and they include strategies of individual assessment, individual advisement, and transition planning. Parental involvement is a vital component of the individual student learning plan process.

Parents/guardians have the greatest influence on the educational and career choices made by young adults. They help by conveying positive attitudes about education and career planning, communicating with their children about their unique qualities, and by assisting them in exploring careers. Student and parent conferences are the primary method for involving parents. Student and Parent Educational/Career Planning Conferences, at given grade levels as determined by the school district, occur in the counseling office where students, parents and the school counselor discuss and formulate the student's short and long-term individual student learning plans.

Individual Assessment: School counselors work with students, parents/guardians, and teachers in the assessment and interpretation of abilities, aptitudes, interests, and skills. The use of appropriate test information becomes an important component for developing immediate and long-range plans for students. Assessments are used for educational, personal and career development and are administered in accordance with state guidelines.

Individual Student Advising: School counselors assist students in their development of self-knowledge. The information revealed with assessment tools is related to each student's educational and career goals. The involvement of students, parents/guardians, and school staff is critical in making plans that meet students' individual needs.

Transition Planning: School counselors assist students and parents/guardians with transitions. They provide formal and informal opportunities to support students in a process that includes problem solving, decision-making, and orientation.

Individual Planning- Elementary School

School counselors collaborate with students, parents/guardians and teachers to develop an individual learning plan to accommodate students' needs.

Individual student assessment: Achievement tests are administered in accordance with local and state guidelines. School counselors are available to consult with parents/guardians and staff regarding test interpretation.

Individual student advising: School counselors may consult with students and grade level teams regarding the goal setting process. School counselors develop Individual Learning Plans for all students. Individual Learning Plans are developed to assist student efforts to be successful in school and may include regular education accommodations, behavior plans, and homebound school plans. School counselors also participate on Response to Intervention Teams when necessary.

Transition planning: School counselors, teachers, and parents/guardians assist students in the primary grades with their transition to a structured school environment. Elementary and middle school staff collaborate to help students with their transition to middle school. School counselors at the elementary and middle school levels communicate regarding program issues and individual student needs.

Individual Planning – Middle School

Individual learning planning takes on a more specific role at the middle school level. Students are introduced to the career portfolio and continue career and educational planning. The middle school level of individual student planning guides groups and individual students through the development of educational and career plans.

Individual student assessment: Students participate in standardized achievement tests in accordance with the local and state guidelines. Results are interpreted for students and parents during the Individual Learning Plan Conference. Students also participate in career classes, complete interest inventories, learning styles inventories and other assessments on the Wiscareers website.

Individual student advising: Students participate in goal setting activities in preparation for their Individual Learning Plan Conferences. Conferences are held with students/parents/guardians to facilitate the development of an Individual Learning Plan. Plans are developed to assist student efforts to be successful in school high school and beyond. Individual Learning Plans may include plans of study, regular education accommodations, behavioral plans, hopes, dreams, goals, strengths, talents, and future career goals.

Transition planning: School counselors at the middle level consult with elementary counselor to assist in the transition of students from Grade 5 to Grade 6. School counselors help to orient students and parents/guardians to the middle school. They collaborate about students who are at-risk and assist in planning with teachers and parents/guardians to address specific needs of students. School counselors also meet with high school counselors to assist in the transition from Grade 8 to Grade 9.

Individual Planning – High School

The individual student planning component in the high school assists students in becoming responsible adults who can develop realistic and fulfilling life plans based on

clear understandings of themselves, their needs, interests, and skills. Individual student learning planning includes a review of student strengths, interests, career goals, related activities, and postsecondary opportunities.

Individual assessment: School counselors interpret the results of achievement tests, aptitude tests, interest inventories, and college admissions exams during Individual Learning Plan Conferences.

Individual advising: School counselors assist students in using self-appraisal and assessment information during their Individual Learning Plan Conferences. Advisement activities may include reviewing and revising course selection, job shadowing, post secondary plan review. Individual Learning Plan Conferences are held during Freshman and Junior year for all students.

Transition planning: School counselors assist in the ongoing transition process in high school. Types of transition activities include student orientation, scholarship searches, tours, college visits, mentoring programs and career exploration.

Responsive Services

School counselors are in the best position to assess the school for barriers to academic success for all students. Before students can learn effectively, the academic, personal, or social challenges that interfere with their learning must be addressed. Violence, gangs, suicide, divorce, hopelessness, hunger, homelessness, poverty, unemployment, are concerns that can interfere with the learning process.

Responsive services consist of preventive activities or interventions to meet the immediate needs and concerns of students. These services are delivered through counseling, consultation, and referral. This component is available to all students and is often student initiated.

School counselors in collaboration with students, staff, parent/guardians and community resources implement this component. While school counselors have specialized training and skills to respond to these needs and concerns, the cooperation and support of the entire faculty and staff is necessary for the successful implementation of this component.

Student issues which may be addressed in responsive services could include the following areas:

- Crisis intervention
- Substance use/abuse issues
- Relationships
- Anger management
- Conflict management
- Violence issues
- ADHD and ADD issues

Counseling

Counseling is the process of helping people by assisting them in making decisions and changing behavior. The school counselor has the skills and knowledge to address the personal/social, educational and career needs of school-age children. Responsive services are delivered through such strategies as:

Individual or personal counseling is provided for students expressing difficulties dealing with relationships, personal concerns, or normal developmental tasks. Individual counseling assists students in identifying problems, causes, and possible consequences so that appropriate action is taken. Interventions are provided in response to student need based on referral and/or request. School counselors consider interventions in terms of the rights, integrity, and welfare of the student. School counselors are obligated by law and ethical standards to report and to refer a case when a person's welfare is in jeopardy.

Areas that may be addressed in individual counseling are: problem-solving strategies, interpersonal relationships, educational planning and career exploration, conflict resolution, anger management, and crisis intervention. Crisis counseling and support are provided to students and their families facing emergency situations. Such counseling is normally short-term and temporary in nature. When necessary, appropriate referral resources are used.

Group counseling assists students in addressing their common needs and concerns. Students identify problems, causes, alternatives and possible outcomes so that appropriate action may be taken. Interventions take the form of long-term support groups, short-term issue specific groups, and crisis intervention groups. Areas of group concern are similar to individual counseling topics and may also include social skills, anger management, relationship issues, grief issues, academic planning, career education, study skills, and application for scholarships and financial aid.

Consultation

The goal of consultation is to assist in the development and implementation of skills and strategies that will enable students to become self-sufficient. School counselors collaborate with staff, parents/guardians and community resources regarding strategies to help students.

Collaborating with teachers in a preventive program reflects a joint effort toward student development and might help prevent crises from occurring. In a collaborative consultative role, school counselors help in clarifying issues, collecting relevant information, setting goals, implementing strategies, and evaluating outcomes. When determining specific intervention strategies, the school counselor may or may not be involved in providing direct service to the student. The liaison role of the school counselor with the community may take the following forms:

- Coordinate the team's contact with community resources.
- Facilitate community representatives' participation.
- Work to insure that individuals from non-school-based agencies are familiar with school policies and procedures.
- Confirm that treatment recommendations are congruent with school based interventions.

Referral

School counselors utilize available resources outside the school setting to assist students, parents/guardians, and staff. These resources may include: mental health agencies, teen pregnancy programs, social services agencies, juvenile services, local law enforcement, employment and training programs, vocational rehabilitation, and other community resources. The collaboration between parents/guardians and school counselors increases opportunities for parent-school interaction and leads to greater access to school and community resources. As student advocates, the more frequently school counselors can communicate with parents/guardians, the more easily they can make informed decisions that support their students' success.

System Support

System support consists of management activities that establish, maintain, and enhance the comprehensive school counseling program. This component is implemented and carried out through activities in the following areas:

Advisory Councils

School counselors actively participate on departmental, curriculum, community and/or advisory committees. These are examples of ways to support programs within the school and community and to gain support for the guidance program.

Community Outreach

School counselors are knowledgeable about community resources, employment opportunities, and local labor market information. School counselors collaborate and make referrals to appropriate agencies to address the individual needs of students.

Consultation

School counselors consult with teachers and other staff members regularly in order to provide information, to support staff, and to receive feedback on the emerging needs of students.

Non-School Counseling School Activities

School counselors are active, visible members of the school community. School counselors will undertake their “fair share” of non-school counseling school activities.

Parent Involvement

School counselors educate parents/guardians about the scope and sequence of the comprehensive school counseling program. This awareness provides parent/guardians with the knowledge and skills necessary to be actively involved in their child’s educational and career planning.

Professional Development

School counselors consistently update their professional knowledge and skills on a regular basis. This may include participating in in-service training, school counseling workshops, visiting other school sites, attending professional meetings, completing postgraduate course work and working with postsecondary institutions.

Program Management

School counselors organize, plan, manage, and implement the activities conducted in a school counseling program.

Research and Development

School counselors seek evaluative input from school personnel, parents, and students concerning the school counseling program. This information is used to periodically develop and update the various components of the comprehensive school counseling program.

Staff and Community Relations

School counselors educate staff and the community about the comprehensive school counseling program. To accomplish this task, a variety of methods are used, including:

- School counseling personnel contribute to district and school newsletters.
- A brochure explaining the school counseling program is available.
- A web page detailing the school counseling services is provided.

Additional web page links include information pertaining to college, financial aid, health, study skills, career development and parenting.

School counselors present the school counseling program to community service organizations and utilize the local media to promote the program. Communicating the goals of the counseling program with professional educators, parents or guardians, students, and community members provides the foundation for the success of the comprehensive school counseling program.

Elkhorn Area School District Elementary School Comprehensive School Counseling Program

<i>Academic</i>	<i>Personal / Social</i>		<i>Career</i>
School Counseling Curriculum	Individual Student Planning	Responsive Services	System Support
Academic Success Careers Diversity Personal Safety Self Management Transition	Academic Support Goal Setting Individual/Small Group Appraisal Review of Records Test Interpretation <u>Transition Services</u> Kindergarten 5th to 6th Grade	Individual Counseling Peer Mediation Referrals <u>Regular Education Accommodations Plans</u> <u>Special Education IEP Support</u>	Consultation, Collaboration, Teaming Consultation with Staff, Parents, Teachers, and Community Members Crisis Counseling/Crisis Response Team Fair Share Responsibilities Intervention/Child Study Team Parent/Community Outreach Professional Development Program Evaluation Program Management

Elkhorn Area School District Middle School Comprehensive School Counseling Program

<i>Academic</i>	<i>Personal / Social</i>	<i>Career</i>	
School Counseling Curriculum	Individual Student Planning	Responsive Services	System Support
Academic Success	Academic Support	Crisis Counseling	Consultation, Collaboration, Teaming
Careers	Course Selection	Individual Counseling	Consultation with Staff, Parents, Teachers, and Community Members
Diversity	Goal Setting	Group Counseling	
Personal Safety	Individual Learning Plans	Referrals	Professional Development
Self Management	Review of Records	<u>Special Education</u> IEP Support	Program Evaluation
Transition	Student/Parent Conferences		Program Management
	Test Interpretation		Response to Intervention Team Member

Elkhorn Area School District High School Comprehensive School Counseling Program

<i>Academic</i>	<i>Personal / Social</i>	<i>Career</i>	
School Counseling Curriculum	Individual Student Planning	Responsive Services	System Support
Academic Success	Academic Support	Crisis Counseling	At-Risk Programming
Careers	Career to Life Education	Individual Counseling Intervention Teams	Consultation with Staff, Parents, Teachers
Diversity	Course Registration	Referrals	Consultation, Collaboration, Teaming
Personal Safety	<u>Individual Advisement</u> ACT/PLAN/ASVAB/SAT Career Planning Course Selection/ Scheduling Individual Learning Plans Monitoring Progress to Graduation Post Secondary Planning Scholarships/Financial Aid	<u>Regular Education</u> Accommodation Plans <u>Special Education</u> IEP Support	Crisis Response Team Parent/Community Outreach
Self-Management	Review of Records Student/Parent Conferences Test Interpretation Youth Options		Professional Development
Transition			Program Evaluation Program Management Student Advocacy

SECTION III

COMPREHENSIVE SCHOOL COUNSELING

Management System





® American School Counselor Association (2003); *The ASCA National Model: A Framework for School Counseling Programs*. Alexandria, VA.

Management System*

The management system of the Elkhorn Area School District counseling program addresses the “when” [calendar and action plans], “why” [use of data], and “on what authority” [management agreement and advisory council] the program will be implemented.

Management Agreements

Elkhorn Area School District school counselor and administration agreements include statements of responsibilities by each school counselor specifying the program results the school counselor is accountable for achieving during the year. It also includes how school counselors divide the program responsibilities. These agreements are negotiated with and approved by designated administrators at the beginning of each school year.

Advisory Council

An advisory council is a group of people selected to review the Elkhorn Area School Counseling Program results and to make recommendations. The group representatives are: students, parents/guardian, teachers, school counselors, administrators, board members and community members.

Use of Data

The Elkhorn Area School Counseling Program is data-driven. The use of data to effect change within our school system is integral to ensuring that 100% of the students receive the benefits of the school counseling program. Our counselors assure that each activity implemented is in keeping with the WCSCM standards, student needs, and local related data.

Student Monitoring

Monitoring students' progress ensures all students receive what they need to achieve success in school. It entails monitoring student achievement data, achievement related data, and standards related data. Collection, analysis and interpretation of student achievement data is in keeping with district policies and procedures.

Closing the Gap

Data is necessary to determine where the Elkhorn Area School Counseling program is now, where it should be, and where it is going to go. School counselors will emphasize identified discrepancies between the desired results and results currently being achieved [referred to as the gap]

Action Plans

The Elkhorn Area School District school counseling curriculum and Individual Learning Plan Conference action plans are found in Appendices E and F. Usage of these plans ensures planning is in place to reach every student, as well as, provide additional opportunities designed to enhance and accelerate meeting the needs of individual students. School counseling curriculum action plans include:

- Content Standards
- Core Standards
- Grade Level Performance Standards
- Unit/Conference guides and activities
- Timelines
- Person(s) responsible for delivery
- Assessment of activities

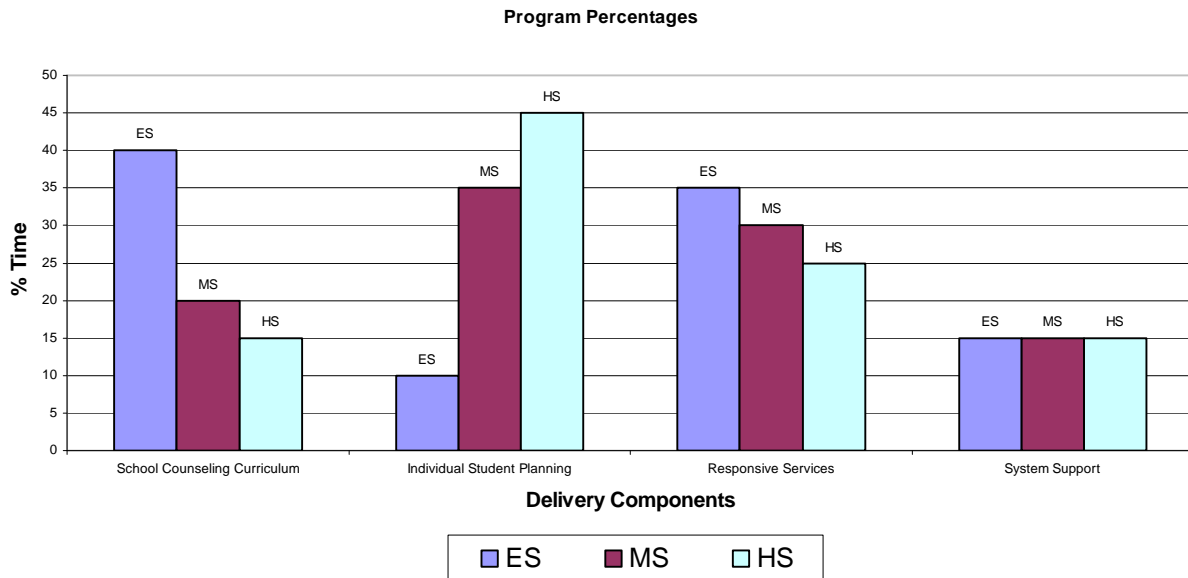
Use of Time

The Elkhorn Area school counselors have determined a given amount of time to be spent delivering services in each of the four components of the delivery system. Our comprehensive school counseling program requires school counselors to spend the majority of their time [80%] in direct service/contact with students and their parent(s) or guardian(s).

The school counselors have determined the amount of time to spend in each area of the delivery system. A master calendar and weekly calendar are developed and published to ensure all program beneficiaries know what is scheduled. Annual, monthly and weekly calendars ensure planned activities are accomplished.

Elkhorn Area Program Percentages

Delivery System Components	<i>Percentage Rate</i>		
	Elementary School	Middle School	High School
School Counseling Curriculum	40%	20%	15%
Individual Student Planning	10%	35%	45%
Responsive Services	35%	30%	25%
System Support	15%	15%	15%
TOTAL	100%	100%	100%



See Appendix I

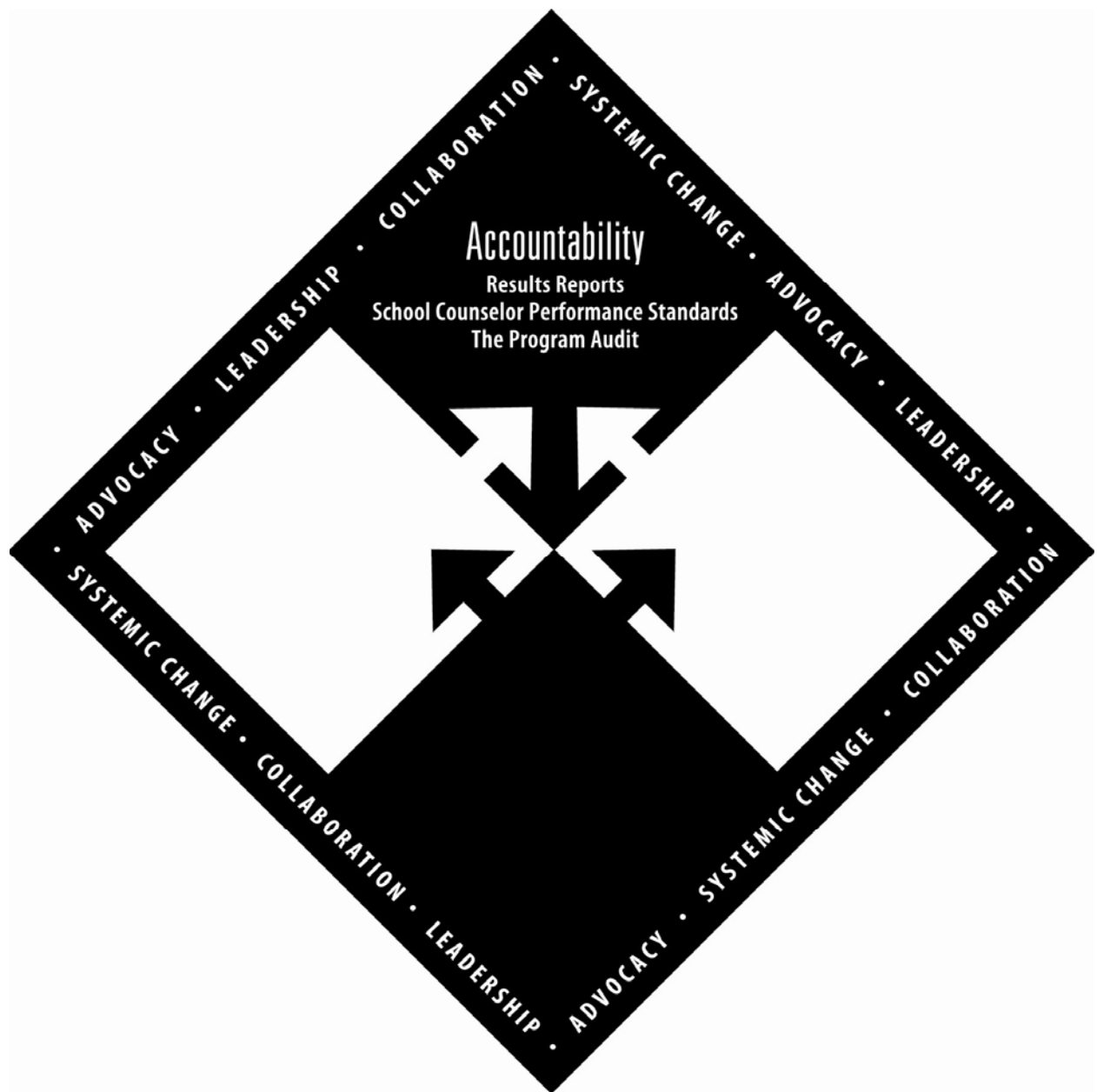
* Adapted from the ASCA National Model: A Framework for School Counseling Programs [ASCA]

SECTION IV

COMPREHENSIVE SCHOOL COUNSELING

Accountability





® American School Counselor Association (2003); *The ASCA National Model: A Framework for School Counseling Programs*. Alexandria, VA.

Accountability*

Accountability and evaluation of the Elkhorn school counseling program and school counselors are essential to the ongoing development, management, and full implementation of our district program.

To assess the impact of the Elkhorn school counseling program over time, school counselors and administrators will demonstrate program effectiveness in measurable terms through the use of:

Results Reports

Immediate, intermediate, and long range results are collected and analyzed for program improvement. Elkhorn Area School District school personnel will share these reports with stakeholders as an advocacy for the students and the program.

School Counselor Performance Standards

The performance evaluation of school counselors contains basic standards of practice expected of counselors endeavoring to implement fully the Elkhorn Area School District School Counseling Program.

Program Audit

The program audit provides evidence of the program alignment with the national and state models and standards.

* Adapted from the ASCA National Model: A Framework for School Counseling Programs [ASCA, 2003]

APPENDIX A

ELKHORN AREA SCHOOL DISTRICT SCHOOL COUNSELOR

Job Description



ELKHORN AREA SCHOOL DISTRICT: SCHOOL COUNSELOR JOB DESCRIPTION

Position Description

Position Title:	School Counselor
Department:	Pupil Services
Immediate Supervisor:	Principal
Wage/Salary Status:	On Contract
Length of Contract:	Per contract

Position Qualifications

Required experience and training: Wisconsin Certification #966 / #54
Master's Degree in School Counseling

Desired experience: Previous experience in school counseling

PURPOSE: Utilizing leadership, advocacy, and collaboration, school counselors promote student success, provide preventive services, and respond to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students.

The major functions of the school counselor job description incorporate the elements of a comprehensive school counseling program per the Wisconsin Comprehensive School Counseling Model and the American School Counselor Association National Model.

DUTIES AND RESPONSIBILITIES

1. MAJOR FUNCTION: DEVELOPMENT AND MANAGEMENT OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM

- 1.1 Discusses the comprehensive school counseling program with the school administrator.
- 1.2 Develops and maintains a written plan for effective delivery of the school counseling program based on the Wisconsin Comprehensive School Counseling Program Student Standards and current individual school data.
- 1.3 Communicates the goals of the comprehensive school counseling program to education stakeholders.
- 1.4 Maintains current and appropriate resources for education stakeholders.
- 1.5 Uses 80% of time providing services through the Guidance Curriculum, Individual Student Planning and Preventive and Responsive Services and 20% of time in program management, system support and accountability.

2. MAJOR FUNCTION: DELIVERY OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM *School Counseling Curriculum*

- 2.1 Provides leadership and collaborates with other educators in the integration of the School Counseling Student Content Standards across the curriculum.
- 2.2 Implements developmentally appropriate and prevention-oriented group activities to meet student needs and school goals.

Individual Student Planning

- 2.3 Assists all students, individually or in groups, with developing academic, career and personal/social skills, goals and plans.
- 2.4 Accurately and appropriately interprets and utilizes student data.
- 2.5 Collaborates with parents/guardians and educators to assist students with educational and career planning.

Responsive Services

- 2.6 Provides individual and group counseling to students with identified concerns and needs.

- 2.7 Consults and collaborates effectively with parents/guardians, teachers, administrators and other educational/community resources regarding students with identified concerns and needs.
- 2.8 Implements an effective referral and follow-up process.
- 2.9 Accurately and appropriately uses assessment procedures for determining and structuring individual and group counseling services.

System Support

- 2.10 Provides appropriate information to staff related to the comprehensive school counseling program.
- 2.11 Assists teachers, parents/guardians and other stakeholders in interpreting and understanding student data.
- 2.12 Participates in professional development activities to improve knowledge and skills.
- 2.13 Uses available technology resources to enhance the school counseling program.
- 2.14 Adheres to laws, policies, procedures, and ethical standards of the school counseling profession.

3. MAJOR FUNCTION: ACCOUNTABILITY

- 3.1 Conducts a yearly program audit to review extent of program implementation.
- 3.2 Collects and analyzes data to guide program direction and emphasis.
- 3.3 Measures results of the school counseling program activities and shares results as appropriate.
- 3.4 Monitors student academic performance, behavior and attendance and assists with appropriate interventions.

APPENDIX B

ETHICAL STANDARDS



AMERICAN SCHOOL COUNSELORS ASSOCIATION ETHICAL STANDARDS FOR SCHOOL COUNSELORS

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

Preamble

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

- 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 non-dominant 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 or 3) allow the student to have input as to how and to whom the breach will be made.

A.8. Student Records

The professional school counselor:

- a. Maintains and secures records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.
- b. Keeps sole-possession records separate from students' educational records in keeping with state laws.
- c. Recognizes the limits of sole-possession records and understands these records are a memory aid for the creator and in absence of privilege communication may be subpoenaed and may become educational records when they 1) are shared with others in verbal or written form, 2) include information other than professional opinion or personal observations and/or 3) are made accessible to others.
- d. Establishes a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Careful discretion and deliberation should be applied before destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.

A.9. Evaluation, Assessment and Interpretation

The professional school counselor:

- a. Adheres to all professional standards regarding selecting, administering and interpreting assessment measures and only utilizes assessment measures that are within the scope of practice for school counselors.
- b. Seeks specialized training regarding the use of electronically based testing programs in administering, scoring and interpreting that may differ from that required in more traditional assessments.
- c. Considers confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.
- d. Provides interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the student(s) can understand.
- e. Monitors the use of assessment results and interpretations, and takes reasonable steps to prevent others from misusing the information.
- f. Uses caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
- g. Assesses the effectiveness of his/her program in having an impact on students' academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

A.10. Technology

The professional school counselor:

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

A.11. Student Peer Support Program

The professional school counselor:

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

B. Responsibilities to Parents/Guardians

B.1. Parent Rights and Responsibilities

The professional school counselor:

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

B.2. Parents/Guardians and Confidentiality

The professional school counselor:

- a. Informs parents/guardians of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and student.

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

C. Responsibilities to Colleagues and Professional Associates

C.1. Professional Relationships

The professional school counselor:

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

C.2. Sharing Information with Other Professionals

The professional school counselor:

- a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.
- b. Provides professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.
- c. If a student is receiving services from another counselor or other mental health professional, the counselor, with student and/or parent/guardian consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the student.
- d. Is knowledgeable about release of information and parental rights in sharing information.

D. Responsibilities to the School and Community

D.1. Responsibilities to the School

The professional school counselor:

- a. Supports and protects the educational program against any infringement not in students' best interest.
- b. Informs appropriate officials in accordance with school policy of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property while honoring the confidentiality between the student and counselor.

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

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

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

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

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

D.2. Responsibility to the Community

The professional school counselor:

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

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

E. Responsibilities to Self

E.1. Professional Competence

The professional school counselor:

a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.

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

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

E.2. Diversity

The professional school counselor:

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

- b. Expands and develops awareness of his/her own attitudes and beliefs affecting cultural values and biases and strives to attain cultural competence.
- c. Possesses knowledge and understanding about how oppression, racism, discrimination and stereotyping 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 22314.

APPENDIX C

WISCONSIN and ELKHORN AREA SCHOOL DISTRICT MANDATORY REPORTING REQUIREMENT



Mandatory Reporting

49.981(2) Persons required to report.

A physician, coroner, medical examiner, nurse, dentist, chiropractor, optometrist, acupuncturist, other medical or mental health professional, social worker, marriage and family therapist, professional counselor, public assistance worker, including a financial and employment planner, as defined in s. 49.141 (1) (d), school teacher, administrator, or counselor, mediator under s. 767.11, child care worker in a day care center, group home, as described in s. 48.625 (lm), or residential care center for children or youth, day care provider, alcohol or drug abuse counselor, member of the treatment staff employed by or working under contract with a county department under s. 46.23, 51.42, or 51.437 or a residential care center for children and youth, physical therapist, occupational therapist, dietitian, speech-language pathologist, audiologist, emergency medical technician, first responder, or police or law enforcement officer having reasonable cause to suspect that a child seen in the course of professional duties has been abused or neglected or having reason to believe that a child seen in the course of professional duties has been threatened with abuse or neglect and that abuse or neglect of the child will occur shall, except as provided under sub. (2m), report as provided in sub. (3). A court-appointed special advocate having reasonable cause to suspect that a child seen in the course of the court-appointed special advocate's activities under s. 48.236 (3) has been abused or neglected or having reason to believe that a child seen in the course of those activities has been threatened with abuse and neglect and that abuse or neglect of the child will occur shall, except as provided in sub. (2m), report as provided in sub. (3). Any other person, including an attorney, having reason to suspect that a child has been abused or neglected or reason to believe that a child has been threatened with abuse or neglect and that abuse or neglect of the child will occur may make such a report. Any person, including an attorney, having reason to suspect that an unborn child has been abused or reason to believe that an unborn child is at substantial risk of abuse may report as provided in sub. (3). No person making a report under this subsection may be discharged from employment for doing so.

Elkhorn Area School District

454-RULE

CHILD ABUSE REPORTING PROCEDURES

All School district employees shall act as follows in reporting child abuse or neglect:

1. Any mandated reporter (nurse, social worker, psychologist, counselor, teacher, administrator, mediator, speech-language pathologist, occupational therapist, audiologist, law enforcement officer) having reasonable cause to suspect that a child seen in the course of professional duties has been abused or neglected or having reason to believe that a child seen in the course of professional duties has been threatened with abuse or neglect and that abuse or neglect of the child will occur shall report such to the Walworth County Department of Human Services, 741-3200. Further any non-mandated reporter employee of the school district shall report such suspicion to the school counselor who will assist the non-mandated employee in making the report.
2. The report will be made immediately upon discovery of suspected abuse by the person first hearing or suspecting the abuse, and the building administrator will be notified to provide temporary coverage to allow the mandated reporter to make the report.
3. The mandated reporter shall complete the Child Abuse Report form to assist in the reporting to Human Services. When the report has been made to Human Service the form will be given to the building administrator to be placed in a confidential file.
4. When the suspected abuse occurs within the school setting, as in the case of one student victimizing the another, the mandated reporter will follow the above procedure.

Legal Aspects

School personnel have specific responsibilities for identifying and reporting suspected cases of child abuse and neglect according to Wisconsin State Statues, Sections 48.975 & 48.981. Under this part of the law, school teachers, administrators, counselors, psychologists, social workers, nurses, law enforcement and speech, physical and occupational therapists, are among those clearly designated as mandated reporters. No person making a report under this law may be discharged from employment for so doing. Any person or institution reporting in good faith shall have immunity from liability. Whoever intentionally violates this section by failure to report as required may be fined not more than \$1,000 or imprisoned not more than six months or both.

Definitions:

Abuse means any of the following: physical injury inflicted on a child by other than accidental means, sexual intercourse, sexual contact or emotional damage.

Neglect means failure, refusal or inability on the part of a parent, guardian, legal custodian or other person exercising temporary or permanent control over the child for reasons other than poverty, to provide the necessary care, food, clothing, medical, dental care or shelter so as to seriously endanger the physical health of the child.

Elkhorn Area School District Child Abuse Report

Mandated Reporter:

Phone Number of Mandated Reporter:

Date and Time Report Was Made:

Name of Intake Worker:

In order to obtain accurate and complete reports, the Department of Human Services requires the mandated reporter to make the report. The counselor or social worker will help you do this if needed.

The following information will be needed by the intake worker. (If not known, so indicate)

- 1.) Name of child(ren) who are possible victims Birthdate of each

- 2) Name of school
 Grade(s)
 Start and End times of school day for children

- 3) Present whereabouts of child(ren), if known.

- 4) Other children and adults living in the home, if known.

- 5) Name(s), address and phone number of child's parent/caregiver.

- 6) Parents/Caregivers place of employment, phone number and work schedule if known.

- 7) Person(s) listed for emergency contact and phone number(s)

8) Suspected perpetrator's name, address, phone number and relationship.

9) Facts and circumstances that lead to suspicion of abuse and neglect. In detail, write down exactly what was said, any circumstances, conditions, or information causing the suspicion. (**You may attach additional pages if necessary**)

If there are visible injuries, describe in detail, size, appearance and exact location.

Note: If you are aware of any prior/current involvement with WCDHS (of any family member) give this information to the intake worker.

Phone Number:

Walworth County Department of Human Services: 741-3200
Ask for **Intervention**

Police Departments:

Elkhorn Police Department: **723-2210**
Walworth County Sheriff: **741-4400**

After report has been made, give this form to the principal to be placed in a locked, confidential file.

APPENDIX D

WISCONSIN

CONTENT TOPIC THEMES



Wisconsin Comprehensive School Counseling Program

Content Topic Themes

PK-12

These topical themes cross over the three domains: academic, personal/social, and career. The descriptors shown are not all inclusive, but representative of the possibilities across the three domains. School counselors will need to identify the appropriate descriptors for each topical theme based upon their district's program.

Goal Setting

- B.4.2.1 Establish challenging academic goals in elementary, middle school, and high school
- B.8.2.3 Develop and implement an annual plan of study to maximize academic ability and achievement
- E.8.1.2 Identify alternative ways of achieving a goal
- E.12.1.1 Demonstrate commitment and persistence in the pursuit of a goal
- H.8.1.5 Develop an action plan to enhance educational achievement and attain career goals.

Self-Knowledge

- A.4.1.4 Identify and model personal attitudes and behaviors which lead to successful learning
- A.8.2.2 Apply knowledge of learning styles to positively influence academic performance
- A.12.3.1 Demonstrate the ability to be dependable, productive, and take initiative for school success
- D.4.1.1 Demonstrate positive attitudes toward self as a unique and worthy person
- D.4.1.3 Demonstrate self-control
- G.4.1.1 Give examples of positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).

Self-Management

- A.8.2.1 Apply time management and task management skills
- C.12.1.1 Demonstrate the ability to balance school, studies, co-curricular activities, leisure time, and family life
- D.4.2.5 Demonstrate socially-acceptable group behavior
- F.8.1.4 Demonstrate the ability to set personal boundaries and advocate for oneself when these boundaries are violated
- G.4.3.2 Demonstrate the ability to seek assistance (e.g., with problems at school or work) from appropriate resources, including other people
- I.12.3.4 Demonstrate attitudes, behaviors, and skills characterized by fairness, equality, justice, inclusiveness, and civic responsibility that are critical to effective workplaces and communities

Study Skills

- A.4.2.2 Demonstrate how effort and persistence positively affect learning
- A.4.2.1 Use communication skills to know when and how to ask for help when needed
- B.12.1.2 Become a self-directed and independent learner
- B.8.1.3 Apply the study skills necessary for academic success at each level
- H.8.1.2 Demonstrate acquisition of study skills and learning habits that promote educational achievement and work performance.
- H.8.1.3 Identify individual learning styles and understand how to apply them in different learning and work situations.

Academic Support

A.4.3.2 Demonstrate the ability to work independently and/or to work cooperatively with other students

A.4.3.3 Share knowledge

B.8.2.2 Use assessment results in educational planning

D.12.2.1 Demonstrate skills for establishing and maintaining meaningful relationships

F.12.1.1 Differentiate between situations that require peer support, adult support, or professional help

G.4.2.1 Demonstrate positive social skills while interacting with others in a way that is respectful, honest, helpful, and appreciative.

Communication Skills

A.4.2.1 Use communication skills to know when and how to ask for help when needed

A.4.1.1 Seek information and support from faculty, staff, family, and peers

D.4.2.3 Respect alternative points of view

D.8.1.1 Respect differences in ethnic and cultural diversity, as well as diversity in other forms (e.g., national origin, gender, disability, economic status, religion, sexual orientation, or other factors of human difference)

G.8.2.2 Demonstrate effective communication skills, including writing, speaking, listening, and nonverbal behavior

G.12.2.2 Demonstrate knowledge about, respect for, openness to, and appreciation for diversity based on race, culture, national origin, gender, disability, economic status, religion, sexual orientation, etc.

Transition

B.8.1.2 Apply critical thinking skills for making successful academic transitions

B.12.2.3 Identify postsecondary options consistent with interests, achievement, aptitude, and abilities

C.12.1.2 Understand how school success and life-long learning enhance future career opportunities

F.4.1.6 Use effective problem-solving and decision-making skills to make safe and healthy choices

G.12.3.2 Demonstrate adaptability and flexibility, especially when initiating or responding to change.

H.12.2.3 Identify strategies for responding to transition and change with flexibility and adaptability.

Character Education

A.4.3.1 Take responsibility for actions

C.8.1.2 Understand that education is essential to becoming a contributing member of society

D.4.1.2 Identify and express feelings appropriately

D.12.1.2 Identify and demonstrate resiliency skills related to interpersonal relationships and life events

F.4.1.5 Describe the relationship between rules, laws, safety, and the protection of rights of the individual

I.4.3.2 Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.

Cultural Competence

D.4.2.2 Identify basic human rights and responsibilities

D.4.2.4 Respect individual differences

D.8.1.1 Respect differences in ethnic and cultural diversity, as well as diversity in other forms (e.g., national origin, gender, disability, economic status, religion, sexual orientation, or other factors of human difference)

I.12.3.1 Recognize and describe the limiting effects of stereotypes, biases, past discrimination, and unconscious prejudice based on race, culture, national origin, gender, disability, economic status, religion, sexual orientation, or other factors of human difference on career aspirations and plans.

I.12.3.5 Demonstrate multi-cultural and cross-cultural knowledge, skills, and perspectives (i.e., cultural competence) necessary to participate in a global economy.

Protective Behaviors

A.4.3.1 Take responsibility for actions

B.8.1.2 Learn and apply critical thinking skills

E.8.1.3 Apply effective conflict resolution skills

F.4.1.3 List the skills related to personal safety and protective behaviors

I.8.2.1 Recognize and demonstrate the use of various decision-making styles and their effect on career planning.

I.12.2.3 Give examples of compromises or sacrifices one may have to make in career choices.

Social Skills

C.8.1.1 Participate in co-curricular and community experiences to enhance the school experience

D.12.1.1 Identify characteristics of physical and psychological growth and development

D.4.2.1 Distinguish between appropriate and inappropriate behavior

F.4.1.1 Demonstrate use of personal information (i.e., telephone number, home address, emergency contact)

G.12.4.2 Identify issues and solutions that promote balance among multiple life roles

I.8.3.3 Demonstrate an acceptance of and respect for other people and their career choices.

School Safety

A.4.1.4 Identify and model personal attitudes and behaviors which lead to successful learning

B.12.2.2 Use problem-solving and decision-making skills to assess progress toward educational goals

E.4.1.3 Identify alternative solutions to a problem or decision

F.8.1.2 Demonstrate the skills needed to cope effectively with peer pressure

I.12.3.3 Demonstrate skills or strategies for overcoming barriers or unsupportive responses to one's career goals and plans.

I.8.4.1 Identify skills and how they are transferable from one situation or area of interest to another.

Career Awareness

- A.8.3.1 Develop a broad range of interests and abilities
- B.4.1.1 Seek information and support from faculty, staff, family, and peers
- D.4.1.4 Identify personal strengths and assets
- F.4.1.4 Identify and use resource people in the school and community
- G.8.1.1 Demonstrate individual abilities, strengths, skills, and talents.
- G.12.4.3 Give examples of decisions, factors, and circumstances that affect career choices.

Career Exploration

- B.8.1.1 Demonstrate the motivation to achieve individual potential
- B.8.2.2 Use assessment results in educational planning
- E.4.1.1 Identify potential consequences of a decision
- E.8.1.2 Identify alternative ways of achieving a goal
- I.12.2.1 Give specific examples of how biases and stereotypes (e.g., race, culture, national origin, gender, disability, economic status, religion, sexual orientation, etc.) may affect career decisions.
- I.8.5.2 Show how career information has contributed to one's current plans and how it can be used in future plans.

Career Preparation and Planning

- A.12.3.1 Demonstrate dependability, productivity, and initiative
- G.8.2.1 Demonstrate the ability to work in and across groups by applying teamwork skills in preparation for the world of work.
- I.8.1.1 Use career planning strategies and tools to develop career awareness and a career plan.
- I.8.2.3 Demonstrate the use of information (e.g., about oneself; local, national, and global economic trends; and educational options) to consider in career decisions.
- I.12.2.3 Give examples of compromises or sacrifices one may have to make in career choices
- I.12.3.2 Recognize and identify how specific career information, or potential career information, is out-of-date, incomplete, inaccurate, stereotypical, or discriminatory.

Career Management and Life Long Learning

- B.8.2.4 Integrate knowledge of aptitudes and interests when setting and revising goals
- C.12.1.2 Understand how school success and life-long learning enhance future career opportunities
- E.12.1.1 Demonstrate commitment and persistence in the pursuit of a goal
- F.12.1.2 Develop and use positive coping skills to manage significant life events
- H.12.2.1 Recognize the importance of lifelong learning to career success in a diverse and changing economy.
- I.8.5.1 Demonstrate the ability to find and use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning.

APPENDIX E

ELKHORN AREA SCHOOL DISTRICT

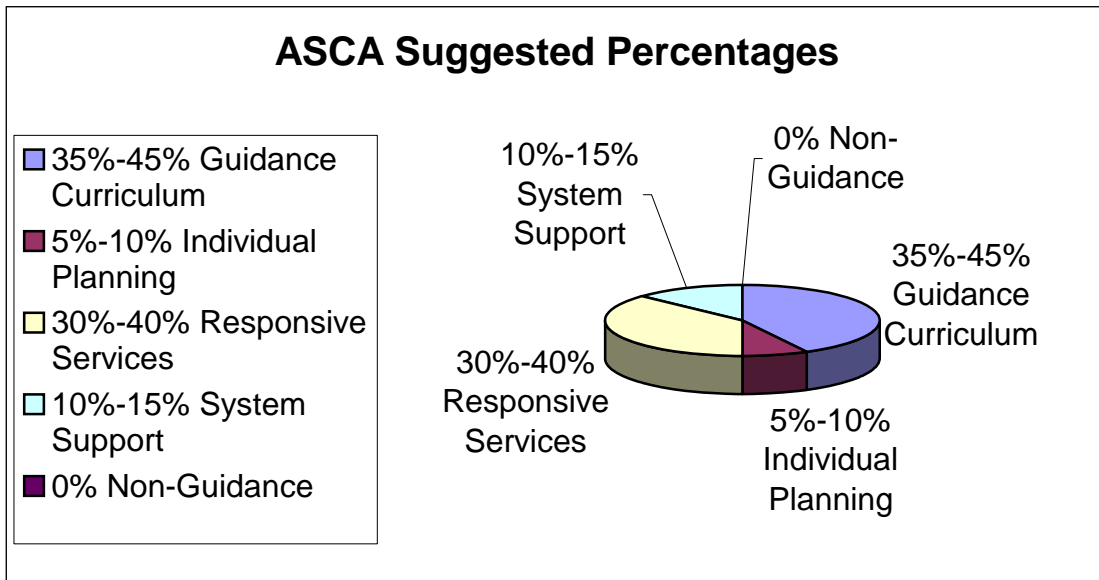
PROGRAM

PERCENTAGE

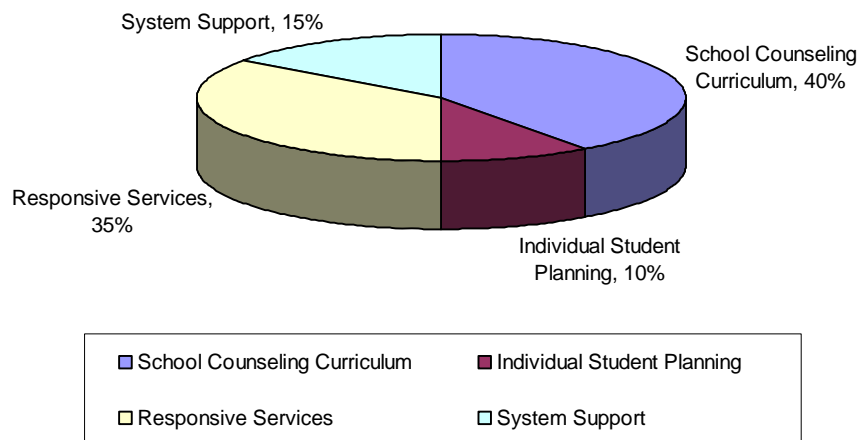
ILLUSTRATIONS



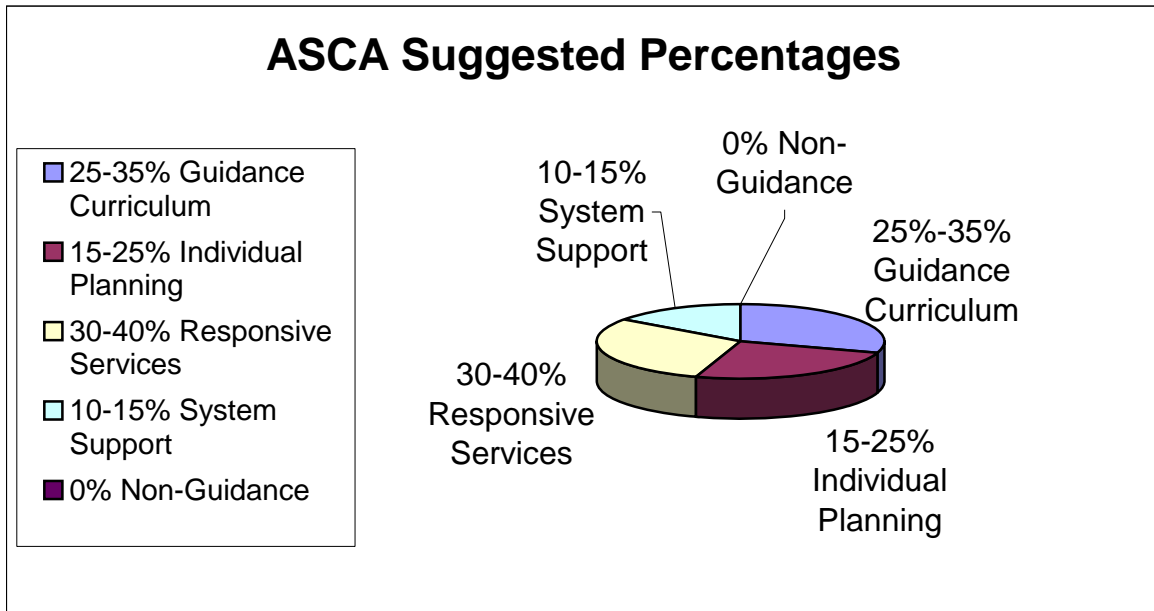
Time Distribution for the Elementary Level



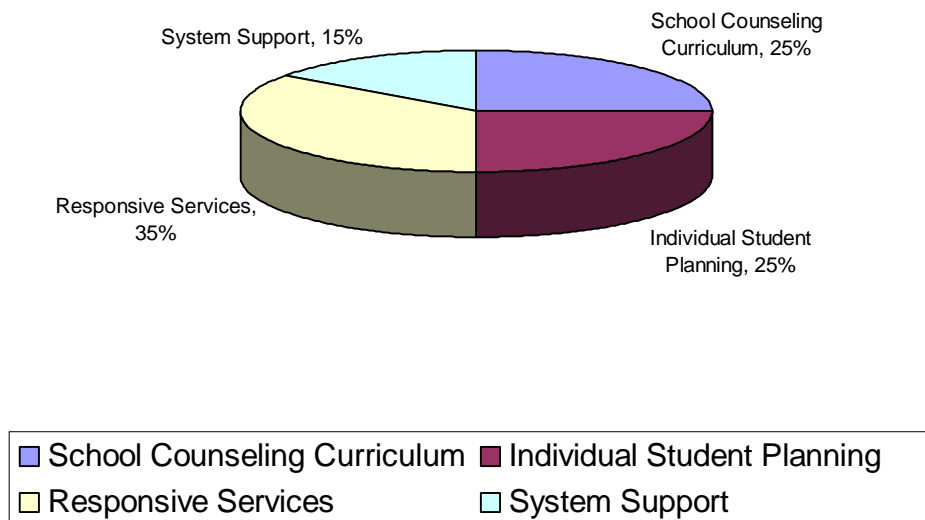
Desired District Program Percentages Elementary



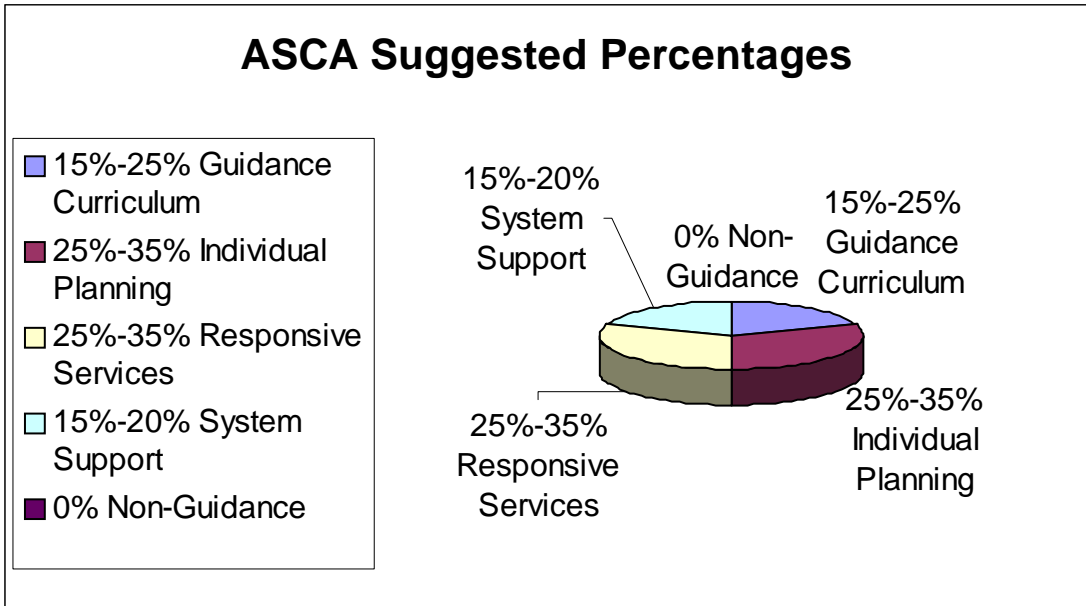
Time Distribution for the Middle School Level



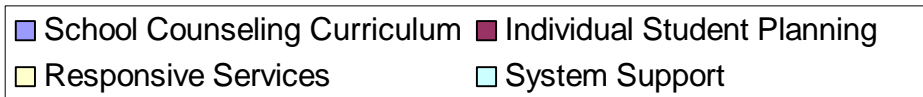
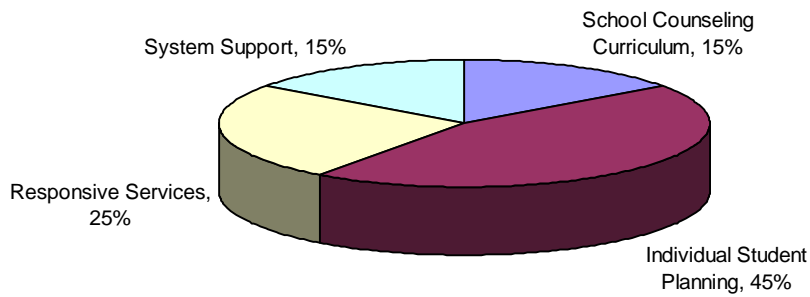
Desired District Program Percentages Middle/Junior High



Time Distribution for the High School Level



Desired District Program Percentages High School



APPENDIX F

AMERICAN SCHOOL COUNSELOR
ASSOCIATION

School Counseling Program Audit



Program Audit

The program audit is used to assess the school counseling program in comparison with ASCA's National Model for School Counseling Programs. Audits serve to set the standard for the school counseling program. Audits are first performed when a school counseling program is being designed and then yearly to appraise the progress of the program development. Using the findings of both program implementation and results, strengths and weaknesses are determined, and goals are created for the following school year.

School _____ Date _____

FOUNDATION

I. BELIEFS AND PHILOSOPHY

The philosophy is a set of principles that guides the development, implementation and evaluation of the school counseling program.

CRITERIA	None	In Progress	Completed	Implemented	N/A
1.1 A statement of philosophy has been written for the school counseling program					
1.2 Indicates an agreed-upon belief system about the ability of every student to achieve					
1.3 Addresses every student's right to a school counseling program					
1.4 Includes a plan of closing-the-gap activities for underserved student populations					
1.5 Focuses on primary prevention, intervention and student-developmental needs					
1.6 Identifies the persons to be involved in the delivery of program activities					
1.7 Identifies who will plan and who will manage the program					
1.8 Defines how the program will be evaluated and by whom					
1.9 Includes ethical guidelines and standards					
1.10 The statement of philosophy has been presented to and accepted by administration, counselors and the advisory council					

II. MISSION OF SCHOOL COUNSELING PROGRAMS

The mission articulates the intentionality of the school counseling program. It represents the immediate and long-range impact (i.e. what is desired for every student five to ten years after graduation).

CRITERIA	None	In Progress	Completed	Implemented	N/A
2.1 A mission statement has been written for the school counseling program					
2.2 Written with the student as the primary client					
2.3 Written for every student					
2.4 Indicates the content or competencies to be learned					
2.5 Links with the vision, purpose and mission of the state, district and the school					
2.6 Indicates the long-range results desired for all students					
2.7 The mission statement has been presented to and accepted by administration, counselors, advisory council and school board.					

III. DOMAINS AND GOALS

Goals are the extension of the mission and focus on the results students will achieve by the time each student leaves the school system. The ASCA National Standards domain areas serve as the foundational goals for the school counseling program: academic, career and personal/social development. The National Standards provide a structure for the definition of goals related to competencies.

CRITERIA	None	In Progress	Completed	Implemented	N/A
3.1 Goals have been written for the school counseling program					
3.2 Reflects the domains in the ASCA National Standards for school counseling programs					
3.3 Identifies a framework for organization of goals and competencies (knowledge, attitudes and skills)					
3.4 Identifies the developmental structure for the school counseling program from K-12 (and beyond) and what will be measured					
3.5 Goals have been presented to and accepted by administration, counselors and the advisory council					

IV. ASCA NATIONAL STANDARDS/COMPETENCIES

Competencies are knowledge, attitudes or skills that are observable and can be transferred from a learning situation to a real-life situation and that involve the production of a measurable outcome. Competencies are indicators that a student is making progress toward the goals of the school counseling programs. They are developed and organized into content areas.

CRITERIA	None	In Progress	Completed	Implemented	N/A
4.1 Student competencies have been written that directly relate to the domains: (academic, career, personal/social)					
4.2 Developmentally appropriate student competencies are specified for each grade-level grouping					
4.3 Selected competencies are based on assessment of student needs and are measurable or observable					
4.4 Goals demonstrate the link with the school counseling program mission, the school's mission and expected student results					
4.5 Written student competencies have been presented to and accepted by the administration, counselors and the school counseling advisory council					

DELIVERY SYSTEM

V. GUIDANCE CURRICULUM

Consists of structured developmental lessons designed to assist students in achieving the competencies and is presented systematically through classroom and group activities, K-12. The purpose of the guidance curriculum is to provide all students with the knowledge and skills appropriate to their developmental level. The curriculum is organized to help students acquire, develop and demonstrate competencies within the three domains: academic, career and personal/social.

CRITERIA	None	In Progress	Completed	Imple-mented	N/A
5.1 Guidance curriculum for all three domains has been written and adopted based on local site needs.					
5.2 All students receive, in a systemic way, the content to acquire knowledge, attitudes and skills to enhance their academic, career and personal/social development.					
5.3 Content is measurable (by pre-post tests, product creation or other methods)					

VI. INDIVIDUAL STUDENT PLANNING

Individual student planning consists of school counselors coordinating ongoing systemic activities designed to assist the individual student in establishing personal goals and developing future plans.

CRITERIA	None	In Progress	Completed	Imple-mented	N/A
6.1 There is a systemic approach to helping students make appropriate education plans.					
6.2 There is a systemic approach to helping students understand themselves through interpretation of standardized and individual tests					
6.3 A tool exists at the secondary level to assist students in making appropriate educational plans (i.e. six-year plan)					
6.4 Individual student planning includes: individual Appraisal, individual advisement and appropriate student placement					
6.5 Accurate, appropriate and effective printed material is distributed to support the individual planning efforts of student and their parents					
6.6 The districtwide tools used for educational planning have been presented to the board					

VII. RESPONSIVE SERVICES

Responsive services within the school counseling program consist of activities to meet the immediate need of students. These needs or concerns require counseling, consultation, referral, peer mediation or information.

CRITERIA	None	In Progress	Completed	Implemented	N/A
7.1 Every student K-12 receives prevention education to address life choices in academic, career and personal/social development (i.e. ATOD, violence etc)					
7.2 Students are assisted in solving immediate problems that interfere with their academic, career and personal/social development (i.e. conflict resolution, peer mediation)					
7.3 There is a systemic and consistent provision for the referral of students who exhibit barriers to learning					
7.4 Responsive services include:					
Individual and small-group counseling					
Crisis counseling					
Peer facilitation					
Consultation/collaboration					
Referral system					
7.5 A system is in place to ensure intervention for identified students.					

VIII. SYSTEM SUPPORT

System support consists of management activities that establish, maintain and enhance the total counseling program.

CRITERIA	None	In Progress	Completed	Implemented	N/A
8.1 System support services have been created collaboratively with counselors and administrators					
8.2 Counselors provide professional development to staff regarding the school counseling program					
8.3 Counselors participate in professional development activities					
8.4 Counselors serve on departmental curriculum committees, district-level subject councils, community committees or advisory councils					

MANAGEMENT SYSTEM

The management system is the process by which accountability for results is established and indicates who will be responsible for which students acquiring predetermined competencies.

IX. SCHOOL COUNSELOR/ADMINISTRATOR AGREEMENTS

Agreements are statements of responsibility by each counselor specifying the program results and students the counselor is accountable for. These agreements are negotiated with and approved by the designated administrator.

CRITERIA	None	In Progress	Completed	Imple-mented	N/A
9.0 There is a clear division between assumed accountability for results and assigned duties					
9.1 The expected results are clearly delineated					
9.2 Counselors and administrators agree on assignments of counselors					
9.3 Counselors have decided how to distribute caseload and access to students – alpha assignments, domain specialization, grade level, random, counselor of the day, etc.					

X. ADVISORY COUNCIL

An advisory council is a group of persons appointed to review the program audit, goals and results reports of the school counseling program and to make recommendations to the school counseling department, principal and/or the superintendent. The membership has representation of groups affected by the school counseling program: student, parents, teachers, counselors, administrators and community.

CRITERIA	None	In Progress	Completed	Imple-mented	N/A
10.1 An advisory council has been organized and has established meeting dates and has identified tasks					
10.2 The advisory council has appropriate representative membership					
10.3 The advisory council meets at least twice a year					
10.4 The advisory panel reviews the guidance program audit, a summary of the program results reports and makes appropriate recommendations					

XI. USE OF DATA and STUDENT MONITORING

Analysis of data drives the program. Monitoring students' progress ensures each student acquires the identified competencies. Monitoring may be systemic by district or specific to school site, grade, class or individually, depending on site and student need. The process includes recording verification of the completion of the competency on a form (planning folder, portfolio, computer disc or other document) and measuring student improvement over time.

CRITERIA	None	In Progress	Completed	Implemented	N/A
11.1 District- and site-specific data on student achievement are collected and disaggregated					
11.2 District- and site-specific data on achievement related data are collected and disaggregated					
11.3 Standards and competency-related data are collected and disaggregated					
11.4 Counselors are accountable for monitoring the progress of every student					
11.5 There is an established means to monitor students' progress in guidance-related competencies, including academic achievement					
11.6 Each student has a means to document his/her own progress, knows where documentation is kept and how to access documentation					
11.7 Monitoring activities are determined by district, school site and grade level and are assessed over time					

XII. USE OF DATA and CLOSING THE GAP

Analysis of data drives the program. The needs surface when program and individual data are analyzed monitoring equity and access to rigorous academic programs for every student. Monitoring of individual progress reveals interventions may be needed to support the student in achieving academic success. Data are necessary to determine: Where are we now? Where should we be? Where are we going to go? Needs are identified discrepancies between the desired results and the results currently being achieved.

CRITERIA	None	In Progress	Completed	Implemented	N/A
12.1 The data are disaggregated by variables such as gender, ethnicity and grade level.					
12.2 The data are systemically analyzed to determine where students are and where they ought to be					
12.3 The identified discrepancies are aligned with the ASCA National Standards					
12.4 The identified needs become sources for the determination of closing-the-gap activities					

XIII. ACTION PLANS (GUIDANCE CURRICULUM AND CLOSING THE GAP)

For every competency taught or result anticipated by counselors, there must be a plan of how the school counselor intends to achieve the desired competency or result. Each plan contains 1) the domain, standard and competency addressed; 2) description of actual activity and curriculum used; 3) the data driving the decision to address this competency; 4) when the activity is to be completed; 5) who is responsible for delivery; 6) the means of evaluating student success – process, perception or results data; and 7) the expected result for student(s).

CRITERIA	None	In Progress	Completed	Implemented	N/A
13.0 Guidance curriculum action plans are drafted by the counseling team during a planning meeting					
13.1 Closing-the-Gap action plans are drafted by the counseling team at a planning meeting					
13.2 The action plans are consistent with the program's goals and competencies					
13.3 Action plans address every aspect of the program and the academic, career and personal/social domains					
13.4 Plans include 1) the domain, standard and competency addressed; 2) description of actual activity and curriculum used; 3) curriculum or materials to be used; 4) time activity is to be completed; 5) who is responsible for delivery; 6) means of evaluating student success i.e. process or outcome data; and 7) the expected result for student(s).					
13.5 Results are stated in terms of what will be demonstrated by the student					
13.6 Every student is included in the results					
13.7 Counselors have identified specific results that they are accountable for					
13.8 Plans have been reviewed and signed by the administrator					
13.9 Action plans and closing-the-gap plans are completed in the spring for the next year and signed by the counselor and principal					
13.10 There are written action plans on file with the administration in charge of the school counseling program					

XIV. USE OF TIME/CALENDAR

A master calendar of events is developed and published to effectively plan and promote the school counseling program. To maximize active participation in the program, the calendar provides students, parents, teachers and administrators with knowledge of what is scheduled and the location and time indicating when and where activities will be held.

CRITERIA	None	In Progress	Completed	Implemented	N/A
14.1 The counselor's total time spent in each component of the delivery system has been compared to the ASCA National Model recommendations (see Use of Time).					
14.2 The time study is conducted and analyzed along with the program results to determine delivery system priorities.					
14.3 A list of appropriate system support services (i.e. counseling/noncounseling activities) has been created.					
14.4 The approved list of counseling/noncounseling activities has been approved by the board					
14.5 Master calendar exists					
14.6 The master calendar identifies grade level(s), dates and activities					
14.7 Master calendar is published and distributed to appropriate persons: students, staff, parents and community					
14.8 The counselors weekly/monthly schedule is posted					

ACCOUNTABILITY

XV. RESULTS REPORT

For every competency or result assumed by counselors, there must be a plan of how the school counselor intends to achieve the desired competency or result. Each results report contains 1) the domain, standard and competency addressed; 2) description of actual activity and curriculum used; 3) the data that drove the decision to address this competency; 4) when it was completed; 5) who was responsible for delivery; 6) the means used to evaluate student success – process, perception or results; and 7) the final result for student(s).

CRITERIA	None	In Progress	Completed	Imple-mented	N/A
15.1 There is an established timeline for reporting evidence of the results obtained					
15.2 Every student is included in the results					
15.3 The administrator responsible for the school counseling program has been actively involved in the negotiation of the results agreement					
15.4 A results form for the collection of results data is written and accepted by administration and school counselors.					
15.5 A results form for the collection of data from Closing-the-gap activities is accepted by the administrators and the counselors					
15.6 There is a results agreement addressing every aspect of the program and the academic, career and personal/social domains					
15.7 Process data are collected					
15.8 Perception data are collected which measures knowledge, attitudes and skills (i.e. pre-post tests; activity completed)					
15.9 Results data are collected and disaggregated measuring behaviors (i.e. graduation rates, attendance, behavior, academic achievement data over time)					
15.10 Immediate, intermediate and long-range data are collected and reviewed					
15.11 Results are reported to administrators, counselors and the school board					
15.12 Results are analyzed and used to improve the program in subsequent years.					

XVI. COUNSELOR PERFORMANCE STANDARDS

The school counselor's performance standards used for evaluation contain basic standards of practice expected of school counselors implementing a comprehensive school counseling program. These performance standards serve as both a basis for counselor evaluation and as a means for counselor self-evaluation.

CRITERIA	None	In Progress	Completed	Implemented	N/A
16.1 Is written to assess the school counselor's ability to understand and implement the foundation of the comprehensive school counseling program based on ASCA National Standards					
16.2 Is written to assess the counselor's ability to implement the delivery system (i.e. guidance curriculum, individual planning with students, responsive services, system support)					
16.3 Is written to assess the counselor's ability to manage the school counseling program					
16.4 Is written to assess the school counselor's ability to measure the results of the program					
16.5 Is written to assess the counselor's use of professional communication within the school community					
16.6 Is written to determine the school counselor's fulfillment of professional growth responsibilities (i.e. use of data, technology and ethical standards)					
16.7 Is written to assess the school counselor's ability to be a leader, student advocate and systems change agent.					

XVII. PROGRAM AUDIT

The program audit provides evidence of the program's alignment with the ASCA National Model. The primary purpose for collecting information is to guide future actions within the program and to improve future results for students.

CRITERIA	None	In Progress	Completed	Implemented	N/A
17.1 The program is audited annually					
17.2 The audit aligns with and includes all program components					
17.3 The results of the audit are shared in the spring and drive the program training and behavior for the following year					
17.4 A written long-range plan for the improvement of the school counseling program is published and revised each year					
17.5 The school counseling program has been approved by the school district's board of education					

