



# **SCHOOL COUNSELOR HANDBOOK**

***CATHOLIC SCHOOLS OFFICE  
DIOCESE OF WILMINGTON***

**2021**

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## **Introduction**

*The School Counselor Handbook* serves as a guideline to aid principals and counselors in the schools of the Diocese of Wilmington to effectively integrate the philosophy of Catholic education into the school's counseling program.

The role of the school counselor has become increasingly important in Catholic schools. In our present society, students are exposed to modern-day stressors without the necessary tools to cope effectively. The school counselor can provide comfort, support, and a safe environment for students who are experiencing these challenges, so that they may continue to be engaged in the overall school program. A comprehensive school counseling program can help to promote success for all students. School counselors are available to encourage, support, and foster positive spiritual, academic, personal, social, and college and career development for all students and to consult with and to work collaboratively with parents/guardians, teachers, staff, and administration to reach every student.

## **Belief Statements:**

A school counselor in the Diocese of Wilmington should:

- have a working knowledge of Catholic doctrine and adhere to the teachings of the Catholic Church
- embrace the vision and mission of the school
- have foundational knowledge in the areas of child development, education, psychology, counseling, and public health
- understand, model, and uphold ethical standards governing school counseling practice
- create a positive, nurturing, safe space that fosters a relationship of trust between/among the counselor, student, faculty and staff, and parent/guardian
- deliver a comprehensive school counseling program that is relevant, equitable, and proactive in meeting the needs of the school's population
- believe in the inherent goodness of each child and demonstrate unconditional regard for all students
- provide developmentally appropriate and relevant programs that support the academic, social/emotional, behavioral, and spiritual wellbeing of each student
- build and maintain collaborative working relationships with the school community and professional agencies to support overall student success
- exercise compassion and good judgment at all times

## **Professional, Ethical, and Legal Standards**

Catholic school counselors are required to adhere to the Diocese of Wilmington *Professional Standards for Catholic School Counselors* (Appendix A) and the American School Counselor Association *Ethical Standards for School Counselors* (Appendix B).

### **Appropriate Physical and Emotional Boundaries**

School personnel assume the full burden for setting and maintaining clear and appropriate physical and emotional boundaries in all ministerial relationships. School counselors must:

- uphold the standards of employees per the document *Ethical Standards for Employees* (from *For the Sake of God's Children*) (Appendix C)

### **Confidentiality**

Confidentiality is the ethical duty of school counselors to responsibly protect a student's private communications shared in counseling sessions. However, a counselor must breach confidentiality if there is imminent or foreseeable harm to anyone.

Confidentiality may be suspended if records and/or counseling notes are subpoenaed. If legal proceedings become imminent, the counselor and/or principal are required to advise both the student, if age-appropriate, parent/guardian, if appropriate, and the Superintendent of Catholic Schools. School counselors must:

- uphold the standards of the American School Counselor Association, *Ethical Standards for School Counselors*, A.2. Confidentiality (Appendix B)

### **Mandatory Reporting**

Any person who knows of or reasonably suspects child neglect must report the same promptly to the appropriate civil authority. School counselors must:

- adhere to Policy 215: Child Abuse/Neglect (from the *Diocese of Wilmington Catholic Schools Office Personnel Handbook*) (Appendix D)
- complete and submit a copy of the Catholic Schools Office Child Abuse Report Form to the Superintendent of Catholic Schools and School Principal within 5 school days of making the report to the appropriate civil authority (Appendix G)

## **Documentation/Recordkeeping**

Documentation and recordkeeping are important tasks for school counselors. Due to the sensitivity of the information and the related possible repercussions, it is imperative to carefully record facts and to be mindful of omitting personal feelings or opinions. School counselors must:

- uphold the standards of accurate and objective record keeping aligned with the American School Counselor Association, *Ethical Standards for School Counselors*, A.12. Student Records (Appendix B)
- protect student records and release of personal information in accordance with prescribed laws (such as FERPA) and school policy
- implement a system for documenting any counseling-related interaction
  - the documentation must include:
    - written or electronic school counselor log that records, at a minimum, the name, date/time, and reason
  - the documentation may include:
    - brief notes that contain pertinent information for counselor recall; these notes may be shared verbally with appropriate parties
    - sole-possession school counselor notes which should never be shared in verbal and/or written form and should only be accessible to the counselor
- take every reasonable measure to ensure confidentiality of any student-related documentation
- maintain the written or electronic school counseling log for five years
- maintain school counselor brief and sole-possession notes for at least five years after the student has left the school
- ensure proper and confidential disposal of documentation after the aforementioned time periods

## **Psychological/Educational Evaluation**

Psychological/Educational evaluations are confidential records and must be kept in a safe and secure place within the school building. These evaluations are not part of the student's permanent record. Maintaining these evaluations is typically the responsibility of an administrator, school counselor, or special education teacher. The person maintaining these evaluations must adhere to the following:

- **Examine/Review of Psychological/Educational Evaluations**

- do not duplicate evaluations without written parent/guardian permission
- share a summary of the accommodations/recommendations with teachers on only a need-to-know basis
- maintain evaluations in a locked storage area
- ensure that the review of evaluations occurs in a secure location
- ensure evaluations are never removed from this secure location and after review are returned to the locked storage area

- **Transfer of Psychological/Educational Evaluations**

- transfer of evaluations is the responsibility of the parent/guardian; the school official should never forward Psychological/Educational Evaluations to another entity without explicit written parent/guardian consent, which must be maintained with the student record

- **Disposal of Psychological/Educational Evaluations**

- invite parents/guardians of students who are transferring or graduating to retrieve the original Psychological/Educational Evaluation
- notify parents/guardians that Psychological/Educational Evaluations will be shredded after 90 days; retain a copy of this notification

## **Components of the School Counseling Program**

In each identified area school counselors are expected to:

### **Catholic Identity**

- integrate Catholic values in all facets of the counseling program

### **Communication**

- provide an overview of the school counseling program to all community members at the start of each school year
- offer regular updates, information, and/or resources to all community members throughout the school year; examples include, but are not limited to, school counseling newsletter, webpage, school communication, and social media resources
- encourage regularly scheduled meetings among the administration, counselor, nurse, and, when applicable, relevant faculty and staff members

### **School Counseling Curriculum**

- facilitate activities and provides resources that promote academic success, social/emotional development, and college and career readiness

### **Proactive and Responsive Services**

Services that meet the immediate needs of the students:

- **Student Check-Ins**
  - connect briefly (5- 10 minutes) with students on an as-needed basis for a specific purpose
- **Individual Counseling**
  - conduct short-term solution-focused counseling, typically no more than five sessions, in response to the identified needs of students
- **Small- Group Counseling**
  - conduct formal and/or informal small group counseling sessions that are structured, goal-oriented, and in response to identified student needs; the administration and parent/guardian should be aware of the small group sessions and topics

- **Mediation**
  - serve as a conflict resolution mediator to promote healthy communication among all stakeholders
- **Consultation/Collaboration**
  - act as a professional resource for administration, faculty, and families
- **Crisis Counseling**
  - engage actively in fostering safety when responding to critical situations
- **Response to Suicide Ideation**
  - adhere to the following procedures:
    - complete the Suicide Risk Screener (Appendix G)
    - student must remain with the counselor, nurse, or administrator
    - parent/guardian is required to pick up the student and meet with the counselor (a witness, preferably an administrator or school nurse should be present)
    - parent/guardian will be provided with mental health resources
    - parent/guardian will sign the Parent/Guardian Notification Form, acknowledging the conversation and agreeing to have the student evaluated by a mental health provider
    - receive documentation from the mental health provider indicating the student is safe to return to school
    - if the parent/guardian is resistant, the counselor may need to contact family services and/or the local police
- **Referrals**
  - consult and coordinate with community-based specialists, such as nurses, psychologists, service agencies, physicians/psychiatrists and educational diagnosticians



- **Transitions**
  - provide students with the knowledge, skills, and resources for successful transitions, this may include, but not limited to:
    - progression in grade levels
    - developmental milestones
    - transfer students
- **College and Career Readiness**
  - provide students with the knowledge, skills, and resources for post-secondary preparedness and college/career readiness
- **Intervention**
  - Assume, as needed, an active role in initiating, designing, implementing, monitoring, and adjusting educational and/or behavioral plans, safety plans, and school reentry plans for students
- **Virtual School Counseling Program**
  - operate the school counseling program in a virtual setting through the use of technology and distance counseling (virtual/online/e-learning). Virtual school counseling should adhere to the same standards and ethics as school counselors working in a traditional school setting to provide continuity of services. When needed, each school should provide all community members with a position statement regarding their virtual counseling program (Appendix E)

## **Best Practices for School Counselor Communication**

Catholic school counselors are expected to be proficient in both written and verbal communication skills. School counselors should advocate for the school counseling program through effective communication with the school community, which includes the administration, faculty/staff, parents/guardians, and students.

School counselors have a responsibility to be in direct contact with parents/guardians about student-specific concerns. Information about a student should only be shared with parents and/or legal guardians unless specific written consent is given by the parent/legal guardian to speak with another party.

### **School Community Communication**

- **Initial Communication, which may include:**
  - mission/vision statement
  - department structure (secondary counselors)
  - an overview of the school counseling program, which includes services offered and delivery methods
  - contact information
- **Ongoing Communication, which may include:**
  - a means of regular communication (such as a newsletter, webpage, Google Classroom updates) that includes topics of interest and program highlights
- **In-School Communication, which may include:**
  - collaboration with teacher(s) and parent/guardians about student concerns
  - scheduling recurring meetings between the counselor and administration that may include other school personnel such as the school nurse and teachers
  - professional and relevant learning experiences to faculty/staff and families
- **Student Specific Communication, which may include:**

The following list encompasses many of the common reasons the school counselor may contact parents/guardians, teachers, nurse, administration, and when appropriate outside agencies.

  - academic concerns
  - social and/or emotional concerns
  - conflict mediation
  - change in mood or behavior

- frequent visits that may lead to an outside referral
- informal and/or formal small group counseling
- behavioral concerns (aligned with school policy)
- extended absences (aligned with school policy)
- death or illness in the family
- reentry plan that supports the student's emotional well-being

- **Legal and Ethical Communication**

The following list encompasses some of the reasons the school counselor **must** contact parents/ guardians, administration, and, when appropriate, outside agencies.

- at-risk activities that are not age appropriate
- crisis response
- illegal activity on the part of the student
- risk of harm to self and/or others

- **Communication Involving Special Circumstances**

School counselors must make a reasonable effort to understand a student's legal custodial circumstances to provide appropriate communication to all parties. Situations may include but are not limited to:

- separation and/or divorce, joint custody, families in crisis – counselors are required to make a good-faith effort to contact both parents/guardians
- court order – may require communication with persons named in the document, parents/guardians, and/or legal authorities
- other caregivers – prior written consent naming the individual(s) with whom information can be shared must be obtained from the parent/guardian

## **Evaluation of School Counselors**

Each school counselor is observed and evaluated annually. Both the observations and summative evaluation are based on a standards-based framework outlined by both the Diocese of Wilmington and the American School Counselors Association (Appendices A and B). The standards were written to foster the professional growth of school counselors in knowledge, skills, and practice. Each school counselor is evaluated based upon multiple factors including performance in all areas identified by the standards and the ability to produce positive student outcomes.

The philosophy and purpose of observations and evaluations, the frequency and types of observations, and an overview of the summative evaluation are explained in the Observation and Evaluation Process for School Counselors (Appendix F). A copy of the form used for the annual Counselor Summative Evaluation can also be reviewed in Appendix F.

## Forms

It is ethically incumbent upon school counselors to keep thorough documentation.

The following required forms (Appendix G) are to be maintained in a secure/locked location in separate files

- Catholic Schools Office Child Abuse Report Form  
Superintendent and/or Associate Superintendent of Schools and the Principal of the school will receive a copy of the form
- CDOW Suicide Risk Screener  
Information of the incident will be shared with the Principal of the school
- CDOW Parent/Guardian Notification Form

Some required documentation is at the counselor's discretion. Some examples can be found in Appendix H.

A variety of sample resources that experienced counselors throughout the Diocese of Wilmington are using can be found in Appendix I. The counselors find that these resources help them ensure more accurate record-keeping, provide the essential information needed to share with parents/legal guardians, teachers, administrators, and outside professionals, and provide valuable organization.

**Appendix A**  
**Professional Standards/Indicators for Catholic School Counselors**

# **Professional Standards/Indicators for Catholic School Counselors**

## **Standard 1: Ministry of Catholic Education**

Catholic school counselors are expected to promote the mission of Catholic education by integrating Catholic identity into the school's counseling program.

**An effective school counselor in a Catholic school in the Diocese of Wilmington is expected to adhere to the following indicators:**

- Adheres to the teaching of the Catholic Church and the policies established by the Diocese of Wilmington
- Models and supports the school mission
- Participates in school liturgies, prayer services, service opportunities, ongoing faith formation, and other religious activities at school
- Demonstrates Catholic identity through behavior and all communications
- Integrates Catholic values in all facets of the counseling program

## **Standard 2: Professional Knowledge**

Catholic school counselors are expected to demonstrate a thorough understanding of and remain current in all school counseling practices.

**An effective school counselor in a Catholic school in the Diocese of Wilmington is expected to adhere to the following indicators:**

- Exhibits a wide-ranging knowledge of counseling theories, developmental stages, and techniques
- Provides a comprehensive school counseling program that addresses academic achievement, personal/social development, and career counseling
- Engages with students in a nurturing manner through active listening and age-appropriate questioning and communication
- Participates regularly in professional development relevant to the field of school counseling

### **Standard 3: Ethical Responsibilities**

Catholic school counselors are expected to model Catholic values while adhering to ethical standards.

**An effective school counselor in a Catholic school in the Diocese of Wilmington is expected to adhere to the following indicators:**

- Adheres to the Ethical Standards for School Counselors as outlined by the American School Counselors Association (ASCA)
- Upholds high standards of integrity and confidentiality
- Complies with the mandatory reporting protocol as required by the Diocese

### **Standard 4: Consultation and Collaboration**

Catholic school counselors are expected to establish relationships and work collaboratively with the faculty and staff, families, and local agencies as advocates for the students and the school.

**An effective school counselor in a Catholic school in the Diocese of Wilmington is expected to adhere to the following indicators:**

- Consults and collaborates with the administration, director of school counseling, if applicable, and the faculty and staff on a consistent basis to address student needs
- Communicates effectively with families in a manner that is professional and reflective of Catholic values
- Maintains collaborative relationships with professional agencies to provide members of the school community with essential resources

### **Standard 5: Leadership**

Catholic school counselors are expected to exercise leadership initiative through effective research, planning, communication, and implementation.

**An effective school counselor in a Catholic school in the Diocese of Wilmington is expected to adhere to the following indicators**

- Provides professional and relevant learning opportunities to the entire school community
- Utilizes educational and/or psychological data to provide strategies and best practices to members of the school community



- Researches, develops, and implements programs that enrich and strengthen a positive school environment
- Serves as an essential member of the Crisis Management Team, if applicable

## **Standard 6: Professionalism**

Catholic school counselors are expected to demonstrate professional responsibility at all times.

**An effective school counselor in a Catholic school in the Diocese of Wilmington is expected to adhere to the following indicators:**

- Communicates in an effective and timely manner in speech and writing that correlate with school protocol
- Fulfills professional development requirements for faith formation, certification, continuing licensing, and mentoring when applicable.
- Participates as a member of relevant professional organizations
- Maintains an up-to-date and effective record-keeping system
- Models professional appearance and demeanor
- Accepts additional responsibilities willingly, as needed and appropriate

## **Standard 7: Effective Instruction**

### **(Optional Standard for Counselors Who Facilitate Classroom Lessons)**

Catholic school counselors are expected to plan and implement student-centered lessons in a nurturing environment.

**An effective school counselor in a Catholic school in the Diocese of Wilmington is expected to adhere to the following indicators:**

- Designs lesson plans that meet the developmental, personal/social, and academic needs of students
- Creates a learning environment that cultivates respect and inclusion for all students
- Communicates clear learning objectives at the start of each class
- Encourages the development and practice of critical thinking and problem-solving skills
- Implements a variety of instructional strategies that address cultural differences and individual needs
- Monitors student understanding through diverse assessment practices

## **Standard 8: College Counseling**

### **(Optional Standard for College Counselors)**

Catholic school counselors are expected to provide students with the knowledge and skills needed to achieve success in post-secondary education.

**An effective school counselor in a Catholic school in the Diocese of Wilmington is expected to adhere to the following indicators:**

- Remains current through research, college visitations, and cultivation of relationships with key departments including, but not limited to, admissions, financial aid, athletics, and special interests
- Reviews student high school course selections to help ensure preparation for future college endeavors
- Assists students in identifying schools that best meet the needs of students and their families
- Guides students and their families during the college selection process
- Ensures that college documents that are the responsibility of the school are completed and submitted by deadline dates

**Appendix B**  
**ASCA Ethical Standards for School Counselors**

## Preamble

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

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

All students have the right to:

- Be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including but not limited to: ethnic/racial identity, nationality, age, social class, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity, emancipated minors, wards of the state, homeless youth and incarcerated youth. School counselors as social-justice advocates support students from all backgrounds and circumstances and consult when their competence level requires additional support.
- Receive the information and support needed to move toward self-determination, self-development and affirmation within one's group identities. Special care is given to improve overall educational outcomes for students who have been historically underserved in educational services.
- Receive critical, timely information on college, career and postsecondary options and understand the full magnitude and meaning of how college and career readiness can have an impact on their educational choices and future opportunities.
- Privacy that should be honored to the greatest extent possible, while balancing other competing interests (e.g., best interests of students, safety of others, parental rights) and adhering to laws, policies and ethical standards pertaining to confidentiality and disclosure in the school setting.
- A safe school environment promoting autonomy and justice and free from abuse, bullying, harassment and other forms of violence.

## **PURPOSE**

In this document, ASCA specifies the obligation to the principles of ethical behavior necessary to maintain the high standards of integrity, leadership, and professionalism. The ASCA Ethical Standards for School Counselors were developed in consultation with state school counseling associations, school counselor educators, school counseling state and district leaders and school counselors across the nation to clarify the norms, values, and beliefs of the profession. The purpose of this document is to:

- Serve as a guide for the ethical practices of all school counselors, supervisors/directors of school counseling programs and school counselor educators regardless of level, area, population served or membership in this professional association.
- Provide support and direction for self-assessment, peer consultation and evaluations regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, schools district employees, communities, and the school counseling profession.
- Inform all stakeholders, including students, parents/guardians, teachers, administrators, community members and courts of justice of best ethical practices, values, and expected behaviors of the school counseling professional.

## **A. RESPONSIBILITY TO STUDENTS**

### **A.1. Supporting Student Development**

#### **School counselors:**

- a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
- b. Aim to provide counseling to students in a brief context and support students and families/guardians in obtaining outside services if the student needs long-term clinical counseling.
- c. Do not diagnose but remain acutely aware of how a student's diagnosis can potentially affect the student's academic success.
- d. Acknowledge the vital role of parents/guardians and families.
- e. Are concerned with students' academic, career and social/emotional needs and encourage each student's maximum development.
- f. Respect students' and families' values, beliefs, sexual orientation, gender identification/expression and cultural background and exercise great care to avoid imposing personal beliefs or values rooted in one's religion, culture, or ethnicity.

- g. Are knowledgeable of laws, regulations and policies affecting students and families and strive to protect and inform students and families regarding their rights.
- h. Provide effective, responsive interventions to address student needs.
- i. Consider the involvement of support networks, wraparound services and educational teams needed to best serve students. J. Maintain appropriate boundaries and are aware that any sexual or romantic relationship with students whether legal or illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student's age. This prohibition applies to both in-person and electronic interactions and relationships.

## **A.2. Confidentiality**

### **School counselors:**

- a. Promote awareness of school counselors' ethical standards and legal mandates regarding confidentiality and the appropriate rationale and procedures for disclosure of student data and information to school staff.
- b. Inform students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes informed consent and clarification of the limits of confidentiality. Informed consent requires competence, voluntariness and knowledge on the part of students to understand the limits of confidentiality and, therefore, can be difficult to obtain from students of certain developmental levels, English-language learners and special-needs populations. If the student is able to give assent/consent before school counselors share confidential information, school counselors attempt to gain the student's assent/consent.
- c. Are aware that even though attempts are made to obtain informed consent, it is not always possible. When needed, school counselors make counseling decisions on students' behalf that promote students' welfare.
- d. Explain the limits of confidentiality in developmentally appropriate terms through multiple methods such as student handbooks, school counselor department websites, school counseling brochures, classroom lessons and/or verbal notification to individual students.
- e. Keep information confidential unless legal requirements demand that confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student. Serious and foreseeable harm is different for each minor in schools and is determined by students' developmental and chronological age, the setting, parental rights, and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.
- f. Recognize their primary ethical obligation for confidentiality is to the students but balance that obligation with an understanding of parents'/guardians' legal and inherent rights to be the guiding voice in their children's lives. School counselors understand the need to balance

students' ethical rights to make choices, their capacity to give consent or assent, and parental or familial legal rights and responsibilities to make decisions on their child's behalf.

- g. Promote the autonomy of students to the extent possible and use the most appropriate and least intrusive method to breach confidentiality if such action is warranted. The child's developmental age and the circumstances requiring the breach are considered, and as appropriate, students are engaged in a discussion about the method and timing of the breach. Consultation with peers and/or supervision is recommended.
- h. In absence of state legislation expressly forbidding disclosure, consider the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:
  - 1) Student identifies partner, or the partner is highly identifiable
  - 2) School counselor recommends the student notify partner and refrain from further high-risk behavior
  - 3) Student refuses
  - 4) School counselor informs the student of the intent to notify the partner
  - 5) School counselor seeks legal consultation from the school district's legal representative in writing as to the legalities of informing the partner
- i. Request of the court that disclosure not be required when the school counselor's testimony or case notes are subpoenaed if the release of confidential information may potentially harm a student or the counseling relationship.
- j. Protect the confidentiality of students' records and release personal data in accordance with prescribed federal and state laws and school board policies.
- k. Recognize the vulnerability of confidentiality in electronic communications and only transmit student information electronically in a way that follows currently accepted security standards and meets federal, state, and local laws and board policy.
- l. Convey a student's highly sensitive information (e.g., a student's suicidal ideation) through personal contact such as a phone call or visit and not less-secure means such as a notation in the educational record or an e-mail. Adhere to state, federal and school board policy when conveying sensitive information.
- m. Advocate for appropriate safeguards and protocols so highly sensitive student information is not disclosed accidentally to individuals who do not have a need to know such information. Best practice suggests a very limited number of educators would have access to highly sensitive information on a need-to-know basis.

- n. Advocate with appropriate school officials for acceptable encryption standards to be utilized for stored data and currently acceptable algorithms to be utilized for data in transit.
- o. Avoid using software programs without the technological capabilities to protect student information based upon currently acceptable security standards and the law.

### **A.3. Comprehensive Data-Informed Program**

#### **School counselors:**

- a. Collaborate with administration, teachers, staff, and decision makers around school-improvement goals.
- b. Provide students with a comprehensive school counseling program that ensures equitable academic, career and social/ emotional development opportunities for all students.
- c. Review school and student data to assess needs including, but not limited to, data on disparities that may exist related to gender, race, ethnicity, socio-economic status and/or other relevant classifications.
- d. Use data to determine needed interventions, which are then delivered to help close the information, attainment, achievement, and opportunity gaps.
- e. Collect participation, Mindsets & Behaviors and outcome data and analyze the data to determine the progress and effectiveness of the school counseling program. School counselors ensure the school counseling annual student outcome goals and action plans are aligned with district's school improvement goals.
- f. Use data-collection tools adhering to confidentiality standards as expressed in A.2.
- g. Share data outcomes with stakeholders.

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

#### **School counselors:**

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



- d. Provide opportunities for all students to develop the mindsets and behaviors necessary to learn work-related skills, resilience, perseverance, an understanding of lifelong learning as a part of long-term career success, a positive attitude toward learning and a strong work ethic.

#### **A.5. Dual Relationships and Managing Boundaries**

##### **School counselors:**

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

## **A.6. Appropriate Referrals and Advocacy**

### **School counselors:**

- a. Collaborate with all relevant stakeholders, including students, educators, and parents/guardians when student assistance is needed, including the identification of early warning signs of student distress.
- b. Provide a list of resources for outside agencies and resources in their community to student(s) and parents/guardians when students need or request additional support. School counselors provide multiple referral options or the district's vetted list and are careful not to indicate an endorsement or preference for one counselor or practice. School counselors encourage parents to interview outside professionals to make a personal decision regarding the best source of assistance for their student.
- c. Connect students with services provided through the local school district and community agencies and remain aware of state laws and local district policies related to students with special needs, including limits to confidentiality and notification to authorities as appropriate.
- d. Develop a plan for the transitioning of primary counseling services with minimal interruption of services. Students retain the right for the referred services to be done in coordination with the school counselor or to discontinue counseling services with the school counselor while maintaining an appropriate relationship that may include providing other school support services.
- e. Refrain from referring students based solely on the school counselor's personal beliefs or values rooted in one's religion, culture, ethnicity, or personal worldview. School counselors maintain the highest respect for student diversity. School counselors should pursue additional training and supervision in areas where they are at risk of imposing their values on students, especially when the school counselor's values are discriminatory in nature. School counselors do not impose their values on students and/or families when making referrals to outside resources for student and/or family support.
- f. Attempt to establish a collaborative relationship with outside service providers to best serve students. Request a release of information signed by the student and/or parents/guardians before attempting to collaborate with the student's external provider.
- g. Provide internal and external service providers with accurate, objective, meaningful data necessary to adequately assess, counsel and assist the student.
- h. Ensure there is not a conflict of interest in providing referral resources. School counselors do not refer or accept a referral to counsel a student from their school if they also work in a private counseling practice.

## **A.7. Group Work**

### **School counselors:**

- a. Facilitate short-term groups to address students' academic, career and/or social/emotional issues.
- b. Inform parent/guardian(s) of student participation in a small group.
- c. Screen students for group membership.
- d. Use data to measure member needs to establish well-defined expectations of group members.
- e. Communicate the aspiration of confidentiality as a group norm, while recognizing and working from the protective posture that confidentiality for minors in schools cannot be guaranteed.
- f. Select topics for groups with the clear understanding that some topics are not suitable for groups in schools and accordingly take precautions to protect members from harm as a result of interactions with the group.
- g. Facilitate groups from the framework of evidence-based or research-based practices.
- h. Practice within their competence level and develop professional competence through training and supervision.
- i. Measure the outcomes of group participation (participation, Mindsets & Behaviors and outcome data).
- j. Provide necessary follow up with group members.

## **A.8. Student Peer-Support Program**

### **School counselors:**

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

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

### **School counselors:**

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

## **A.10. Underserved and At-Risk Populations**

### **School counselors:**

- a. Strive to contribute to a safe, respectful, nondiscriminatory school environment in which all members of the school community demonstrate respect and civility.
- b. Advocate for and collaborate with students to ensure students remain safe at home and at school. A high standard of care includes determining what information is shared with parents/ guardians and when information creates an unsafe environment for students.
- c. Identify resources needed to optimize education.

- d. Collaborate with parents/guardians, when appropriate, to establish communication and to ensure students' needs are met.
- e. Understand students have the right to be treated in a manner consistent with their gender identity and to be free from any form of discipline, harassment or discrimination based on their gender identity or gender expression.
- f. Advocate for the equal right and access to free, appropriate public education for all youth, in which students are not stigmatized or isolated based on their housing status, disability, foster care, special education status, mental health or any other exceptionality or special need.
- g. Recognize the strengths of students with disabilities as well as their challenges and provide best practices and current research in supporting their academic, career and social/emotional needs.

#### **A.11. Bullying, Harassment and Child Abuse**

##### **School counselors:**

- a. Report to the administration all incidents of bullying, dating violence and sexual harassment as most fall under Title IX of the Education Amendments of 1972 or other federal and state laws as being illegal and require administrator interventions. School counselors provide services to victims and perpetrator as appropriate, which may include a safety plan and reasonable accommodations such as schedule change, but school counselors defer to administration for all discipline issues for this or any other federal, state or school board violation.
- b. Report suspected cases of child abuse and neglect to the proper authorities and take reasonable precautions to protect the privacy of the student for whom abuse or neglect is suspected when alerting the proper authorities.
- c. Are knowledgeable about current state laws and their school system's procedures for reporting child abuse and neglect and methods to advocate for students' physical and emotional safety following abuse/neglect reports.
- d. Develop and maintain the expertise to recognize the signs and indicators of abuse and neglect. Encourage training to enable students and staff to have the knowledge and skills needed to recognize the signs of abuse and neglect and to whom they should report suspected abuse or neglect.
- e. Guide and assist students who have experienced abuse and neglect by providing appropriate services.

## **A.12. Student Records**

### **School counselors:**

- a. Abide by the Family Educational Rights and Privacy Act (FERPA), which defines who has access to students' educational records and allows parents the right to review and challenge perceived inaccuracies in their child's records.
- b. Advocate for the ethical use of student data and records and inform administration of inappropriate or harmful practices.
- c. Recognize the difficulty in meeting the criteria of sole-possession records.
- d. Recognize that sole-possession records and case notes can be subpoenaed unless there is a specific state statute for privileged communication expressly protecting student/school counselor communication.
- e. Recognize that electronic communications with school officials regarding individual students, even without using student names, are likely to create student records that must be addressed in accordance with FERPA and state laws.
- f. Establish a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding paper sole-possession records or deleting electronic sole-possession records when a student transitions to the next level, transfers to another school or graduates. School counselors do not destroy sole-possession records that may be needed by a court of law, such as notes on child abuse, suicide, sexual harassment, or violence, without prior review and approval by school district legal counsel. School counselors follow district policies and procedures when contacting legal counsel.

## **A.13. Evaluation, Assessment, and Interpretation**

### **School counselors:**

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

- f. Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students and parents/guardians can understand.
- g. Monitor the use of assessment results and interpretations and take reasonable steps to prevent others from misusing the information.
- h. Use caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
- i. Conduct school counseling program assessments to determine the effectiveness of activities supporting students' academic, career and social/emotional development through accountability measures, especially examining efforts to close information, opportunity and attainment gaps.

#### **A.14. Technical and Digital Citizenship**

##### **School counselors:**

- a. Demonstrate appropriate selection and use of technology and software applications to enhance students' academic, career and social/emotional development. Attention is given to the ethical and legal considerations of technological applications, including confidentiality concerns, security issues, potential limitations and benefits and communication practices in electronic media.
- b. Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, social media, facsimile machines, telephones, voicemail, answering machines and other electronic technology.
- c. Promote the safe and responsible use of technology in collaboration with educators and families.
- d. Promote the benefits and clarify the limitations of various appropriate technological applications.
- e. Use established and approved means of communication with students, maintaining appropriate boundaries. School counselors help educate students about appropriate communication and boundaries.
- f. Advocate for equal access to technology for all students.

## **A.15. Virtual/Distance School Counseling**

### **School counselors:**

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

## **B. RESPONSIBILITIES TO PARENTS/ GUARDIANS, SCHOOL AND SELF B.1.**

### **Responsibilities to Parents/Guardians**

#### **School counselors:**

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



- g. Respect the confidentiality of parents/guardians as appropriate and in accordance with the student's best interests.
- h. Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical and legal responsibilities to the student and parent.
- i. In cases of divorce or separation, follow the directions and stipulations of the legal documentation, maintaining focus on the student. School counselors avoid supporting one parent over another.

## **B.2. Responsibilities to the School**

### **School counselors:**

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

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

### **B.3. Responsibilities to Self**

#### **School counselors:**

- a. Have completed a counselor education program at an accredited institution and earned a master's degree in school counseling.
- b. Maintain membership in school counselor professional organizations to stay up to date on current research and to maintain professional competence in current school counseling issues and topics. School counselors maintain competence in their skills by utilizing current interventions and best practices.
- c. Accept employment only for those positions for which they are qualified by education, training, supervised experience, and state/national professional credentials.
- d. Adhere to ethical standards of the profession and other official policy statements such as ASCA Position Statements and Role Statements, school board policies and relevant laws. When laws and ethical codes are in conflict school counselors work to adhere to both as much as possible.

- e. Engage in professional development and personal growth throughout their careers. Professional development includes attendance at state and national conferences and reading journal articles. School counselors regularly attend training on school counselors' current legal and ethical responsibilities.
- f. Monitor their emotional and physical health and practice wellness to ensure optimal professional effectiveness. School counselors seek physical or mental health support when needed to ensure professional competence.
- g. Monitor personal behaviors and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job. School counselors are cognizant of and refrain from activity that may diminish their effectiveness within the school community.
- h. Seek consultation and supervision from school counselors and other professionals who are knowledgeable of school counselors' ethical practices when ethical and professional questions arise.
- i. Monitor and expand personal multicultural and social-justice advocacy awareness, knowledge and skills to be an effective culturally competent school counselor. Understand how prejudice, privilege and various forms of oppression based on ethnicity, racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity expression, family type, religious/spiritual identity, appearance and living situations (e.g., foster care, homelessness, incarceration) affect students and stakeholders.
- j. Refrain from refusing services to students based solely on the school counselor's personally held beliefs or values rooted in one's religion, culture or ethnicity. School counselors respect the diversity of students and seek training and supervision when prejudice or biases interfere with providing comprehensive services to all students.
- k. Work toward a school climate that embraces diversity and promotes academic, career and social/emotional development for all students.
- l. Make clear distinctions between actions and statements (both verbal and written) made as a private individual and those made as a representative of the school counseling profession and of the school district.
- m. Respect the intellectual property of others and adhere to copyright laws and correctly cite others' work when using it.

### **C. SCHOOL COUNSELOR ADMINISTRATORS/SUPERVISORS**

#### **School counselor administrators/supervisors support school counselors in their charge by:**

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

- b. Advocating for fair and open distribution of resources among programs supervised. An allocation procedure should be developed that is nondiscriminatory, informed by data and consistently applied.
- c. Taking reasonable steps to ensure school and other resources are available to provide appropriate staff supervision and training.
- d. Providing opportunities for professional development in current research related to school counseling practice and ethics.
- e. Taking steps to eliminate conditions or practices in their schools or organizations that may violate, discourage, or interfere with compliance with the ethics and laws related to the profession.
- f. Monitoring school and organizational policies, regulations, and procedures to ensure practices are consistent with the ASCA Ethical Standards for School Counselors.

#### **D. SCHOOL COUNSELING INTERN SITE SUPERVISORS**

##### **Field/intern site supervisors:**

- a. Are licensed or certified school counselors and/or have an understanding of comprehensive school counseling programs and the ethical practices of school counselors.
- b. Have the education and training to provide clinical supervision. Supervisors regularly pursue continuing education activities on both counseling and supervision topics and skills.
- c. Use a collaborative model of supervision that is on-going and includes, but is not limited to, the following activities: promoting professional growth, supporting best practices and ethical practice, assessing supervisee performance and developing plans for improvement, consulting on specific cases and assisting in the development of a course of action.
- d. Are culturally competent and consider cultural factors that may have an impact on the supervisory relationship.
- e. Do not engage in supervisory relationships with individuals with whom they have the inability to remain objective. Such individuals include, but are not limited to, family members and close friends.
- f. Are competent with technology used to perform supervisory responsibilities and online supervision, if applicable. Supervisors protect all electronically transmitted confidential information.
- g. Understand there are differences in face-to face and virtual communication (e.g., absence of verbal and nonverbal cues) that may have an impact on virtual supervision. Supervisors educate supervisees on how to communicate electronically to prevent and avoid potential problems.

- h. Provide information about how and when virtual supervisory services will be utilized. Reasonable access to pertinent applications should be provided to school counselors.
- i. Ensure supervisees are aware of policies and procedures related to supervision and evaluation and provide due-process procedures if supervisees request or appeal their evaluations.
- j. Ensure performance evaluations are completed in a timely, fair and considerate manner, using data when available and based on clearly stated criteria.
- k. Use evaluation tools measuring the competence of school counseling interns. These tools should be grounded in state and national school counseling standards. In the event no such tool is available in the school district, the supervisor seeks out relevant evaluation tools and advocates for their use.
- l. Are aware of supervisee limitations and communicate concerns to the university/college supervisor in a timely manner.
- m. Assist supervisees in obtaining remediation and professional development as necessary.
- n. Contact university/college supervisors to recommend dismissal when supervisees are unable to demonstrate competence as a school counselor as defined by the ASCA School Counselor Professional Standards & Competencies and state and national standards. Supervisors consult with school administrators and document recommendations to dismiss or refer a supervisee for assistance. Supervisors ensure supervisees are aware of such decisions and the resources available to them. Supervisors document all steps taken.

## **E. MAINTENANCE OF STANDARDS**

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

- a. School counselors consult with professional colleagues to discuss the potentially unethical behavior and to see if the professional colleague views the situation as an ethical violation. School counselors understand mandatory reporting in their respective district and states.
- b. School counselors discuss and seek resolution directly with the colleague whose behavior is in question unless the behavior is unlawful, abusive, egregious, or dangerous, in which case proper school or community authorities are contacted.
- c. If the matter remains unresolved at the school, school district or state professional practice/standards commission, referral for review and appropriate action should be made in the following sequence:
  - State school counselor association

- American School Counselor Association (Complaints should be submitted in hard copy to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 310, Alexandria, VA 22314.)

## **F. ETHICAL DECISION MAKING**

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

- Define the problem emotionally and intellectually
- Apply the ASCA Ethical Standards for School Counselors and the law
- Consider the students' chronological and developmental levels
- Consider the setting, parental rights and minors' rights
- Apply the ethical principles of beneficence, autonomy, nonmaleficence, loyalty and justice
- Determine potential courses of action and their consequences
- Evaluate the selected action
- Consult
- Implement the course of action

## **GLOSSARY OF TERMS**

### **Advocate**

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

### **Assent**

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

### **Assessment**

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

### **Boundaries**

something that indicates or affixes an extent or limits.

**Breach**

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

**Competence**

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

**Confidentiality**

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

**Conflict of Interest**

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

**Consent**

permission, approval or agreement; compliance.

**Consultation**

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

**Conventional Parameters**

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

**Cultural Sensitivity**

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

**Data Dialogues**

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

**Data Informed**

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

**Developmental Level/Age**

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

**Disclosure**

the act or an instance of exposure or revelation.

**Diversity**

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

**Dual Relationship**

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

**Empathy**

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

**Emancipated Minor**

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

**Encryption**

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

**Ethics**

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

**Ethical Behavior**

actions defined by standards of conduct for the profession.

**Ethical Obligation**

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

**Ethical Rights**

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

**Feasible**

capable of being done, effected, or accomplished.

**Gender Expression**

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



**Gender Identity**

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

**Harassment**

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

**Informed Consent**

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

**Intervention**

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

**Legal Mandates**

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

**Legal Rights**

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

**Mandatory Reporting**

the legal requirement to report to authorities.

**Minors**

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

**Perception**

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

**Peer Helper**

peer-to-peer interaction in which individuals who are of approximately the same age take on a helping role assisting students who may share related values, experiences, and lifestyles.

**Peer Support**

programs that enhance the effectiveness of the school counseling program while increasing outreach and raising student awareness of services.

**Privacy**

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

**Privileged Communication**

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

**Professional Development**

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

**Relationship**

a connection, association or involvement.

**Risk Assessment**

a systematic process of evaluating potential risks

**School Counseling Supervisor**

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

**Serious and Foreseeable**

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

**Sole-Possession Records**

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

**Stakeholder**

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

**Supervision**

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

**Title IX of the Education Amendments of 1972**

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

**Virtual/Distance Counseling**

counseling by electronic means.

**Appendix C**  
**Ethical Standards for Employees**

## **ETHICAL STANDARDS FOR EMPLOYEES**

The laity, by virtue of their baptism, have a true vocational calling from Christ to serve actively as members of His Body, the Church. As the People of God, the faithful share actively in the ministry of Christ and the Church by living lives of Christian witness, proclaiming the message of the gospel in word and deed, and working collaboratively with those who are in ordained leadership. They share in the mission which God has entrusted to the Church to fulfill in the world, in accord with the gifts and talents that they possess. These gifts and talents are shared with all members of the Church thus providing for the continual building up of the Kingdom of God.

The Church relies on the direction and energies of the laity to aid in fulfilling its mission. The laity are challenged to embrace the seriousness of their respective vocational callings and to serve those who are in their parish and local communities. The laity are reminded of the need for continual growth in their spirituality; this is especially enriched at the celebration of the Eucharist.

**Church Personnel will exhibit the highest ethical Standards and personal integrity reflective of the teachings of the Gospel.**

Employees will:

- model a life consistent with the teachings of the Gospel, promoting through their own life the way to love God and to love neighbor as self.
- exhibit a deep commitment to the Church and loyalty to its traditions and teachings in the way that they interact in the lives and circumstances of the people they serve.
- have a responsibility to stay attuned to their own spiritual life, nurturing an ongoing prayer life.
- witness in all relationships the chastity appropriate to their state in life, whether celibate, married, or single.
- strive to keep physically and emotionally healthy, guarding against substance abuse (e.g. abuse of alcohol and prescriptive drugs, and/or illicit drugs) and nurturing appropriate relationships.

**Church Personnel will at all times conduct themselves in a professional manner including developing and maintaining the level of professional competence commensurate with their ministerial duties.**

Employees:

- are responsible to maintain high levels of professional competence in their particular ministry attending seminars and workshops in areas that are relevant to their current ministries.

- who provide counseling will not step beyond their competence in counseling situations. The employee will be prepared to refer to other professionals when the need arises.
- are responsible for stewardship of all resources entrusted to their care and for a clear accounting of such resources.
- are knowledgeable about the behaviors that constitute sexual abuse and harassment and the physical and psychological symptoms that indicate the possibility of such abuse.
- help to maintain a professional work environment that is free from physical, psychological, written or verbal intimidation or harassment.
- will not post or access pornography or other offensive legal or illegal material, including hate literature, defamatory, libelous, offensive, or demeaning material online. This is unacceptable behavior. Such behavior is subject to investigation and can result in strong disciplinary action. Posting or accessing child pornography is a criminal offense. If child pornography is discovered the Diocese has an obligation under law to report to civil authority.

Such behaviors will be addressed with progressive discipline and could result in termination.

**Church Personnel will witness God's love for every person by sensitivity, reverence and respect of each individual with and to whom they minister.**

Employees will:

- honor the equality of all people, avoiding all forms of discrimination and respecting the dignity of each person by providing service without regard to economic status, age, gender, race, ethnicity, sexual orientation, or physical or mental abilities.
- reach out to all people in a spirit of humility, reverence and respect.
- be aware that issues of aging, gender, culture, race, religion, sexual orientation, physical and mental disabilities, and language all affect how the message of the Gospel as exemplified in their ministries is received and interpreted.
- be sensitive to the good of the community as they respond in their ministerial role to diverse forms of spirituality and theology within the community.

**Church Personnel will be conscious of the unique power they have in relationships due to the trust they are given and the visibility of their witness and leadership.**

Employees will:

- avoid ministerial relationships that could impair professional judgment, create conflicts of interest or lead to exploiting the relationship for personal gain.
- Establish and maintain ministerial relationships characterized by openness, honesty and integrity avoiding any abuse of ministerial power

**Church Personnel assume the full burden for setting and maintaining clear, appropriate physical and emotional boundaries in all ministerial relationships.**

- Employees who provide pastoral counseling or spiritual direction must avoid developing inappropriate relationships with minors, other staff or individuals.
- All information which is disclosed to an individual while serving as an employee of the diocese is to be kept confidential.
- Employees must refrain from any statements that are either false, degrading, defaming, invasive or harmful to another's reputation.
- Employees are prohibited from using physical discipline in any way for behavior management of minors. No form of physical discipline is acceptable. This prohibition includes spanking, slapping, pinching, hitting, or any other physical force as retaliation or correction for inappropriate behaviors by minors.
- The two adult rule applies in any instance where an adult is working with minors. When private conversations are necessary they should occur in rooms that provide a safe environment of open access and visibility.
- Employees responsible for children will follow the guidelines developed for Safe Environment for all activities.

**Church Personnel will avoid taking unfair advantage of ministerial relationships for the benefit of themselves or others.**

Employees will:

- avoid exploiting the trust of those who seek their service by not using them to satisfy their needs for attention and pleasure.
- exercise prudent judgment in the giving or receiving of gifts or benefits.
- not use or borrow money from ministerial accounts for personal use.

**Church Personnel will not physically, sexually or emotionally abuse or neglect any person.**

Employees will:

- not exploit persons for sexual purposes.
- not initiate sexual behavior in ministerial relationships and must refuse it even when the other invites or consents to it.
- be certain that physical contact with minors occurs only when completely non sexual and never in private or in environments that are not easily observable by others.
- Appropriate affection between Church Personnel and minors is important for a child's development and a positive part of Church life and ministry. The following forms of

affection are regarded as appropriate examples for most Church sponsored and affiliated programs:

- Side hugs
  - Shoulder to shoulder or “temple hugs
  - Hand-shakes
  - “High-fives” and hand slapping
  - Fist pumps
  - Verbal praise
  - Touching hands, faces, shoulders, and arms of minors
  - Arms around shoulders
  - Holding hands while walking with small children
  - Sitting beside small children
  - Kneeling or bending down for hugs with small children
  - Holding hands during prayer
  - Pats on the head when culturally appropriate. (For example, this gesture should typically be avoided in some Asian communities)
- Some forms of physical affection have been used by adults to initiate inappropriate contact with minors. In order to maintain the safest possible environment for minors, the following are examples of affection that are inappropriate and are not to be used in Church sponsored and affiliated programs:
- Inappropriate or lengthy embraces
  - Kisses on the mouth
  - Holding minors over two years old on the lap
  - Touching bottoms, chests or genital areas
  - Showing affection in isolated areas of the facility such as bedrooms, closets, staff only areas or other private rooms
  - Sleeping in bed with a child
  - Touching knees or legs of minors
  - Wrestling with minors
  - Tickling minors
  - Piggyback rides
  - Any type of massage given by minor to adult
  - Any type of massage given by adult to minor
  - Any form of unwanted affection
  - Compliments that relate to physique or body development
- Employees will not humiliate, ridicule or degrade children or youth entrusted to their care and will exhibit no tolerance for abusive behavior of any kind.

**Church Personnel have a duty to report their own ethical and professional misconduct and the misconduct of others.**

Employees are to:

- be aware of and clearly understand these ethical and professional Standards of behavior as developed by the Catholic Diocese of Wilmington and determine if their behaviors comply.
- hold one another accountable to these ethical Standards in accord with the approved accountability process for the Diocese.
- be aware of the laws of the States of Maryland and Delaware regarding child abuse and neglect and reporting requirements.
- report any allegations of child abuse or misconduct to both the Diocese of Wilmington and Delaware/Maryland Law Enforcement Agencies.



**Appendix D**  
**Policy 215**  
**Child Abuse/Neglect**

**CHILD ABUSE/NEGLECT**

Catholic schools in the Diocese of Wilmington must follow all applicable laws and regulations regarding child abuse and neglect.

Employees within the Catholic schools are obligated to comply with the applicable laws of both the states of Delaware and Maryland and with diocesan regulations regarding the filing of reports of alleged incidents of child abuse and neglect. In addition, all church personnel, priests, deacons, religious, paid employees, and volunteers always bear the responsibility for maintaining boundaries and clear roles of ministerial relationships.

**GENERAL LAWS OF THE STATES OF DELAWARE AND MARYLAND REGARDING THE REPORT OF ALLEGED CHILD ABUSE AND/OR NEGLECT**

The laws of the States of Delaware and Maryland require that any person who knows of or reasonably suspects child abuse or child neglect shall report the same promptly to the appropriate civil authority. As persons who are in contact with children within Catholic schools, through church programs, religious education classes, and youth ministry activities, employees have a particularly serious responsibility to be aware of the law and to be alert to real or potential problems. In Delaware, the report is to be filed with the Division of Family Services; in Maryland, the appropriate county office or law enforcement agency. The initial report may be made by telephone or in person. The law further provides that persons making such reports in good faith shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed with respect to making such a report.

**Delaware: Report to Division of Family Services****Hotline # 1-800-292-9582**

**Maryland: Department of Social Services in Maryland county where allegedly abused child lives or, if different, the Maryland county where the abuse is alleged to have occurred.**

**Hotline # 1-800-492-0618**

## **WHO MUST REPORT**

School employees are required to sign a form annually indicating that they are familiar with the responsibilities that they have for the reporting of suspected incidents of child abuse and neglect to the appropriate civil authorities. Copies of these forms are kept at the local school office in each employee's personnel file.

## **DELAWARE**

In Delaware, any person who knows or reasonably suspects child abuse or child neglect **MUST** report the matter to civil authorities. Failure to report makes one liable to fine (not more than \$1000) or imprisonment (not more than 15 days). The law also states that only the attorney/client privilege exempts reporting. Employees and volunteers must comply with the reporting statute.

## **MARYLAND**

In Maryland, any employee or volunteer who has reason to believe that the child has been subjected to abuse shall notify the local Department of Social Services or the appropriate law enforcement agency and give all the information required by the law to their supervisor. Any doubts concerning serious suspicions about child abuse are to be resolved in the child's favor and are to be reported. The report should be submitted as soon as possible.

## **WHAT TO DO (Substance of Reporting)**

**If the alleged abuser is an employee of the school or parish**

**If the alleged abuser is a volunteer of the school or parish**

**If the alleged abuse occurred on school or parish property**

- Any school employee or volunteer who has reasonable cause to believe that a child has been subjected to abuse or neglect by a fellow employee or volunteer shall immediately make a report of such abuse or neglect by telephone or in person to the Division of Family Services in Delaware (hotline 1-800-292-9582) or to the Department of Social Services in the Maryland County where the allegedly abused child lives or, if different, where the abuse is alleged to have taken place (hotline 1-800-492-0618). The report to the civil authority may be made by telephone or in person and should include, if known, the name and address and other identification of the suspected child abuser; the name, age, gender, whereabouts, and home address of the child; the names and address(es) of the child's parents, guardian, or other responsible person who has custody of the child;

the nature of the abuse or neglect including any evidence and information of a history of abuse or neglect and any other relevant information.

- Immediately thereafter, the employee or volunteer shall promptly notify the president/principal. The president/principal must ensure the suspect has been removed from all possible contact with children. The pastor and Superintendent of Schools or designee must be provided immediate verbal notification. A CSO Child Abuse Report Form should be sent to the Superintendent within five days.
  - The interests of the child are paramount. Nevertheless, discretion must be exercised concerning the change of assignment or removal from duty. Due process of law, employment agreements rights, and employer-employee relations, as well as the nature of the alleged abuse, will be considered.
  - With direction from the Superintendent of Schools, the suspected employee/volunteer of the school or parish shall be removed from all duties until such time as the suspect is exonerated by the proper civil authorities.
  - Interim and future employment or volunteer activities, if any, shall take into consideration the interest of the child abused or neglected, all children, the church, the child's parents, family or guardian, the suspect, and all concerned parties. This is to be done in consultation with the Superintendent of Schools, who will advise the Vicar General for Administration.
- If the report of child abuse or neglect is not made by a parent or guardian of the child, arrangements should be made, in consultation with the Superintendent of Schools, to notify the parent or guardian. Notice should not be given to the parent or guardian if he or she is the one against whom the complaint is made.
- If the alleged abuse takes place on school or church property by someone other than a parish or school employee or volunteer of the parish, the alleged abuse must still be reported to both the civil authorities and diocesan officials.
- Pastoral and psychological care of the abused child and his/her family is made available when and where appropriate. Immediate outreach and aid to victims is first priority.
- All information related to a child abuse incident in which a complaint is made against an employee should be gathered and retained in written form in a confidential manner at the direction of the Vicar General for Administration. Files are to be entrusted solely to

the care and safekeeping of the diocesan officials and are not to be retained in any other office.

#### **ADDITIONAL DIRECTIVES – CHILD ABUSE INVOLVING SCHOOL PERSONNEL**

- Any doubt about reporting an incident of child sexual abuse is to be resolved in favor of the child.
- A school employee or volunteer who is named in a child abuse case will be placed immediately on administrative leave of absence with pay while the investigation is conducted.
- If the employee is arrested and charged, a review of the facts will be made to determine if he/she should be continued on administrative leave; however, barring extraordinary circumstances, the accused will be terminated.
- The employment agreement of an employee who is convicted of a violation of criminal law will be terminated. The employee will be discharged for CAUSE as specified in the diocesan employment agreement.
- No person who is convicted of a violation of criminal law will be hired in a Catholic school.

**Appendix E**  
**Sample Virtual School Counselor Position Statement**

## Virtual School Counseling Position Statement Template

In response to the extended school closure, I wanted to reassure all \_\_\_\_\_ *(insert school name)* families that I will continue to provide school counseling services via a virtual setting. Beginning \_\_\_\_\_ *(insert date)*, I will have office hours from \_\_\_\_\_ until \_\_\_\_\_. With permission granted by diocesan officials and school administration I will be using the following platforms to provide services to students and families: *(examples may be Zoom, Google Meet, Google Classroom, Microsoft Teams, Loom, Screencastify, Jamboard, etc.)* Parents/guardians can always reach me through my school email \_\_\_\_\_.

As always, I will do my best to provide confidentiality, however, in virtual settings confidentiality cannot be completely ensured. By providing you with the following information about virtual counseling services, informed consent is understood. While acting in the capacity of the school counselor, I will follow all policies and procedures in place by \_\_\_\_\_ *(insert school name)*.

*(Provide specific information below regarding:*

- *The virtual counseling that will be provided. Be specific about any of the following which would be applicable for your school's virtual counseling program: online counseling lessons, individual counseling, small group counseling, crisis counseling, consultation and collaboration, resources, referrals, etc.*
- *Provide a "School Counseling Opt-Out Option" for only virtual individual counseling sessions and virtual small group counseling sessions.*

## **Appendix F**

### **Counselor Evaluation**

- Observation and Evaluation Process for School Counselors
- Counselor Summative Evaluation



## **OBSERVATION AND EVALUATION PROCESS FOR SCHOOL COUNSELORS**

### **PHILOSOPHY AND PURPOSE**

The philosophy and purpose of the observation and evaluation process for school counselors in the Diocese of Wilmington serves as a guideline to effectively integrate the philosophy of Catholic education into the school counseling program. The goal of evaluation is to continue to strengthen leadership, advocacy, and collaboration, promote student success, and respond to identified needs that provide each student with the support and necessary tools to be effectively engaged in the overall school program.

The school counselor evaluation is based on research-based professional standards and the Ethical Standards for School Counselors as outlined by the American School Counselors Association (ASCA). The following standards provide a framework to measure the counselor's role and responsibilities with two optional standards for counselors with specific responsibilities as noted:

- Ministry of Catholic Education
- Professional Knowledge
- Ethical Responsibilities
- Consultation and Collaboration
- Leadership
- Professionalism
- Effective Instruction (*optional standard for counselors who facilitate classroom lessons*)
- College Counseling (*optional standard for college counselors*)

### **RESPONSIBILITY FOR OBSERVATION AND EVALUATION**

The counselor is responsible for providing the principal and his/her designee with a current schedule of classes and/or group sessions.

The principal bears the primary responsibility for the observation and evaluation of school counselors. The principal may designate an assistant principal, department chair, or head counselor to assist in the process.

### **TYPES OF OBSERVATIONS**

The principal or designated observer must keep a record of the dates for each type of classroom/group session observation.

*It should be noted that:*

- *observations should not be conducted during individual counseling sessions to respect the privacy of the student/family and to maintain the confidence understood in the counselor/student relationship*
- *observations of group sessions must respect ethics of confidentiality*

- A. Formal Observation
  - encompasses the entire class period or group session
- B. Informal Observation
  - is of short duration – approximately 10 minutes
- C. Announced Observation
  - is preceded by a pre-observation conference
  - is followed by a post-observation conference
- D. Unannounced Observation
  - may be followed by a post-observation conference at the request of observer or counselor
- E. Beyond the Classroom/Group Session Observations
  - take place outside of the counselor's office/classroom by the principal or designated observer. Examples include but are not limited to behaviors during:
    - communications and interactions (*not confidential in nature*) with administrators, faculty, staff, students, parents, or the broader community
    - liturgies, prayer services, and community service experiences
    - referrals to and interactions with outside professional agencies/individuals
    - assigned responsibilities
    - school-sponsored events
    - faculty meetings and other professional development experiences

#### **FREQUENCY AND TYPES OF OBSERVATIONS BY THE PRINCIPAL OR DESIGNATED OBSERVER**

- A. Counselors, with less than five years' experience, who facilitate classroom lessons:
  - one formal announced or unannounced classroom observation
  - two informal announced or unannounced classroom observations
  - two formal or informal announced group sessions, if applicable
- B. Counselors, with five or more years' experience, who facilitate classroom lessons:
  - one formal announced or unannounced classroom observation
  - one informal announced or unannounced classroom observation
  - one formal or informal announced group session, if applicable
- C. Counselors, with less than five years' experience, who are not responsible for facilitating classroom lessons on a regular basis:
  - two formal announced group sessions
  - two informal announced group sessions
- D. Counselors, with five or more years' experience, who are not responsible for facilitating classroom lessons on a regular basis:
  - one formal announced group session
  - one informal announced group session

## **TIMELINE FOR OBSERVATION FEEDBACK**

The principal or designated observer should provide the counselor with a written report for each formal observation and each required informal observation within one week of the observation. Verbal and/or written feedback may be offered for non-required classroom/group session observations and beyond the classroom observations. The counselor may choose to respond in writing to the report; this should be done within one week of receiving the report. The counselor's comments should be attached to the report before it is placed in the personnel file. If a counselor chooses not to sign the written feedback, the observer should note this on the document before it is placed in the counselor's personnel file.

Required observations should be completed by May 15 each year.

## **SUMMATIVE EVALUATIONS**

Each counselor will receive an annual, written Summative Evaluation during the month of May or in June no later than seven days prior to the end of the school year. The Summative Evaluation, based on the Professional Standards for Catholic School Counselors, should reflect the information shared from all observations of the counselor throughout the specified year. Each Summative Evaluation must be signed by the principal and the counselor. If the counselor chooses not to sign the evaluation, he/she must submit a written response to be attached to the evaluation.

Each counselor will be offered the opportunity to meet with the principal about the Summative Evaluation and be invited to submit a written response to the Summative Evaluation within one week of receiving it.

The original, signed copy of the Summative Evaluation will be sent to the Catholic Schools Office by June 30. The school should place a copy of the evaluation in the counselor's personnel file and give a copy to the counselor.

## COUNSELOR SUMMATIVE EVALUATION

*Indicators should be used to support the rating in each standard area.  
Comments, based on the indicators, should be offered for each standard.*

Name \_\_\_\_\_ School Year \_\_\_\_\_

### Rating Scale:

|                                      |       |                                |
|--------------------------------------|-------|--------------------------------|
| Exceeds Standards                    | (ES)  | Exemplary                      |
| Meets Standards                      | (MS)  | Effective                      |
| Needs growth in meeting the standard | (NG)  | Improvement needed             |
| Does not meet standard               | (SNM) | Significant improvement needed |

|                                                                                                                                                                                                             |         |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----------|
| <b>I. Ministry of Catholic Education</b><br><br>Promotes the mission of Catholic education by integrating Catholic identity into the school 's counseling program.                                          | Rating: | Comments: |
| <b>II. Professional Knowledge</b><br><br>Demonstrates a thorough understanding and remains current in all school counseling practices.                                                                      | Rating: | Comments: |
| <b>III. Ethical Responsibilities</b><br><br>Models Catholic values while adhering to ethical standards.                                                                                                     | Rating: | Comments: |
| <b>IV. Consultation and Collaboration</b><br><br>Establishes relationships and works collaboratively with the faculty and staff, families, and local agencies as advocates for the students and the school. | Rating: | Comments: |
| <b>V. Leadership</b><br><br>Exercises leadership initiative through effective research, planning, communication, and implementation.                                                                        | Rating: | Comments: |

|                                                                                          |        |           |
|------------------------------------------------------------------------------------------|--------|-----------|
| <b>VI. Professionalism</b><br><br>Demonstrates professional responsibility at all times. | Rating | Comments: |
|------------------------------------------------------------------------------------------|--------|-----------|

|                                                                                                                                                  |         |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----------|
| <b><u>Optional Standards</u></b><br><i>The following standards are for counselors who teach and/or have college counseling responsibilities.</i> |         |           |
| <b>VII. Effective Instruction</b><br><br>Plans and implements student-centered lessons in a nurturing environment.                               | Rating: | Comments: |
| <b>VIII. College Counseling</b><br><br>Provides students with the knowledge and skills needed to achieve success in post-secondary education.    | Rating: | Comments: |

\_\_\_\_\_

*Counselor's signature*

\_\_\_\_\_

*Date*

\_\_\_\_\_

*Principal's signature*

\_\_\_\_\_

*Date*

Counselor's Comments:

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## **Appendix G**

### **Required Forms**

- CSO Child Abuse Report Form
- Suicide Risk Screener
- Suicide Ideation Parent/Guardian Notification Form



## **CSO CHILD ABUSE REPORT FORM**

*A verbal report of each incident that is reported to Child Protective Services is to be given to the Superintendent of Schools (or Associate/Assistant Superintendent) immediately. A written report is submitted to the Catholic Schools Office as soon as possible after the oral report (within five days).*

Date of incident:

School:

Name and age(s) of injured or neglected child(ren):

Describe the situation. How was it disclosed or observed? Who was involved?

What action was taken?

Report submitted by:

Date submitted:

Principal's signature:

## Suicide Risk Screener

STUDENT NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

GRADE: \_\_\_\_\_ DOB: \_\_\_\_\_ REFERRED BY: \_\_\_\_\_

PARENT/GUARDIAN: \_\_\_\_\_ PHONE: \_\_\_\_\_

COMPLETED BY: \_\_\_\_\_ POSITION: \_\_\_\_\_

### CATEGORY OF SELF-DESTRUCTIVE BEHAVIOR:

|                                                                                                                                                                      |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <b>ATTEMPTED SUICIDE</b> .....<br>(Doing something that he/she believed would cause death, having the conscious intent to die.)                                      | _____ |
| <b>SUICIDAL GESTURE</b> .....<br>(An act that is symbolic of suicide, but which constitutes no serious threat to life e.g. self-mutilation, daredevil behavior, ...) | _____ |
| <b>SUICIDAL THREAT</b> .....<br>(Saying or doing something that indicates a self-destructive desire.)                                                                | _____ |
| <b>SUICIDAL IDEATION</b> .....<br>(Having thoughts about killing oneself in stories, poems, art, etc.)                                                               | _____ |

PRECIPITATING EVENT: \_\_\_\_\_

| RISK SCREEN                                                                                                       | YES | NO |
|-------------------------------------------------------------------------------------------------------------------|-----|----|
| <b>Wish to be Dead</b><br><i>Have you ever wished to be dead or that you would go to sleep and never wake up?</i> |     |    |
| <b>Suicidal Thoughts</b><br><i>Have you ever thought about killing yourself?</i>                                  |     |    |



|                                                                                                                   |  |  |
|-------------------------------------------------------------------------------------------------------------------|--|--|
| <b>Suicidal Plan</b><br><i>Do you have a plan for how you would kill yourself?</i>                                |  |  |
| <b>Access to Lethal Items</b><br><i>Do you have access to a means of killing yourself (weapons, pills, etc.)?</i> |  |  |
| <b>Family History</b><br>Has anyone in your family killed him/herself?                                            |  |  |

|                                           |
|-------------------------------------------|
| <b>Result of Parent/Guardian Contract</b> |
|-------------------------------------------|

## Suicide Ideation Parent/Guardian Notification Form

STUDENT: \_\_\_\_\_ GRADE: \_\_\_\_\_ DOB: \_\_\_\_\_

DATE OF INCIDENT: \_\_\_\_\_ PARENT/GUARDIAN CONTACTED: \_\_\_\_\_

SCHOOL COUNSELOR: \_\_\_\_\_ PHONE: \_\_\_\_\_

Measures taken by school:

- ☐ Interviewed Student
- ☐ Contacted Parent/Guardian

Based on assessment results (check all the apply)

- ☐ Student picked up by parent/guardian
- ☐ Student kept under adult supervision until parent/guardian arrival
- ☐ Consulted with other support staff
- ☐ Contacted Crisis Hotline, Division of Family Services, and/or local authorities
- ☐ Contacted other outside resource: \_\_\_\_\_

I have been informed by \_\_\_\_\_ that my child has expressed a suicidal ideation or made a suicidal gesture. As a result, the following actions have been taken by the staff member(s) making contact.

- ☐ Informed parent/guardian that the student may be at risk for suicide
- ☐ Required that the student receive an immediate mental health evaluation
- ☐ Provided the parent/guardian with information about local mental health resources
- ☐ Strongly recommend that student be monitored and that access to potential threats to safety be removed
- ☐ Notified parent/guardian that student must be evaluated by a mental health provider before returning to school
- ☐ Received parent/guardian signature on Parent/Guardian Notification Form
- ☐ Other:

I understand that it is required that my child is evaluated by a mental health provider before returning to school. Furthermore, I have been informed that any expression of suicide ideation is a serious matter that must be addressed by a mental health professional.

**Your signature below indicates that you acknowledge the above actions have been taken.**

\_\_\_\_\_  
Parent/Guardian Signature Date

\_\_\_\_\_  
School Counselor Signature Date

## **Appendix H**

### **Samples of Required Documentation**

- School Counselor Documentation and Recordkeeping
- Student Accommodation and Recommendation Form
- Standard Student Accommodations Form
- Parent/Guardian Invitation to Retrieve Psychological/Educational Evaluation
- Psychological/Educational Evaluation Disposal Process
- School Re-entry Safety Plan Form

## School Counselor Documentation and Recordkeeping

(Student Visit Log, Brief Counselor Notes, and Sole-Possession Counselor Notes)

*Implement a system for documenting any counseling-related interaction (pg. 4 School Counseling Handbook)*

**Student Visit Log:** example of two options for documenting student visits to the school counselor's office

- Google Form
  - this form will be filled out by the student, when age-appropriate or by the school counselor
  - certain questions will be completed exclusively by the school counselor, such as follow-up, follow-up date, and parent contacted
  - the form can be converted to a Google Sheet for review purposes
  - the following are questions to include on the Google Form:
    - Last Name
    - First Name
    - Date
    - Time
    - Concern
    - Follow-up
    - Follow-up Date
    - Parent Contacted

### Session Notes

- Excel/Google Sheets
  - school counselor will document the date included in the example below
  - data will be inputted in a Google Sheet or Excel Program

| Last Name                | First Name | Date       | Time     | Grade | Concern               | Follow-up | Follow-up Date | Parent Contacted |
|--------------------------|------------|------------|----------|-------|-----------------------|-----------|----------------|------------------|
| Doe                      | John       | 11/11/2021 | 8:15 AM  | 9     | school avoidance      | yes       | 11/16/2020     | yes              |
| Doe                      | Jane       | 11/11/2021 | 10:05 AM | 8     | parents arguing       | yes       | 11/13/2021     | no               |
| Smith                    | John       | 11/12/2021 | 12:35 PM | 2     | playground/no friends | yes       | 11/14/2021     | no               |
| Smith                    | Jane       | 11/12/2021 | 1:00 PM  | 11    | feeling overwhelmed   | yes       | 11/15/2021     | no               |
| Doe                      | Jane       | 11/13/2021 | 10:05 AM | 8     | follow-up (11/13/21)  | no        | N/A            | no               |
|                          |            |            |          |       |                       |           |                |                  |
|                          |            |            |          |       |                       |           |                |                  |
| SAMPLE STUDENT VISIT LOG |            |            |          |       |                       |           |                |                  |

**Brief Counselor Notes:**

*Notes that contain pertinent information for counselor recall; these notes may be shared verbally with appropriate parties (pg. 4 School Counseling Handbook)*

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

Session (please circle one): **Planned or Responsive**

Type of Session (please circle one): **Individual or Group**

Parent/Guardian Contacted (please circle one): **YES or NO**

Presenting Concern:

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Relevant History:

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Counselor Notes:

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Plan of Action:

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Follow-up or next session plan:

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Does the Student Need to be referred out? **YES or NO**

## **Sole-Possession Counselor Notes:**

*Notes that should never be shared in verbal and/or written form and should only be accessible to the counselor (pg. 4 School Counselor Handbook)*

Sole-possession notes are not part of a student's educational record and are kept in the sole possession of the maker. Whichever form the counselor prefers for keeping these records they must meet the following criteria to be considered sole-possession notes: 1) a memory aid, 2) not accessible or shared in either verbal or written form, 3) a private note created solely by the individual possessing it, and 4) include only personal observations and professional opinions.

### **Sample**

3/26/2020

Jane Doe

In-Person meeting

Follow up to parent call regarding possible bullying.

From the information I gathered today from Jane Doe, it does seem like this could be a bullying situation and should be investigated further according to school procedures. It should be noted that during my conversation with Jane, she was nervous and on the verge of tears. She seemed more comfortable as the conversation progressed and she did self-disclose that she is naturally a very nervous and shy person when not around her immediate family. However, in my opinion the situation with Emily Doe is causing her undue anxiety and even possibly traumatic stress. Jane seems like a trustworthy, reliable student who is good natured, kind, and sensitive. She seems genuinely confused about how to handle the way Emily treats her. She does not trust her own judgement and seems to be internalizing that she (Jane) is doing something wrong. She does not seem to have the skills or confidence to be assertive with Emily and needs support. This could have poor outcomes for Jane if left unaddressed, including low self-esteem, lack of self-worth, social difficulties, anxiety and/or depression.

Next steps:

- Refer to administration to Investigate possibly bullying.
- Alert teachers to increase vigilance on playground, gym, and cafeteria.
- Consider group intervention on relational aggression and friendship.
- Provide individual support to Jane with emphasis on self-esteem and assertiveness skills.

## Student Accommodation and Recommendation Form

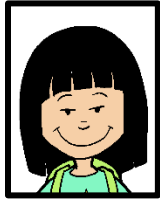
Questions or Concerns please see \_\_\_\_\_ (name of school counselor)

### Student Information

Name:

D.O.B.:

Grade:



(student picture)

Parent/Guardian Contact:

Phone:

### Notes:

- Psych/Ed Evaluation on file
  - Name of Evaluating Psychologist  
\_\_\_\_\_
  - Evaluation Dates:
    - 
    -
  - \_\_\_\_\_ (student name) will be due for re-evaluation during the 2022-2023 school year
  - Information gathered during the evaluation supports eligibility for special education services
- Teachers may review the entire document in the designated area
- Teachers will be provided with a Student Accommodation Form and asked to document any current accommodations that they feel they can successfully implement in their classroom
- Please return to \_\_\_\_\_ (counselor's name) for a parent signature and possible parent-teacher-counselor conference
- The administration will be consulted

### Accommodations and/or Recommendations

- **To address the difficulty with attention and focus:**
  - Use short and concise directions and maintain a brisk pace if possible
  - Frequently reinforce on-task behavior
  - Break large assignments into smaller parts
  - Preferential seating – close to the teacher, using verbal and visual cues to ensure the student understood classroom instruction
- **To improve problem-solving skills and to begin a task or activity independently:**
  - Use routines or steps as prompts
  - Provide external cues to help the student get started
  - Provide to-do lists on paper or index cards
- **To improve the area of reading:**
  - Use repeated reading method to improve fluency
  - Employ a simultaneous or choral reading strategy with a peer
  - Focus on the five W's to improve comprehension
- **To improve the area of math:**
  - Use manipulatives if possible
  - Model the process of solving a story problem by orally talking through the solution steps

## Standard Student Accommodations Form

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

**The above student has demonstrated a need for the following accommodations.**

**Instruction:**

- ☐ as needed, reduce the number of items on a worksheet or test
- ☐ Worksheets may be read aloud to the student
- ☐ Extra time may be given to write notes or answer questions
- ☐ as needed, student will receive a written copy of notes or information that has been presented orally
- ☐ Other: \_\_\_\_\_

**Homework:**

- ☐ Homework assignments may be modified (shortened, typed on a computer)
- ☐ Student may have an extra set of books at home
- ☐ Teacher/parent sign homework planner each day
- ☐ Assign homework buddy to assist in writing down homework assignments
- ☐ Other: \_\_\_\_\_

**Testing:**

- ☐ Allow additional time for tests (not on standardized tests without official documentation)
- ☐ Read aloud test instructions and/or questions as appropriate
- ☐ Test-answers may be given verbally
- ☐ Tests may be taken in smaller sections and/or over several days
- ☐ Administer test in a small group setting
- ☐ Other: \_\_\_\_\_

**Grading:**

- ☐ Handwriting should not be graded
- ☐ Evaluate test answers by content not spelling or grammar
- ☐ Other: \_\_\_\_\_

**Classroom Setting:**

- ☐ Provide preferential seating
- ☐ Provide space with minimal distractions
- ☐ Small group setting for reading or math (circle applicable subjects)
- ☐ Other: \_\_\_\_\_

**Behavior:**

- ☐ Allow frequent breaks
- ☐ Give non-verbal cues for targeted behavior(s)
- ☐ Send home daily/weekly progress reports
- ☐ Other: \_\_\_\_\_

**Additional:** \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Parent/Guardian Invitation to Retrieve Student Psychological/Educational Evaluation

Date: \_\_\_\_\_

To the parent/guardian of: \_\_\_\_\_

It is our policy to allow a parent/guardian to retrieve the original copy of their child's Psychological/Educational Evaluation upon the student's transfer or graduation from our school. These records will only be released via personal retrieval by a legal parent/guardian and cannot be mailed, scanned, or copied. If you would like to make arrangements to retrieve the original copy of your child's evaluation, please contact:

\_\_\_\_\_ at \_\_\_\_\_

If we do not hear from you by \_\_\_\_\_ (90 days from today's date), your child's evaluation will be shredded.

Sincerely,

## Psychological/Educational Evaluation Disposal Process

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Evaluation Description (be specific)

\_\_\_\_\_

Date of Parent/Guardian Contact: \_\_\_\_\_

Date of Parent/Guardian Evaluation Pick-Up: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Signature of Employee Releasing the Evaluation: \_\_\_\_\_

### SHREDDING OF EVALUATION

Reason for Shredding Evaluation (examples: parents did not retrieve, outside of required retention period; original is in building and copies are prohibited) \_\_\_\_\_

\_\_\_\_\_

Date Evaluation Shredded: \_\_\_\_\_

Signature of Employee Shredding the Evaluation: \_\_\_\_\_

### School Re-Entry Safety Plan Form

STUDENT: \_\_\_\_\_ GRADE: \_\_\_\_\_ DOB: \_\_\_\_\_

DATE(S) OF ABSENCE: \_\_\_\_\_ TODAY'S DATE \_\_\_\_\_ DATE OF RETURN: \_\_\_\_\_

SCHOOL COUNSELOR: \_\_\_\_\_ PHONE: \_\_\_\_\_

CONTACT PERSON: \_\_\_\_\_ PHONE: \_\_\_\_\_

#### MEETING ATTENDEES

#### SIGNATURE

ADMINISTRATOR: \_\_\_\_\_

COUNSELOR: \_\_\_\_\_

PARENT/GUARDIAN: \_\_\_\_\_

STUDENT: \_\_\_\_\_

OTHER: \_\_\_\_\_

#### RE-ENTRY PLAN

IS STUDENT SEEING AN OUTSIDE THERAPIST? YES \_\_\_\_\_ NO \_\_\_\_\_ HOW OFTEN: \_\_\_\_\_

NAME OF PROVIDER: \_\_\_\_\_ PHONE: \_\_\_\_\_

AUTHORIZATION FOR RELEASE OF INFORMATION REQ: \_\_\_\_\_

WARNING SIGNS/TRIGGERS:

COPING STRATEGIES:

SUPPORT PEOPLE:

EMERGENCY CONTACTS:

**ACADEMIC SUPPORT**

| CLASSES | ACCOMMODATIONS/MODIFICATIONS |
|---------|------------------------------|
|         |                              |
|         |                              |
|         |                              |
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|         |                              |
|         |                              |
|         |                              |

**CONFERENCE NOTES**

|             |
|-------------|
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|-------------|

## **Appendix I**

### **Various Sample Resources Used by Experienced Counselors**

- Overview of Elementary School Counseling Program
- Overview of High School Counseling Program
- Small Group Counseling Topics
- Elementary School SEL Book List
- High School Counseling Book Recommendations
- Child Find Testing Information and Process
- Mental Health Resource Sheet
- Counseling Session Plan Form
- Student Progress Monitoring Form

## School Name

### Sample Overview of an Elementary School Counseling Program

#### Overview

The school counseling program is designed to benefit students, faculty and staff, administrators, and parents. The program will provide specific skills and learning opportunities to students in a proactive and preventative manner, promoting success for all students through spiritual, academic, social/emotional, and college and career developmental experiences. The comprehensive school counseling program targets the following areas:

1. **Spiritual Growth** – Catholic identity is integrated into all areas of the school counseling program
2. **Academic Growth** – short and long term goal setting, organizational skills, study habits, time management, etc.
3. **Social/Emotional Growth** – understand and manage emotions, set and achieve positive personal goals, feel and show empathy for others, maintain positive relationships, and positive decision making
4. **College and Career Growth** – learn and explore various careers, connect various careers to real world application

#### Components of the School Counseling Program

- Social/Emotional (SEL) Classroom Lessons
  - SEL lessons will take place on a monthly basis in grades K through 8. Lessons will encourage growth in one of these five cognitive and/or behavioral areas, as developed by CASEL (Collaborative for Academic, Social and Emotional Learning:
    - Self-Awareness
    - Self-Management
    - Social Awareness
    - Relationship Skills
    - Responsible Decision Making
  - Student Check-Ins
    - brief meetings with all students that help create a personal connection between student and counselor
    - brief meetings to reconnect with students in between sessions
    - brief meetings to help students with short-term school anxiety
    - brief solution-focused meetings with students experiencing minor social and/or behavioral issues
  - Individual Counseling
    - short-term solution focused counseling

- focused on personal and/or interpersonal problems
  - sessions usually do not exceed 5 meetings
  - mediation
    - provide conflict resolution mediation to encourage healthy communication between all community members (students, faculty and staff, parents/guardians, etc.)
- Small Group Counseling
  - offered on a as needed basis to help students enhance social skills, learn to emphasize with others, addresses common needs, and find social support through positive peer relationships
- Crisis Counseling
  - support students, faculty and staff, administration, parents/guardians, and the larger school community during a time of crisis
  - help navigate intense feelings
  - encourage the development of coping skills to manage further crisis situations
  - contact appropriate outside agencies to assist during the crisis situation
  - provide mental health referrals
- Consultation and Collaboration
  - provide professional insight to students, faculty and staff, and families
  - consult with others who interact with students on a regular to be serve the whole student
- Referrals
  - provide appropriate referrals, such as outside mental agencies, therapists, and academic support services

A Comprehensive School Counseling Program helps children develop the knowledge, attitudes and skills necessary to become competent and confident learners. The emphasis is on a meeting children's needs through prevention, early identification and intervention.

## Sample Overview of a High School Counseling Program

### OVERVIEW

A comprehensive school counseling program should be aligned with the vision and mission of the school and promote student achievement through collaboration with all stakeholders. According to the ASCA National Model, a comprehensive school counseling program ensures equitable access to all students; is delivered in a systematic fashion; is based on data-driven decision making, is managed by a state-credentialed school counselor; and targets the following growth areas:

- Academic
- Social/Emotional
- College/Career

### DELIVERY

A comprehensive school counseling program is delivered in both direct and indirect service to students and should include the following components:

| <b>Whole School Programs</b>                                                                                                                                                                                                                                                                                                                       | <b>Classroom Lessons</b>                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>○ Building School Culture</li><li>○ Bully Prevention</li><li>○ Respect and Inclusion</li><li>○ Career Days</li><li>○ College Visits</li></ul>                                                                                                                                                                | <ul style="list-style-type: none"><li>○ Study Skills</li><li>○ Time Management</li><li>○ Mental Health Awareness</li><li>○ Social Skills</li><li>○ College/Career Research &amp; Planning</li></ul>                                                                                                                                                             |
| <b>Small Group Counseling</b>                                                                                                                                                                                                                                                                                                                      | <b>Individual Counseling</b>                                                                                                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"><li>○ Grief and Loss</li><li>○ Communication Skills</li><li>○ Mental Health &amp; Self-Care</li><li>○ Mindfulness</li></ul>                                                                                                                                                                                      | <ul style="list-style-type: none"><li>○ Annual check-ins with each student</li><li>○ Brief solution-focused meetings</li><li>○ Follow-up meetings</li><li>○ Mediations</li></ul>                                                                                                                                                                                |
| <b>Crisis Response</b>                                                                                                                                                                                                                                                                                                                             | <b>Consultation and Collaboration</b>                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"><li>○ Organize support for school community</li><li>○ Provide de-escalation support</li><li>○ Conduct risk assessment</li><li>○ Ensure safety of students/school community</li><li>○ Contact parents/guardians</li><li>○ Provide appropriate referrals</li><li>○ Adhere to state &amp; school policies</li></ul> | <ul style="list-style-type: none"><li>○ Identify need for referral</li><li>○ Provide resources and information</li><li>○ Attend parent/teacher meetings</li><li>○ Manage Psych/Ed évaluation process</li><li>○ Participate on professional planning teams</li><li>○ Connect with outside agencies</li><li>○ Network with college admission counselors</li></ul> |



## **Sample Small Group Counseling Topics for School Counselors**

### **Possible Small Group Counseling Topics:**

- Peer Relations/Friendship and Social Skills
- Self-Esteem
- Anger Management
- New Student Lunch Bunch
- Changing Families/Divorce
- Grief and Loss
- Managing Stress and Anxiety
- Conflict Management

### **Peer Relations/Friendship and Social Skills Small Group**

The focus of this group is to help students who struggle with making and keeping friends. Some of the concepts that can be discussed include:

- the importance of healthy self-concept in relation to others
- developing the skills necessary to interact well with others (respecting personal space, recognizing and responding to verbal and nonverbal cues, etc.)
- respecting self and others
- understanding other cultures and identities
- understand common friendship problems
- encourage and teach conflict resolution skills, the use of “I” statements
- personal responsibility

### **Self-Esteem Small Group**

The focus of this group is to help students who are struggling with healthy self-concept. Some of the concepts that can be discussed include:

- recognizing individual strengths, weaknesses, and areas of growth
- improve communication skills in the areas of feeling expression and asking for help
- learning to accept mistakes and responding to these mistakes appropriately

### **Anger Management Small Group**

The focus of is to help students who are struggling with frustration, acceptance of others and their surroundings, and appropriately expressing feelings of anger. Some of the concepts that can be discussed include:

- develop an understanding that everyone gets angry
- understanding the difference between anger and fear
- recognizing personal triggers that lead to anger
- stop – think – act technique to help develop an understanding of making better choices
- relaxation techniques
- how to ask for help when feeling angry or out of control

### **New Student Small Group (Lunch Bunch)**

The focus is to help new students experience a positive transition to their new school. Some of the concepts that can be discussed include:

- developing new friendships in and out of the group
- helping students become more comfortable with school procedures and expectations
- assigning a school buddy to encourage inclusion during the school day

### **Changing Families and/or Divorce Small Group**

The focus is to help students who are experiencing some form of family transition. Some of the concepts that can be discussed include:

- introducing and developing a better understanding of various family structures
- healthy expression of feelings regarding family transition
- understanding that divorce or separation is not the child's fault
- identifying common problems that occur during divorce or separation
- encourage healthy ways to release uncomfortable feelings surrounding the family transition

### **Grief and Loss Small Group**

The focus is to help students express and process feelings of loss. Some of the concepts that can be discussed include:

- introduce, discuss, and begin working through the five stages of grief (denial, anger, bargaining, depression, and acceptance), in an age-appropriate manner
- identify and practice ways to handle the stress and sadness that come with loss
- discuss and celebrate happy memories

### **Managing Stress and Anxiety Small Group**

The focus is to help students who are struggling with stress and/or anxiety that is not considered within normal range. Some of the concepts that can be discussed include:

- identify and discuss student stressors
- develop an understanding of how stress affects individuals differently
- encourage the development of effective coping skills to manage stress
- practice effective coping skills, such as meditation, breathing exercises, and body relaxation

### **Conflict Management Small Group**

The focus is to help students who struggle with reoccurring conflict amongst peers. Some of the concepts that can be discussed include:

- identification of feelings and appropriate ways to express them during a conflict
- learning and practicing “I” statements
- developing an understanding of others point of view (being empathic)
- learn about compromise and the benefits of the Win/Win resolution

## Elementary School SEL Book List

| Social Emotional Learning.<br>Book List          | Author              | Self.<br>Aware-<br>ness | Self<br>Manage-<br>ment | Social<br>Aware-<br>Ness | Responsible<br>Decision<br>Making | Relationship<br>Skills |
|--------------------------------------------------|---------------------|-------------------------|-------------------------|--------------------------|-----------------------------------|------------------------|
| A Bad Case of Tattle Tongue                      | Julia Cook          | X                       |                         |                          | X                                 |                        |
| A Bad Case of Tattle Tongue<br>Idea Guide        | Julia Cook          | X                       |                         |                          | X                                 |                        |
| A Bad Case of the Stripes                        | David Shannon       |                         | X                       |                          |                                   |                        |
| A Bike Like Sergio's                             | Maribeth Boelts     |                         |                         |                          | X                                 |                        |
| A Chair for My Mother                            | Vera Williams       | X                       |                         | X                        |                                   |                        |
| A Little Spot of Kindness                        | Diane Alber         | X                       |                         | X                        |                                   | X                      |
| Across the Alley                                 | Richard Michelson   |                         |                         | X                        |                                   | X                      |
| All Are Welcome                                  | Alexandra Penfold   | X                       |                         | X                        |                                   | X                      |
| Alley Oops                                       | Janice Levy         |                         |                         | X                        |                                   | X                      |
| Annie's Plaid Shirt                              | Stacy B. Davids     | X                       |                         | X                        |                                   |                        |
| Be Big: Beatrice's First Day<br>of First Grade   | Katie Kizer         | X                       | X                       |                          |                                   |                        |
| Be the Change ...                                | Bernadette Russell  | X                       |                         | X                        |                                   |                        |
| Beautiful                                        | Stacy McAnulty      | X                       |                         |                          |                                   |                        |
| Because Ameila Smiled                            | David Ezra Stein    |                         |                         | X                        |                                   | X                      |
| Benno and the Night of the<br>Broken Glass       | Meg Wiviott         |                         |                         | X                        |                                   | X                      |
| Better Than You                                  | Trudy Ludwig        | X                       |                         |                          | X                                 | X                      |
| Brave                                            | Stacy McAnulty      | X                       |                         |                          |                                   |                        |
| Bully                                            | Patricia Polacco    | X                       | X                       | X                        | X                                 | X                      |
| Bully B.E.A.N.S.                                 | Julia Cook          | X                       |                         | X                        |                                   | X                      |
| Bully B.E.A.N.S. Idea Guide                      | Julia Cook          | X                       |                         | X                        |                                   | X                      |
| Celebrating MLK Jr. Day:<br>Dreaming of Change   | Joel Kupperstein    |                         |                         | X                        |                                   |                        |
| Children In Our World:<br>Poverty & Hunger       | Louise Spilsbury    | X                       |                         | X                        | X                                 | X                      |
| Children In Our World:<br>Racism & Intolerance   | Louise Spilsbury    | X                       |                         | X                        | X                                 | X                      |
| Children In Our World:<br>Refugees & Migrants    | Louise Spilsbury    | X                       |                         | X                        | X                                 | X                      |
| Chrysanthemum                                    | Kevin Henkes        | X                       |                         |                          |                                   | X                      |
| Come With Me                                     | Holly M. McGhee     | X                       | X                       | X                        | X                                 | X                      |
| Confessions of a Former<br>Bully                 | Trudy Ludwig        | X                       |                         |                          | X                                 | X                      |
| Dare (The Weird Series)                          | Erin Frankel        | X                       |                         |                          |                                   | X                      |
| Don't Feed the Worry Bug                         | Andi Green          | X                       | X                       |                          |                                   |                        |
| Don't Squeal Unless It's A<br>Big Deal           | Jeanie Franz Ransom |                         | X                       |                          | X                                 | X                      |
| Each Kindness                                    | Jacqueline Woodson  | X                       |                         | X                        | X                                 | X                      |
| Empathy is My Superpower                         | Bryan Smith         | X                       |                         |                          |                                   | X                      |
| Enemy Pie                                        | Derek Munson        | X                       |                         |                          | X                                 | X                      |
| Feelings to Share: A to Z                        | Todd and Peggy Snow | X                       | X                       |                          |                                   | X                      |
| Freedom Summer                                   | Deborah Wiles       | X                       |                         | X                        |                                   | X                      |
| Gentle Willow: Story for<br>Children About Dying | Joyce C. Mills      | X                       | X                       |                          |                                   | X                      |
| Gift From the Enemy                              | Trudy Ludwig        | X                       |                         | X                        |                                   | X                      |
| Giraffes Can't Dance                             | Giles Andreae       | X                       |                         |                          |                                   | X                      |

|                                              |                                     |   |   |   |   |   |
|----------------------------------------------|-------------------------------------|---|---|---|---|---|
| Hands Are Not For Hitting                    | Martine Agassi                      | X |   |   | X | X |
| Heartprints                                  | P.K. Hallinan                       | X |   | X |   | X |
| Her Right Foot                               | Dave Eggers                         | X |   | X | X |   |
| Her Story: 50 Women Who Shock the World      | Katherine Halligan                  |   |   | X |   |   |
| How Do I Stand In Your Shoes...              | Susan DeBell                        | X |   | X | X | X |
| How to Be a Friend: Making & Keeping Them    | Laurie Krasny Brown                 | X | X |   | X | X |
| How To Lose All Your Friends                 | Nancy Carlson                       | X | X |   | X | X |
| Howard B. Wigglebottom: Bullies ...          | Howard Binkow                       | X | X |   |   | X |
| I Am Human: A Book of Empathy                | Susan Verde                         | X |   | X | X | X |
| I Like Me                                    | Nancy Carlson                       | X | X |   |   |   |
| I Like Myself                                | Karen Beaumont                      | X | X |   |   |   |
| I Walk With Vanessa ...                      | Kerascoet                           | X |   | X | X | X |
| Incredible You ...                           | Dr. Wayne W. Dyer                   | X |   |   |   |   |
| Invisible Isabelle                           | Wendy Sefcik                        | X | X |   |   | X |
| It's Important: Teaching the Importance ...  | John Goncalves                      | X |   | X | X | X |
| It's OK To Be Different                      | Margarita Marti                     | X |   | X |   | X |
| Jameon's Closet                              | Shauna<br>Havlina/Leanna<br>Richter | X | X |   |   |   |
| Just Kidding                                 | Trudy Ludwig                        | X | X |   | X | X |
| Kindness Is Cooler: Mrs. Ruler               | Margery Cuyler                      | X | X |   | X | X |
| Kindness to Share: A to Z                    | Todd and Peggy Snow                 | X |   |   | X | X |
| Kindness Snippet Jar                         | Diane Alber                         | X |   | X |   | X |
| Leave Me Alone ...                           | Kes Gray                            | X |   |   | X | X |
| Leo's Gift                                   | Susan Blackaby                      | X |   | X |   | X |
| Let's Talk About Race                        | Julius Lester                       | X |   | X |   | X |
| Lifetimes: Beautiful Way to Explain Death... | Bryan Mellonie                      | X |   |   |   | X |
| Lily's Purple Purse                          | Kevin Henkes                        | X |   |   |   | X |
| Listening with My Heart ...                  | Gabi Garcia                         | X |   |   |   | X |
| Little Leaders: Bold Women in Black History  | Vashati Harrison                    |   |   | X |   |   |
| LOVE                                         | Matt de la Pena                     | X |   | X |   | X |
| Lovely                                       | Jess Hong                           | X |   | X |   | X |
| Maddie's Fridge                              | Lois Brandt                         | X |   | X |   | X |
| Made by Raffi                                | Craig Pomranz                       | X |   | X |   | X |
| Martins Big Words ...                        | Doreen Rappaport                    |   |   | X |   |   |
| Meet Maya Cat: A Story About Acceptance      | Lauren Beader                       | X |   | X |   | X |
| Miranda Peabody - Story About Gossip ...     | Susan DeBell                        | X | X |   | X |   |
| Miranda Peabody - Friendship March ...       | Susan DeBell                        | X |   |   |   | X |
| Miranda Peabody - How to Deal with Worry ... | Susan DeBell                        | X | X |   |   |   |

|                                            |                   |   |   |   |   |    |
|--------------------------------------------|-------------------|---|---|---|---|----|
| Miranda Peabody - Making New Friends ...   | Susan DeBell      | X |   |   |   | X  |
| Mr. Lincoln's Way                          | Patricia Polacco  | X |   | X |   | X  |
| Mrs. Joyce Gives the Best High Fives ...   | Erainne Winnett   |   |   |   |   | X  |
| My Mouth Is A Volcano                      | Julia Cook        | X | X |   |   |    |
| My Mouth Is A Volcano Idea Guide           | Julia Cook        | X | X |   |   |    |
| My Secret Bully                            | Trudy Ludwig      | X |   |   | X | X  |
| Nerdy Birdy                                | Aaron Reynolds    | X |   |   |   | X  |
| Nobody                                     | Erin Frankel      | X | X |   | X | X  |
| Nobody Knew What to Do: Bullying ...       | Becky McCain      | X |   | X | X | X  |
| Not All Princesses Dress In Pink           | Jane Yolen        | X |   | X |   |    |
| Odd Velvet                                 | Mary E. Whitcomb  | X |   |   |   | X  |
| Oliver Buttons Is A Sissy                  | Tomie dePaola     | X |   | X |   | X  |
| Ordinary Mary's Extraordinary Deed         | Emily Pearson     | X |   | X |   | X  |
| Outside My Window                          | Linda Ashman      | X |   | X |   |    |
| Peace Week In Miss Fox's Class             | Eileen Spinelli   |   | X |   | X | X  |
| Personal Space Camp                        | Julia Cook        | X | X |   |   |    |
| Personal Space Camp Idea Guide             | Julia Cook        | X | X |   |   |    |
| Pink Tiara Cookies For Three               | Maria Dismondy    | X | X |   | X | X  |
| Pinky and Rex and the Bully                | James Howe        | X | X |   | X | X  |
| Prince Noah and the School Pirates         | Silke Schnee      | X |   | X |   | X  |
| Prince Noah: The Prince Who Was Himself    | Silke Schnee      | X |   | X |   | X  |
| Princesses Wear Pants                      | Savannah Guthrie  | X |   | X |   |    |
| Rumor Has It ...                           | Julia Cook        |   | X |   | X | X  |
| Salam Alaikum: A Message of Peace          | Harris J          | X |   | X |   | X  |
| Say Something                              | Peter H. Reynolds | X |   | X | X |    |
| Separate Is Never Equal ...                | Duncan Tonatiuh   |   |   | X |   |    |
| She Persisted: 13 Women Who Changed ...    | Chelsea Clinton   |   |   | X |   |    |
| She Said What About Me ...                 | Karen Dean        |   | X |   |   | X  |
| Soda Pop Head                              | Julia Cook        | X | X |   |   | X  |
| Soda Pop Head Idea Guide                   | Julia Cook        | X | X |   |   | X  |
| "Somebody Loves You, Mr. Hatch             | Eileen Spinelli   | X |   |   |   | XX |
| Sorry                                      | Trudy Ludwig      | X | X |   | X | X  |
| Spaghetti In A Hot Dog Bun ...             | Maria Dismondy    | X |   |   |   | X  |
| Sparkle Boy                                | Leslea Newman     | X |   | X |   | X  |
| Stand Tall Molly Lou Melon                 | Patty Lovell      | X |   |   |   | X  |
| Stop Picking on Me: First Look at Bullying | Pat Thomas        | X |   |   | X | X  |
| Strictly No Elephants                      | Lisa Mantchev     | X |   | X |   | X  |

|                                     |                        |   |   |   |   |   |
|-------------------------------------|------------------------|---|---|---|---|---|
| Tattlin Madeline                    | Carol Cummings         |   | X |   |   | X |
| Tease Monster: Teasing vs. Bullying | Julia Cook             |   | X |   |   |   |
| "Thank You, Mr. Falker              | Patricia Polacco       | X | X | X |   |   |
| The Bad Seed                        | Jory John              | X | X |   | X | X |
| The Best Part of Me                 | Wendy Ewald            | X |   |   |   |   |
| The Big Umbrella                    | Amy June Bates         | X |   | X |   | X |
| The Boy Who Grew Flowers            | Steve Adams            | X |   |   |   | X |
| The Brand New Kid                   | Katie Couric           | X |   |   |   | X |
| The Butterfly                       | Patricia Polacco       |   |   | X |   |   |
| The Crayon Box That Talked          | Shane Derolf           | X |   | X |   | X |
| The Day MLK Jr. Died                | Veronica Enix          |   |   | X |   |   |
| The Day You Begin                   | Jacqueline Woodson     | X |   |   |   | X |
| The Dream of MLK                    | Faith Ringgold         |   |   | X |   |   |
| The Fruit Salad Friend ...          | Maria Dismondy         | X |   |   |   | X |
| The Girl Who Never Made Mistakes    | Mark Pett              | X | X |   |   |   |
| The Hard Times Jar                  | Ethel Footman Smothers | X | X | X | X |   |
| The Harmonica                       | Tony Johnston          | X |   | X |   |   |
| The Invisible Boy                   | Trudy Ludwig           | X |   |   |   | X |
| The Jelly Donut Difference ...      | Maria Dismondy         | X |   |   |   | X |
| The Journey                         | Francesca Sanna        | X |   | X |   |   |
| The Judgemental Flower              | Julia Cook             | X | X |   |   | X |
| The Juice Box Bully                 | Maria Dismondy         | X | X |   | X | X |
| The Junkyard Wonders                | Patricia Polacco       | X |   | X |   | X |
| The Lemonade Club                   | Patricia Polacco       | X |   | X |   | X |
| The Little Red Fort                 | Brenda J. Maier        | X |   | X |   | X |
| The Little White Owl                | Tracey Corderoy        | X |   | X |   | X |
| The Lonely Kid                      | MaKinlee Black         | X |   |   |   | X |
| The Magic Is Inside You             | Cathy Domoney          | X | X |   |   |   |
| The Name Jar                        | Yangsook Choi          | X |   | X |   | X |
| The Only One Club                   | Jane Naliboff          | X |   | X |   | X |
| The Other Side                      | Jacqueline Woodson     | X |   | X |   | X |
| The Potato Chip Champ ...           | Maria Dismondy         | X | X |   | X | X |
| The Pout-Pout Fish                  | Deborah Diesen         | X | X |   | X |   |
| The Promise                         | Nicola Davies          | X |   |   | X | X |
| The Recess Queen                    | Alexis O'Neill         | X | X |   | X | X |
| The Sandwich Swap                   | Queen Rania of Jordan  | X |   | X |   | X |
| The Secret Olivia Told Me           | N. Joy                 | X | X |   | X | X |
| The Wall: A Timeless Tale           | Giancarlo Macri        | X |   | X | X | X |
| The Way I Act                       | Steve Metzger          | X | X |   |   |   |
| The Way I Feel                      | Janan Cain             | X | X |   |   |   |
| The Whispering Town                 | Jennifer Elvgren       |   |   | X |   | X |
| The Worrywarts                      | Pamela Duncan Edwards  | X | X |   |   |   |
| The Yellow Star ...                 | Carmen Agra Deedy      |   |   | X |   | X |
| This Is Me ...                      | Jamie Lee Curtis       | X |   | X |   |   |
| Those Shoes                         | Maribeth Boelts        | X |   | X |   | X |
| Too Perfect                         | Trudy Ludwig           | X | X |   |   | X |

|                                         |                     |   |   |   |   |   |
|-----------------------------------------|---------------------|---|---|---|---|---|
| Touch (The Weird Series)                | Erin Frankel        | X | X |   | X | X |
| Trouble Talk                            | Trudy Ludwig        | X | X |   | X | X |
| Try a Little Kindness                   | Henry Cole          | X |   |   |   | X |
| Uniquely Wired: A Story About Autism    | Julia Cook          | X | X | X |   | X |
| We Don't Eat Our Classmates             | Ryan T. Higgins     | X | X |   | X | X |
| Weird (The Weird Series)                | Erin Frankel        | X |   |   |   | X |
| Wemberly Worried                        | Kevin Henkes        | X | X |   |   |   |
| What Does It Mean To Be Kind            | Rana DiOrio         | X |   |   | X | X |
| When God Made You                       | Matthew Paul Turner | X |   |   |   |   |
| When Worry Takes Hold                   | Liz Haske           | X | X |   |   |   |
| Who Will I Be                           | Abby Huntsman       | X |   | X | X |   |
| Whoever You Are                         | Mem Fox             | X |   | X |   |   |
| Wilma Jean the Worry Machine            | Julia Cook          | X | X |   |   |   |
| Wilma Jean the Worry Machine Idea Guide | Julia Cook          | X | X |   |   |   |
| You Can Sit With Me                     | Lisa Combs          | X |   |   |   | X |
| You, Me and Empathy ...                 | Jayneen Sanders     | X | X |   |   | X |
| You're Mean Lily Jean                   | Frieda Wishinsky    | X | X |   | X | X |
| You're Perfect the Way You Are          | Richard Nelson      | X | X |   |   |   |

## High School Counseling Book Recommendations

|                                                                                                                                           |                                                                 |                        |                       |                 |       |
|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|------------------------|-----------------------|-----------------|-------|
| Thriving with ADHD<br>Workbook for Teens:<br>Improve Focus, Get<br>Organized, and Succeed                                                 | Allison<br>Tyler LCSW                                           | ADHD                   |                       | Workbook        | 7-12  |
| My Anxious Mind: A Teen's<br>Guide to Managing Anxiety<br>and Panic                                                                       | "Michael<br>Tomkins,<br>PhD and<br>Katherine<br>Marinez,<br>PhD | Anxiety                | Panic                 | Self-<br>Help   | 9-12  |
| My Age of Anxiety                                                                                                                         | Scott<br>Stossel                                                | Anxiety                |                       | Non-<br>Fiction | 9-12  |
| Anxiety Relief for Teens:<br>Essential CBT Skills and<br>Mindfulness Practices to<br>Overcome Anxiety and<br>Stress                       | Regine<br>Galanti PhD                                           | Anxiety                | CBT                   | Self-<br>Help   | 7-12  |
| Conquer Anxiety Workbook<br>for Teens: Find Peace from<br>Worry, Panic, Fear and<br>Phobias                                               | Tabatha<br>Chansard                                             | Anxiety                |                       | Workbook        | 7-12  |
| Mindfulness for Teen<br>Anxiety: A Workbook for<br>Overcoming Anxiety at<br>Home, at school, and<br>Everywhere                            | Christopher<br>Willard,<br>PsyD                                 | Anxiety                | Mindfulness           | Workbook        | 7-12  |
| The Shyness and Social<br>Anxiety Workbook for Teens                                                                                      | Jennifer<br>Shannon,<br>LMFT                                    | Anxiety                | Social<br>Anxiety     | Workbook        | 7-12  |
| Dear Bully: Seventy<br>Authors Tell Their Stories                                                                                         | Megan<br>Kelley Hall                                            | Bullyin<br>g           |                       | Non-<br>Fiction | 7-12  |
| Do What You Are: Discover<br>the Perfect Career for You<br>Through the Secrets of<br>Personality Type                                     | Paul D.<br>Tieger                                               | College<br>&<br>Career | Career<br>Development | Guide           | 11-12 |
| What Color Is Your<br>Parachute? for Teens,<br>Third Edition: Discover<br>Yourself, Design your<br>Future, and Plan for Your<br>Dream Job | Carol<br>Christen                                               | College<br>&<br>Career | Career<br>Development | Guide           | 7-12  |
| College Admission 101:<br>Simple Answers to Tough<br>Questions about College<br>Admissions and Financial<br>Aid                           | Robert<br>Franek                                                | College<br>&<br>Career | Career<br>Development | Guide           | 11-12 |
| The Freshman Survival<br>Guide: Soulful Advice for<br>Studying, Socializing, and<br>Everything In Between                                 | Nora<br>Bradbury-<br>Haehl                                      | College<br>&<br>Career | Transitions           |                 | 11-12 |



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|------------------------------------------------------------------------------------------------------------------------------|----------------------|---------------------------|----------------|------------------|--------------------|
| Scholarships, Grants & Prizes 2021 (Peterson's Scholarships, Grants & Prizes)                                                | Peterson's           | College & Career          | Scholarships   | Guide            | 9-12               |
| We Are Okay                                                                                                                  | Nina LaCour          | Death, Loss, Grief        | Friendship     | YA Fiction       | 7-12               |
| The Stars Beneath Our Feet                                                                                                   | David Barclay Moore  | Death, Loss, Grief        | Friendship     | YA Fiction       | 7-12               |
| We Were Liars                                                                                                                | E. Lockhart          | Death, Loss, Grief        | Mental Illness | YA Fiction       | 7-12               |
| How to Survive the Loss of a Love                                                                                            | Peter McWilliams     | Death, Loss, Grief        | Divorce        | Self-Help        | 10-12              |
| When Bad Things Happen to Good People                                                                                        | Harold S. Kushner    | Death, Loss, Grief        | Depression     | Self-Help        | 10-12              |
| It's Kind of a Funny Story                                                                                                   | Ned Vizzini          | Depression                | Mental Illness | YA Fiction       | 7-12               |
| How It Feels to Float                                                                                                        | Helena Fox           | Depression                | Mental Illness | YA Fiction       | 7-12               |
| Mosquitoland                                                                                                                 | David Arnold         | Divorce & Changing Family | Mental Illness | YA Fiction       | 7-12               |
| Hey, Kiddo                                                                                                                   | Jarrett J. Krosoczka | Drugs and Alcohol         | Addiction      | YA Fiction       | 7-12               |
| Gym Candy                                                                                                                    | Carl Deuker          | Drugs and Alcohol         | Steroids       | YA Fiction       | 7-12               |
| Enough as She Is: How to Help Girls Move Beyond Impossible Standards of Success to Live Healthy, Happy, and Fulfilling Lives | Rachel Simmons       | Parenting                 | Self-Esteem    | Child Psychology | Parents & Teachers |
| UnSelfie                                                                                                                     | Michele Borba Dr.    | Parenting                 | Empathy        | Child Psychology | Parents & Teachers |
| Untangled: Guiding Teenage Girls Through the Seven Transitions into Adulthood                                                | Lisa Damour Ph.D.    | Parenting                 | Girls          | Guide            | Parents & Teachers |
| The Teenage Brain: A Neuroscientist's Survival Guide to Raising Adolescents and Young Adults                                 | Frances E. Jensen    | Parenting                 | Neuroscience   | Guide            | Parents & Teachers |
| Queen Bees and Wannabes, 3 <sup>rd</sup> Edition on: Helping                                                                 | Rosalind Wiseman     | Parenting                 | Girls          | Guide            | Parents &          |

|                                                                                                                                      |                                               |                               |                 |                  |                           |
|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-------------------------------|-----------------|------------------|---------------------------|
| Your Daughter Survive Cliques, Gossip, Boys, and New Realities of Girl World                                                         |                                               |                               |                 |                  | Teachers                  |
| Masterminds and Wingmen: Helping Our Boys Cope with Schoolyard Power, Locker-Room Tests, Girlfriends, and the New Rules of Boy World | Rosalind Wiseman                              | Parenting                     | Boys            | Guide            | Parents & Teachers        |
| Odd Girl Out: The Hidden Culture of Aggression in Girls                                                                              | Rachel Simmons                                | Relationships & Social Skills | Bullying        | Child Psychology | 9-12 + Parents & Teachers |
| The Ultimate Self-Esteem Workbook for Teens: Overcome Insecurity, Defeat Your Inner Critic, and Live Confidently                     | Megan MacCutcheon LPC                         | Self-Esteem                   | Workbook        | Self-Help        | 12+                       |
| Just as You Are: A Teen's Guide to Self-Acceptance and Lasting Self-Esteem                                                           | "Michelle Skeen PsyD, Kelly Skeen             | Self-Esteem                   | Acceptance      | Self-Help        | 12+                       |
| Looking for Alaska                                                                                                                   | John Green                                    | Suicide & Self-Harm           | Drugs & Alcohol | YA Fiction       | 9-12                      |
| The Memory of Light                                                                                                                  | Francisco X. Stork                            | Suicide & Self-Harm           | Resilience      | YA Fiction       | 12+                       |
| Hold Still                                                                                                                           | Nina LaCour                                   | Suicide & Self-Harm           | Friendship      | YA Fiction       | 12+                       |
| The Mindfulness Workbook for Teen Self-Harm: Skills to Help You Overcome Cutting and Self-Harming Behaviors, Thoughts and Feelings   | Gina M. Biegel MA LMFT and Stacie Cooper PsyD | Suicide & Self-Harm           | Mindfulness     | Workbook         | 7-12                      |

## Sample of Child Find Testing Information and Process



(student picture)

Parent/Guardian of \_\_\_\_\_

These are the basic steps to begin educational testing through the Christina School District. I thought I would send this information to you prior to our meeting on Wednesday at 11:15. I am looking forward to meeting with you.

- **Testing Information:** (initial contact must be made by a parent/guardian)
  - **Child Find Office**  
Christina Early Education Center  
620 E. Chestnut Hill Road  
Newark, DE 19713  
Phone: 302-454-2047  
Fax: 302-454-5444
- **Testing Process:**
  - Initial contact made by parent/guardian
  - Requested by the school and parent/guardian agreed to testing
  - Christian School District (CSD) will send paperwork for teachers to complete
  - CSD will set up a testing date and time
  - Results/recommendations and possible accommodations will be shared with the parent in written form
  - A copy of the evaluation can be emailed to me, (school counselor email)
  - Results/recommendations and accommodations will be shared with me and your child's teachers
  - Evaluation meeting will be set up between the parents, a representative from the school district, and your child's teachers

## SAMPLE MENTAL HEALTH RESOURCE SHEET

| Facility                                                         | Phone Number  |
|------------------------------------------------------------------|---------------|
| Emergency                                                        | Dial/text 911 |
| ChristianaCare Christiana Hospital Emergency Room                | 800-693-2273  |
| Nemour/A.I. duPont Hospital for Children Emergency Department    | 302-651-4200  |
| ChristianaCare Middletown Emergency Room                         | 302-203-1300  |
| Emergency and Urgent Care UM Medical Center at Easton            | 410-822-1000  |
| Rockford Center, 24-Hour Assessment Referral Center              | 302-996-5480  |
| MeadowWood Behavioral Health, 24-Hour Assessment Referral Center | 844-841-6643  |
| Dover Behavioral Health, 24-Hour Assessment Referral Center      | 855-609-9711  |
| Terry Children's Center (Children Under 13)                      | 302-577-4270  |
| Child Priority Response (Crisis Services)                        | 800-969-4357  |
| Crisis Intervention Services (Adults)                            | 800-652-2929  |

### 24 HOUR CRISIS HOTLINES

- Delaware Helpline: 800-560-3372
- 24 Hour Child Abuse/Neglect Hotline (DSCYF): 800-292-9582
- ChristianaCare Crisis Hotline: 302-428-2118
- National Suicide Prevention Lifeline: 800-273-8255
- Suicide and Crisis Hotlines: 800-262-9800/ 302-761-9100
- Youth Runaway Hotline: 302-762-6373
- Local Crisis Hotline , Easton MD: 888-407-8018

## Counseling Session Plan

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Session Date: \_\_\_\_\_ Session Number: \_\_\_\_\_

CSP Form Completed By: \_\_\_\_\_

### Session Focus:

### Counseling Strategies:

### Materials and Activities:

### Counseling Session Assessment:

## Student Progress Monitoring Form

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Student Goal:

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Student Objectives: Include date and data for student objectives.

Objective 1:

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Objective 2:

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Counselor Notes:

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