

## School Counseling Programs

Effective school counseling programs are collaborative efforts benefiting students, parents, teachers, administrators and the overall community. Counseling programs should be an integral part of students' daily educational environment and counselors should be partners in student achievement.

All school counselors shall be licensed and shall provide services that enhance a student's academic, career and personal/social development. The services provided shall be based on the American School Counselor Association (ASCA) Model as well as district academic standards. The counseling programs and services shall include but not be limited to:

1. Advocate for all students:
  - Guide and counsel classroom groups, special groups, and individual students through social/emotional issues and the development of education and career plans.
  - Plan for appropriate activities which are based upon student academic and developmental levels.
2. Conduct structured, goal oriented counseling sessions:
  - Plan for classroom and counseling groups based on needs.
  - Meet the identified needs of individuals or groups of students.
3. Assist students in transitions from:
  - Home to school
  - School to school
  - Level to level
  - School to career
  - School to work
4. Offer assistance to administrators, staff, students, parents and other stakeholders to facilitate the incorporation of the ASCA competencies into the education program.
5. Assist the district in effective and timely response to crisis:
  - Attend district-sponsored trauma response trainings
  - Participate on a trauma response team or
  - Upon the principal's request, provide coverage for a trauma response team member out on call.
  - Collaborate with the principal when crises occur in the principal's building to provide as-needed planning, support, intervention, and advocacy in response to an individual school-wide or district-wide crisis.
6. Consult, collaborate, and coordinate with other school professionals, parents, and community agencies regarding the developmental, personal/social and educational needs of students. This collaboration may include, but is not limited to:
  - Involvement in parent/teacher conferences, staffings, professional learning communities, positive behavior support groups, child studies, and 504 plans.

- Participation in the planning and implementation of professional development programs for faculty, parents and other stakeholders.
  - Assisting students and families with concerns that pertain to overall student achievement and well-being, including possible suggestions for referrals to appropriate community providers.
  - Support students and families with response to a broad range of behavioral health needs.
  - Participation in home visits in an effort to engage students and parents with the school. In such an instance, the counselor may request the company of another district employee or designee.
  - Participation on a principal-led faculty team in the implementation of district testing/assessment programs.
  - Interpretation, where appropriate, of group test results to students, parents, faculty and staff.
7. In collaboration with the building principal coordinate, conduct or participate in activities which contribute to the effective operations of the school.

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