

Ohio Virtual Academy

Comprehensive School Counseling Program Plan

Recognized ASCA Model Program



Update 25-26

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OHVA School Counseling Program Vision and Mission Statements

School Counseling Program Vision Statement:

The OHVA School Counseling Department envisions all students achieving their full potential through equitable access to a comprehensive, student-centered counseling program. In alignment with OHVA's vision, we are dedicated to inspiring and empowering students through personalized support tailored to each learner's unique needs. We foster resilience, adaptability, and future readiness, preparing students for success in college, career, and life. Through inclusive environments and strong partnerships with families and educators, our students graduate as confident leaders and engaged citizens, ready to contribute meaningfully to an evolving global society.

School Counseling Program Mission Statement:

The mission of the OHVA School Counseling Department is to deliver a comprehensive, data-informed program aligned with the ASCA National Model that supports the academic, career, and social-emotional development of all students. Rooted in OHVA's commitment to being student-centric, innovative, and empowering, we ensure that every student, regardless of background or circumstance, has equitable access to the resources, support, and opportunities needed to thrive. Through inclusive practices and collaboration with families, educators, and stakeholders, we remove barriers to learning and guide students toward lifelong success from enrollment through graduation and beyond.

2025-2026 Ohio Virtual Academy School Counselors

OHVA School Counselors are committed to delivering a comprehensive, data-informed school counseling program. In the spring of 2021, the OHVA School Counseling program became an ASCA **RAMP** recognized program. RAMP stands for Recognized ASCA Model Program. This is the most coveted award for any School Counseling program.



K-12 Principal of Student Support Megan Daley

*Oversees and evaluates all School Counselors

Elementary Level

Courtney Leahy, Kindergarten
Tiffany Schultz, 1st grade
Kristin Pullman, 2nd grade
Georgi Knowles, 3rd grade
Amanda Bryant, 4th grade
Jessica Logozzo, 5th grade

Middle School

Kim Crozier
Emily Boarman
Ruth Brown
Shelby Hunter
Tiffany Johnson-Mundy
Amanda Oberhouse, Mentor Lead

High School (9th-12th grade)

Courtney Spangler
Kristen McCoy
Annie Moore
Robyn Hansen
Rachel Schneider
Kimberly Lisko
Jennifer Patton
Jaecey Shephard
Sara Taylor
Sarah Bell

High School (9th-12th grade)

Amy Ballash
Heather Syrett
Katie Bryant
Katie DiNardo
Nate Herr
Katie Livingston
Courtney Traut
Jennifer Yost, Mentor Lead
Cristina Foster, Lead

CTE Pathways Counselors (9th-12th)

Stacy Alonzo and Tricia Bard

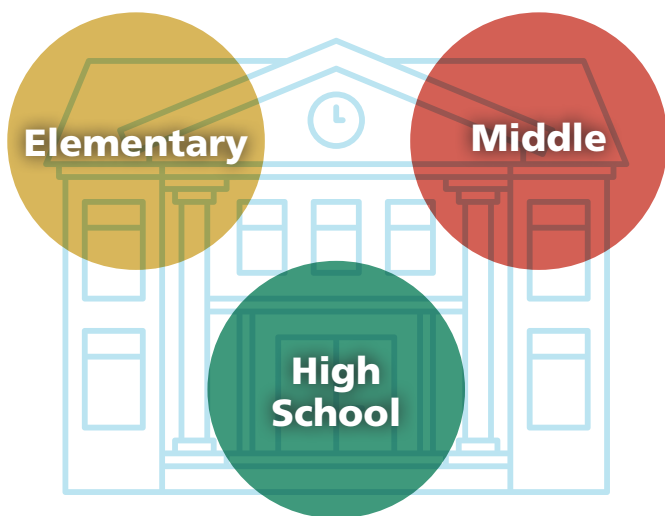
Special Education Counselor (IXL and Unique 9th-12th grade)

Carolyn Morgan

Who are School Counselors?

School counselors are certified/licensed educators who improve student success for ALL students by implementing a comprehensive school counseling program.

EMPLOYED AT ALL LEVELS



Also employed in district supervisory positions; and school counselor education positions



LEADERSHIP TEAM MEMBERS

School counselors work to maximize student success, promoting access and equity for all students. As vital members of the school leadership team, school counselors create a school culture of success for all.

► School counselors help all students:

- apply academic achievement strategies
- manage emotions and apply interpersonal skills
- plan for postsecondary options (higher education, military, work force)

► Appropriate duties include providing:

- individual student academic planning and goal setting
- school counseling classroom lessons based on student success standards
- short-term counseling to students
- referrals for long-term support
- collaboration with families/teachers/ administrators/ community for student success
- advocacy for students at individual education plan meetings and other student-focused meetings
- data analysis to identify student issues, needs and challenges
- acting as a systems change agent to improve equity and access, achievement and opportunities for all students



SCHOOL COUNSELOR QUALIFICATIONS

- Hold, at minimum, a master's degree in school counseling
- Meet the state certification/licensure standards
- Fulfill continuing education requirements
- Uphold ASCA ethical and professional standards

The School Counselor's Role

School counselors design and deliver school counseling programs that improve student outcomes. They lead, advocate and collaborate to promote equity and access for all students by connecting their school counseling program to the school's academic mission and school improvement plan. They uphold the ethical and professional standards of ASCA and promote the development of the school counseling program based on the following areas of the ASCA National Model: define, deliver, manage and assess.

DEFINE

School counselors create school counseling programs based on three sets of standards that define the profession. These standards help school counselors develop, implement and assess their school counseling program to improve student outcomes.

Student Standards –

ASCA Mindsets & Behaviors for Student Success: K–12 College- and Career-Readiness for Every Student

Professional Standards –

- ASCA Ethical Standards for School Counselors
- ASCA School Counselor Professional Standards & Competencies

MANAGE

To be delivered effectively, the school counseling program must be efficiently and effectively managed. School counselors use program focus and planning tools to guide the design and implementation of a school counseling program that gets results.

Program Focus

- Beliefs
- Vision Statement
- Mission Statement

Program Planning

- School Data Summary
- Annual Student Outcome Goals
- Action Plans
 - Classroom and Group
 - Closing the Gap

School counselors work to create a future world where all students thrive.

- Lesson Plans
- Annual Administrative Conference
- Use of Time
- Calendars
 - Annual
 - Weekly
- Advisory Council

DELIVER

School counselors deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counselor's interaction with others.

These activities and services help students develop the ASCA Mindsets & Behaviors for Student Success and improve their achievement, attendance and discipline. Through the school counseling program, school counselors ensure equitable academic, career and social/emotional development opportunities for all students.

Direct Services with Students

Direct services are in-person interactions between school counselors and students and include the following:

- Instruction
- Appraisal and Advisement
- Counseling

Indirect Services for Students

Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including:

- Consultation
- Collaboration
- Referrals

ASSESS

To achieve the best results for students, school counselors regularly assess their program to:

- determine its effectiveness in helping all students succeed
- inform improvements to their school counseling program design and delivery
- show how students are different as a result of the school counseling program

School counselors also self-assess their own mindsets and behaviors to inform their professional development and annually participate in a school counselor performance appraisal with a qualified administrator. The ASCA National Model provides the following tools to guide assessment and appraisal.

Program Assessment

- School Counseling Program Assessment
- Annual Results Reports

School Counselor Assessment and Appraisal

- ASCA School Counselor Professional Standards & Competencies Assessment
- School Counselor Performance Appraisal Template

ASCA National Model

A Framework for School Counseling Programs

ASCA National Model outlines the components of a school counseling program that is created to have significant positive impact on student achievement, attendance, and discipline. The four components consist of: define, manage, deliver, and assess. Along with the behaviors and mindsets, School Counselors are able to develop, implement, and assess their program to improve student outcomes.

The ASCA National Model guides school counselors in the development of school counseling programs that:

- are based on data-informed decision making
- are delivered to all students systematically
- include a developmentally appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success
- close achievement and opportunity gaps
- result in improved student achievement, attendance, and discipline

American School Counselor Association (2025). The ASCA national Model: A Framework for School Counseling Programs, Fifth Edition. Alexandria, VA: Author

For more information on the ASCA model 5th edition, please [click here](#).



ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies outline the mindsets and behaviors school counselors need to meet the rigorous demands of the school counseling profession and the needs of pre-K–12 students. These standards and competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a school counseling program addressing academic achievement, career planning and social/emotional development. These standards and competencies can be used in a variety of ways including:

School counselors

- Self-assess their own mindsets and behaviors
- Formulate an appropriate professional development plan

School administrators

- Guide the recruitment and selection of competent school counselors
- Develop or inform meaningful school counselor performance appraisal

School counselor education programs

- Establish benchmarks for ensuring school counseling students graduate with the knowledge, skills and attitudes needed to develop a school counseling program.

Organization of the ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies are organized by mindset standards and behavior standards and competencies. The standards are broader topics that describe the knowledge, attitude and skills school counselors need to implement a school counseling program. The competencies are more specific and measurable indicators of the behavior standards.

Mindsets: The mindset standards include beliefs school counselors hold about student achievement and success. Although it may be possible to measure these beliefs, the mindsets are more readily recognized through the behaviors a school counselor demonstrates as a result of the implementation of a school counseling program. Therefore, the mindset standards do not have correlating competencies.

Behaviors: The behavior standards include essential behaviors school counselors demonstrate through the implementation of a school counseling program including:

1. Professional foundation – the essential skills that are the basis of a school counselor’s professional orientation
2. Direct and indirect student services – interactions that are provided directly to students or indirectly for students in collaboration with families, teachers, administrators, other school staff and education stakeholders
3. Planning and assessment – activities necessary for the design, implementation and assessment of the school counseling program

Each behavior standard has specific competencies that are measurable indicators of the broader standard. These competencies can be used to further define the behaviors necessary for the implementation of a school counseling program.

The mindsets and behaviors standards are found in the following chart, and the behavior competencies are listed afterwards.

ASCA School Counselor Professional Standards & Competencies

MINDSETS

School counselors believe:

- M 1.** Every student can learn, and every student can succeed.
- M 2.** Every student should have access to and opportunity for a high-quality education.
- M 3.** Every student should graduate from high school prepared for postsecondary opportunities.
- M 4.** Every student should have access to a school counseling program.
- M 5.** Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders.
- M 6.** School counselors are leaders in the school, district, state and nation.
- M 7.** School counseling programs promote and enhance student academic, career and social/emotional outcomes.

BEHAVIORS

School counselors demonstrate the following standards in the design, implementation and assessment of a school counseling program.

Professional Foundation	Direct and Indirect Student Services	Planning and Assessment
B-PF 1. Apply developmental, learning, counseling and education theories	B-SS 1. Design and implement instruction aligned to ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings	B-PA 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district
B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education	B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group and individual settings	B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity and resources
B-PF 3. Apply legal and ethical principles of the school counseling profession	B-SS 3. Provide short-term counseling in small-group and individual settings	B-PA 3. Develop annual student outcome goals based on student data
B-PF 4. Apply school counseling professional standards and competencies	B-SS 4. Make referrals to appropriate school and community resources	B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data
B-PF 5. Use ASCA Mindsets & Behaviors for Student Success to inform the implementation of a school counseling program	B-SS 5. Consult to support student achievement and success	B-PA 5. Assess and report program results to the school community
B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities	B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success	B-PA 6. Use time appropriately according to national recommendations and student/school data
B-PF 7. Demonstrate leadership through the development and implementation of a school counseling program		B-PA 7. Establish agreement with the principal and other administrators about the school counseling program
B-PF 8. Demonstrate advocacy for a school counseling program		B-PA 8. Establish and convene an advisory council for the school counseling program
B-PF 9. Create systemic change through the implementation of a school counseling program		B-PA 9. Use appropriate school counselor performance appraisal process

PROFESSIONAL FOUNDATION

B-PF 1. Apply developmental, learning, counseling and education theories

- a. Use human development theories to have an impact on developmental issues affecting student success
- b. Use learning theory to support student achievement and success, including students with diverse learning needs
- c. Use established and emerging evidence-based counseling theories and techniques that are effective in a school setting to promote academic, career and social/emotional development, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems
- d. Use counseling theories and techniques in individual, small-group, classroom and large-group settings to promote academic, career and social/emotional development
- e. Use career development theories to promote and support postsecondary planning
- f. Use principles of multitiered systems of support within the context of a school counseling program to provide instruction and interventions matched to student need

B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education

- a. Explain the organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices
- b. Explain educational systems, philosophies and theories and current trends in education, including federal and state legislation
- c. Explain and/or inform the process for development of policy and procedures at the building, district, state and national levels
- d. Explain the history of school counseling to create a context for the current state of the profession and school counseling programs
- e. Explain the nature of academic, career and social/emotional counseling in schools and the similarities and differences between school counseling and other fields of counseling, such as mental health, marriage and family, substance abuse counseling, social work and psychology, within a continuum of care
- f. Delineate the roles of student service providers, such as school social worker, school psychologist or school nurse, and identify best practices for collaborating to have an impact on student success
- g. Articulate a rationale for a school counseling program
- h. Use education research to inform decisions and programming
- i. Use current trends in technology to promote student success

B-PF 3. Apply legal and ethical principles of the school counseling profession

- a. Practice within the ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors
- b. Adhere to the legal responsibilities of the role of the school counselor including the unique legal and ethical principles of working with minor students in a school setting
- c. Adhere to the ethical and statutory limits of confidentiality
- d. Fulfill legal and ethical obligations to families, teachers, administrators and other school staff
- e. Consult with school counselors and other education, counseling and legal professionals when ethical and legal questions arise
- f. Resolve ethical dilemmas by employing an ethical decision-making model in accordance with the ASCA Ethical Standards for School Counselors
- g. Model ethical behavior
- h. Engage in continual professional development to inform and guide ethical and legal work

B-PF 4. Apply school counseling professional standards and competencies

- a. Stay current with school counseling research and best practices
- b. Conduct and analyze self-appraisal and assessment related to school counseling professional standards and competencies
- c. Use personal reflection, consultation and supervision to promote professional growth and development
- d. Develop a yearly professional development plan to ensure engagement in professional growth opportunities related to relevant professional standards and competencies and personal limitations

B-PF 5. Use ASCA Mindsets & Behaviors for Student Success standards to inform the implementation of a school counseling program

- a. Select ASCA Mindsets & Behaviors for Student Success standards to address student needs demonstrated in data
- b. Prioritize ASCA Mindsets & Behaviors for Student Success standards aligned with school improvement goals
- c. Select or create competencies aligned with the ASCA Mindsets & Behaviors for Student Success and the Common Core State Standards or other state-specific standards

B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities

- a. Demonstrate basic knowledge and respect of differences in customs, communications, traditions, values and other traits among students based on race, religion, ethnicity, nationality, sexual orientation, gender identity, physical or intellectual ability and other factors

PROFESSIONAL FOUNDATION, cont.

- b. Explain how students' cultural, social and economic background may affect their academic achievement, behavior, relationships and overall performance in school
- c. Maintain and communicate high expectations for every student, regardless of cultural, social or economic background
- d. Explain the dynamics of cross-cultural communications and demonstrate the ability to communicate with persons of other cultures effectively
- e. Collaborate with administrators, teachers and other staff in the school and district to ensure culturally responsive curricula and student-centered instruction
- f. Understand personal limitations and biases, and articulate how they may affect the school counselor's work

B-PF 7. Demonstrate leadership through the development and implementation of a school counseling program

- a. Identify sources of power and authority and formal and informal leadership
- b. Identify and demonstrate professional and personal qualities and skills of effective leaders
- c. Apply a model of leadership to a school counseling program
- d. Create the organizational structure and components of an effective school counseling program aligned with the ASCA National Model
- e. Apply the results of a school counseling program assessment to inform the design and implementation of the school counseling program
- f. Use leadership skills to facilitate positive change for the school counseling program
- g. Define the role of the school counselor and the school counseling program in the school crisis plan
- h. Serve as a leader in the school and community to promote and support student success
- i. Participate in the school improvement process to bring the school counseling perspective to the development of school goals

B-PF 8. Demonstrate advocacy for a school counseling program

- a. Model school counselor advocacy competencies to promote school counseling program development and student success
- b. Advocate responsibly for school board policy and local, state and federal statutory requirements in students' best interests
- c. Explain the benefits of a school counseling program for all stakeholders, including students, families, teachers, administrators and other school staff, school boards, department of education, school counselors, school counselor educators, community stakeholders and business leaders
- d. Articulate and provide rationale for appropriate activities for school counselors
- e. Articulate and provide rationale for discontinuation of inappropriate activities for school counselors
- f. Use data (e.g., closing-the-gap reports) to promote reduction in student-to-school-counselor ratios and reduction of inappropriate non-school-counseling-related tasks
- g. Participate in school counseling and education-related professional organizations

B-PF 9. Create systemic change through the implementation of a school counseling program

- a. Act as a systems change agent to create an environment promoting and supporting student success
- b. Use data to identify how school, district and state educational policies, procedures and practices support and/or impede student success
- c. Use data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps
- d. Develop and implement a plan to address personal and/or institutional resistance to change that better supports student success

B-SS 1. Design and implement instruction aligned to the ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings

- a. Use student, school and district data to identify achievement, attendance and discipline issues to be addressed through instruction
- b. Assess cultural and social trends when developing and choosing curricula
- c. Identify appropriate evidence-based curricula aligned to the ASCA Mindsets & Behaviors for Student Success or select/develop other materials informed by research and best practice if evidence-based materials do not exist
- d. Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning and personalized instruction
- e. Create lesson plans identifying activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered and how data will be assessed to determine impact on student outcomes
- f. Use a variety of technologies in the delivery of lessons and activities
- g. Engage with school administrators, teachers and other staff to ensure the effective implementation of instruction
- h. Analyze data from lessons and activities to determine impact on student outcomes

B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group and individual settings

- a. Develop strategies to provide appraisal and advisement to students and families about attaining the ASCA Mindsets & Behaviors for Student Success
- b. Use assessments to help students understand their abilities, values and career interests
- c. Include career opportunities, labor market trends and global economics to help students develop immediate and long-range plans
- d. Help students cross reference individual assessment results (e.g. MBTI, Holland Code, ASVAB, O*Net) with occupational/career goals
- e. Help students understand how academic performance relates to the world of work, family life and community service
- f. Help students understand the importance of postsecondary education and/or training as a pathway to a career
- g. Help students and families navigate postsecondary awareness, exploration, admissions and financial aid processes
- h. Connect students to workplace experiences to deepen understandings and explore career interests

B-SS 3. Provide short-term counseling in small-group and individual settings

- a. Use data to identify students in need of counseling intervention

- b. Provide support for students, including individual and small-group counseling, during times of transition, heightened stress, critical change or other situations impeding student success
- c. Explain the difference between appropriate short-term counseling and inappropriate long-term therapy
- d. Explain the impact of adverse childhood experiences and trauma, and demonstrate techniques to support students who have experienced trauma
- e. Respond with appropriate intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response

B-SS 4. Make referrals to appropriate school and community resources

- a. Maintain a list of current referral resources, consistent with school and district policies, for students, staff and families to effectively address academic, career and social/emotional issues
- b. Communicate the limits of school counseling and the continuum of mental health services
- c. Articulate why diagnoses and long-term therapy are outside the scope of school counseling

B-SS 5. Consult to support student achievement and success

- a. Gather information on student needs from families, teachers, administrators, other school staff and community organizations to inform the selection of strategies for student success
- b. Share strategies that support student achievement with families, teachers, administrators, teachers, school staff and community organizations
- c. Consult with school counselors and other education and counseling professionals when questions of school counseling practice arise
- d. Facilitate in-service training or workshops for families, administrators, other school staff, teachers or other stakeholders to share school counseling expertise

B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success

- a. Partner with others to advocate for student achievement and educational equity and opportunities
- b. Explain the potential for dual roles with families and other caretakers
- c. Identify and involve appropriate school and community professionals as well as the family in a crisis situation
- d. Supervise school counseling interns consistent with the principles of the ASCA School Counseling Professional Standards & Competencies

PLANNING AND ASSESSMENT

B-PA 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district

- Analyze personal, school, district and state beliefs, assumptions and philosophies about student success
- Compose a personal beliefs statement about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission
- Analyze the school's vision and mission
- Create a school counseling vision statement describing a future world where student outcomes are successfully achieved
- Create a school counseling mission statement aligned with school, district and state missions
- Communicate the vision and mission of the school counseling program to administrators, teachers, other school staff and stakeholders

B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity and resources

- Collect and analyze data to identify areas of success or gaps between and among different groups of students in achievement, attendance, discipline and opportunities
- Review, disaggregate and interpret student achievement, attendance and discipline data to identify and implement interventions as needed
- Create goals based on student, school and/or district data to close the achievement, opportunity and/or information gaps

B-PA 3. Develop annual student outcome goals based on student data

- Use achievement, attendance and/or discipline data to create annual student outcome goals aligned with school improvement plans
- Write goals in a measurable format such as the SMART goal format, and include baseline and target data within the goal statement
- Use student data and results from survey tools to monitor and refine annual student outcome goals
- Communicate annual student outcome goals to administrators, teachers, other school staff and stakeholders

B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data

- Design and implement school counseling action plans aligned with school and annual student outcome goals and student data
- Determine appropriate students for the target group of action plans based on student, school and district data

- Identify appropriate ASCA Mindsets & Behaviors for Student Success standards addressing needs identified in action plans
- Select evidence-based curricula and activities to accomplish objectives, or select/develop other materials informed by research and best practice if evidence-based materials do not exist
- Identify appropriate resources needed to implement action plans
- Identify intended impact on academics, attendance and discipline as result of action plan implementation
- Explain basic research sampling, methodology and analysis concepts as they relate to research outcomes and action research

B-PA 5. Assess and report program results to the school community

- Explain concepts related to program results and assessment within a school counseling program
- Review progress toward annual student outcome goals
- Analyze data to assess school counseling program effectiveness and to inform program development
- Collaborate with members of the school counseling team and with administration to decide how school counseling programs are assessed and how results are shared
- Use data to demonstrate the value the school counseling program adds to student achievement
- Use presentation skills to share effectiveness data and results of action plans and activities with administrators, advisory councils, teachers, faculty and staff, families, school boards and stakeholders

B-PA 6. Use time appropriately according to national recommendations and student/school data

- Articulate the distinction between direct and indirect student services
- Assess use of time in direct and indirect student services and program management and school support to determine how much time is spent in each school counseling program component
- Articulate the best use of a school counselor's time to meet student needs as identified through student data and program goals
- Organize and manage time to effectively implement a school counseling program using skills including scheduling, publicizing and prioritizing time
- Create annual and weekly calendars to plan activities reflecting annual student outcome goals
- Identify, evaluate and participate in fair-share responsibilities

PLANNING AND ASSESSMENT, cont.

B-PA 7. Establish agreement with the principal and other administrators about the school counseling program

- a. Complete managing templates for the school counseling program with other members of the school counseling staff
- b. Discuss school counseling with the principal and/or supervising administrator to formalize delivering, managing and assessing the school counseling program
- c. Explain and model the appropriate role of the school counselor and the organization of the school counseling program
- d. Explain annual student outcome goals, their basis in student data and their alignment with the school improvement plan
- e. Advocate for the appropriate use of school counselor time based on national recommendations and student needs
- f. Finalize the annual administrative conference template after presentation to and discussion with the principal and/or supervising administrator

B-PA 8. Establish and convene an advisory council for the school counseling program

- a. Determine appropriate education stakeholders for representation on the advisory council

- b. Develop effective and efficient advisory council meeting agendas to inform stakeholders about the school counseling program
- c. Explain and discuss school data, school counseling program assessment and annual student outcome goals with the advisory council
- d. Record advisory council meeting notes, and distribute as appropriate
- e. Analyze and incorporate feedback from the advisory council related to annual student outcome goals as appropriate

B-PA 9. Use appropriate school counselor performance appraisal process

- a. Explain and advocate for appropriate school counselor performance appraisal process based on school counselor standards and implementation of the school counseling program
- b. Explain how school counseling activities fit within categories of a performance appraisal instrument
- c. Utilize components of the ASCA National Model to document data-informed, student-focused activities that demonstrate evidence of meeting standards of performance appraisal instruments

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1101 King St., Suite 310, Alexandria, VA 22314 • www.schoolcounselor.org

(Adopted 1984; revised 1992, 1998, 2004 and 2010, 2016)

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 decision makers 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):

- a. Define the problem emotionally and intellectually
- b. Apply the ASCA Ethical Standards for School Counselors and the law
- c. Consider the students' chronological and developmental levels
- d. Consider the setting, parental rights and minors' rights
- e. Apply the ethical principles of beneficence, autonomy, nonmaleficence, loyalty and justice
- f. Determine potential courses of action and their consequences
- g. Evaluate the selected action
- h. Consult
- i. 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.



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Ohio School Counselor Standards

Standard 1: Comprehensive School Counseling Program Plan	School counselors collaboratively envision a plan for a comprehensive school counseling program that is developmental, preventative and responsive, and in alignment with the school's goals and mission.
Standard 2: Direct Services for Academic, Career and Social/Emotional Development	School counselors develop a curriculum, offer individual student planning and deliver responsive services in order to assist students in developing and applying knowledge, skills and mindsets for academic, career and social/emotional development.
Standard 3: Indirect Services: Partnerships and Referrals	School counselors collaborate and consult with school personnel, parents/guardians, community partners and agencies/organizations to coordinate support for all students.
Standard 4: Evaluation and Data	School counselors collaboratively engage in a cycle of continuous improvement using data to identify needs, plan and implement programs, evaluate impact and adjust accordingly.
Standard 5: Leadership and Advocacy	School counselors lead school efforts and advocate for policies and practices that support an equitable, safe, inclusive and positive learning environment for all students.
Standard 6: Professional Responsibility, Knowledge and Growth	School counselors adhere to the ethical standards of the profession, engage in ongoing professional learning and refine their work through reflection.

Multitiered Systems of Support

School counselors enhance student academic, career and social/emotional development through the implementation of a school counseling program based on the ASCA National Model (2025). Through these programs, school counselors align with the school's MTSS by:

- providing all students with standards-based school counseling instruction to address universal academic, career and social/emotional development and analyzing academic, career and social/emotional development data to identify students who need support
- identifying and collaborating on research-based intervention strategies implemented by school staff
- evaluating academic and behavioral progress after interventions
- revising interventions as appropriate
- referring to school and community services as appropriate
- collaborating with administrators, teachers, other school professionals, community agencies and families in MTSS design and implementation
- advocating for equitable education for all students and working to remove systemic barriers

School counselors align their school counseling program with MTSS by providing direct and indirect student services including:

- Tier 1 interventions in the form of classroom instruction and schoolwide programming and initiatives
- Tier 2 interventions including small-group and individual counseling, consultation and collaboration with school personnel, families, and community stakeholders
- Tier 3 indirect student support services through consultation, collaboration, and facilitation of referrals

School counselors implement school counseling programs addressing the needs of all students. Guided by review of student data, school counselors deliver instruction, appraisal, and advisement to students in Tier 1 and 2 and collaborate with other specialist instructional support personnel, educators and families to provide appropriate instruction and learning supports for students in Tier 2 within the school's MTSS program. School counselors also work collaboratively with other educators to remove systemic barriers for all students and implement specific learning supports that assist in academic and behavioral success.

American School Counselor Association. (2025). *ASCA national model: A framework for school counseling programs* (5th ed.). Alexandria, VA: Author.

OHVA School Counseling Program Multitiered System of Support

OHVA School Counselors provide multitiered interventions to support all students in their social-emotional success. We work in collaboration with all school departments and with community agencies to ensure the whole child is successful in school and beyond.

Some ways the OHVA School Counseling program offers Tiered Interventions:

Tier 1 interventions: Kindergarten-12th grade monthly Counselor Corner classroom lessons and CharacterStrong PBIS curriculum taught Kindergarten-12th grade.

Tier 2 interventions: Support groups offered Kindergarten-12th grade based on student needs. Short-term individual counseling offered Kindergarten-12th grade. Facilitation of referrals to the OHVA Family Support Team made when the student and family need connected to local community agencies.

Tier 3 interventions: Crisis intervention provided Kindergarten-12th grade. Consultation, collaboration, and facilitation of referrals to the OHVA Family Resource Team and/or Syntero partnership when student needs a higher level of social-emotional support.

OHVA School Counseling Advisory Council

The sole purpose of the Advisory Council is to get feedback on the current School Counseling program, review program goals, make recommendations, and advocate for the School Counseling program.

An Advisory Council is a representative group of stakeholders selected to review and advise on the implementation of the school counseling program. The Council meets at least once a year and maintains an agenda and minutes for each meeting.

School Counseling Department Advisory Council members:

Head of School: Dr. Kris Stewart

Director of Academics: Kyle Wilkinson

OHVA Board Member: Patty Humbert

Administrators: Megan Daley, Sam Lathan, Debbie Wotring, Amy Borchert

Special Education: Christy Echevarria

Assistant Principals: Robin Harvey and Carla Deliman

Advisors: Ann Kozak

Accountability and Student Support Coordinator: Britni Chrisman

Parent: Cynthia Williams

Students: AH

Alumni: Susie Shoop

CTE Representative: Katie Hite

Teachers: Sarah Simon

Community member: Dr. Tim Conrad

Community member and Syntero Mental Health Counseling partnership: Susan Ortega

Family Resource Team member: Amber Stretar

OHVA School Counselors:

Courtney Leahy
Katie DiNardo
Stacy Alonzo
Tricia Bard
Tiffany Johnson-Mundy
Ruth Brown
Georgi Knowles
Emily Boarman
Carolyn Morgan
Shelby Hunter
Amanda Bryant
Kim Crozier
Cristina Foster
Robyn Hansen
Nate Herr
Sarah Bell
Katie Livingston

Amy Ballash
Kimberly Lisko
Kristen McCoy
Annie Moore
Amanda Oberhouse
Rachel Schneider
Courtney Spangler
Heather Syrett
Sara Taylor
Courtney Traut
Jennifer Yost
Jessica Logozzo
Kristin Pullman
Tiffany Schultz
Jennifer Patton
Katie Bryant



ASCA Student Standards: Mindsets & Behaviors for Student Success

K-12 College-, Career- and Life-Readiness Standards for Every Student

The ASCA Student Standards: Mindsets & Behaviors for Student Success describe the knowledge, attitudes and skills students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts.

ASCA Student Standards: Mindsets & Behaviors for Student Success K-12 College-, Career- and Life-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

- M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2.** Sense of acceptance, respect, support and inclusion for self and others in the school environment
- M 3.** Positive attitude toward work and learning
- M 4.** Self-confidence in ability to succeed
- M 5.** Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6.** Understanding that postsecondary education and life-long learning are necessary for long-term success

Category 2: Behavior Standards

School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:

Learning Strategies		Self-Management Skills	Social Skills
B-LS 1.	Critical-thinking skills to make informed decisions	B-SMS 1.	Responsibility for self and actions
B-LS 2.	Creative approach to learning, tasks and problem solving	B-SMS 2.	Self-discipline and self-control
B-LS 3.	Time-management, organizational and study skills	B-SMS 3.	Independent work
B-LS 4.	Self-motivation and self-direction for learning	B-SMS 4.	Delayed gratification for long-term rewards
B-LS 5.	Media and technology skills to enhance learning	B-SMS 5.	Perseverance to achieve long- and short-term goals
B-LS 6.	High-quality standards for tasks and activities	B-SMS 6.	Ability to identify and overcome barriers
B-LS 7.	Long- and short-term academic, career and social/emotional goals	B-SMS 7.	Effective coping skills
B-LS 8.	Engagement in challenging coursework	B-SMS 8.	Balance of school, home and community activities
B-LS 9.	Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	B-SMS 9.	Personal safety skills
B-LS 10.	Participation in enrichment and extracurricular activities	B-SMS 10.	Ability to manage transitions and adapt to change
		B-SS 1.	Effective oral and written communication skills and listening skills
		B-SS 2.	Positive, respectful and supportive relationships with students who are similar to and different from them
		B-SS 3.	Positive relationships with adults to support success
		B-SS 4.	Empathy
		B-SS 5.	Ethical decision-making and social responsibility
		B-SS 6.	Effective collaboration and cooperation skills
		B-SS 7.	Leadership and teamwork skills to work effectively in diverse groups
		B-SS 8.	Advocacy skills for self and others and ability to assert self, when necessary
		B-SS 9.	Social maturity and behaviors appropriate to the situation and environment
		B-SS 10.	Cultural awareness, sensitivity and responsiveness

Overview

The 36 ASCA Student Standards are broad standards that identify and describe the knowledge, attitudes and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the standards to assess student growth and development, create culturally sustaining strategies and activities and build a program that helps students achieve their highest potential. The ASCA Student Standards can be aligned with initiatives at the district, state and national levels to reflect local priorities.

To operationalize the standards, school counselors write or select measurable learning objectives that align with specific mindsets or behaviors, which become the foundation for classroom instruction, appraisal and advisement, and counseling activities addressing student developmental needs. The learning objectives directly reflect the school counseling program's vision, mission and goals, as well as the school's academic mission.

Research-Based Standards

The ASCA Student Standards are based on a review of research and college-, career- and life-readiness documents that identify strategies influencing student achievement and academic performance. The ASCA Student Standards are organized on the framework of noncognitive factors presented in the critical literature review "Teaching Adolescents to Become Learners," conducted by the University of Chicago Consortium on Chicago School Research (2012).

This literature review recognizes that content knowledge and academic skills are only part of the equation for student success. "School performance is a complex phenomenon, shaped by a wide variety of factors intrinsic to students and the external environment" (University of Chicago, 2012, p. 2). The ASCA Student Standards are based on the evidence of the importance of these factors.

All 36 standards can be applied to any of the three school counseling domains of academic, career and social/emotional development. The school counselor selects a domain and standard based on the needs of the school, classroom, small group or individual.

The standards are arranged within general categories of noncognitive factors related to academic performance as identified in the University of Chicago 2012 literature review. These categories synthesize the "vast array of research literature" (p. 8) on noncognitive factors including mindsets, learning strategies, self-management skills and social skills for success.

Category 1: Mindset Standards – Includes standards related to students' psycho-social attitudes or beliefs about themselves in relation to academic work. These make up the student's belief system as exhibited in behaviors.

Category 2: Behavior Standards – These standards include behaviors commonly associated with being a successful student. The behaviors are visible, outward signs that a student is engaged as well as putting forth effort to learn. The behaviors are grouped into three subcategories.

- a. **Learning Strategies:** Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.
- b. **Self-management Skills:** Continued focus on a goal despite obstacles and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures.
- c. **Social Skills:** Acceptable behaviors that improve social interactions, such as those among peers or between students and adults.

Grade-Level Learning Objectives

Grade-level learning objectives are specific, measurable expectations that students attain as they make progress toward the standards. As the school counseling program's vision, mission and annual student outcome goals are aligned with the school's academic mission, school counseling standards and learning objectives are also aligned with academic content standards at the state and district level.

Grade-level learning objectives are housed in the ASCA Student Standards database at www.schoolcounselor.org/learningobjectives. School counselors can search the database by keyword to quickly and easily identify learning objectives that will meet student developmental needs and align with specific ASCA Student Standards. The database also allows school counselors to contribute to the learning objectives by sharing other ways to meet or align with a specific standard.

Domains

The ASCA Student Standards can be applied to three broad domains: academic, career and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college-, career- and life-readiness for every student. The domain definitions are as follows:

Academic Development – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Career Development – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan.

Social/Emotional Development – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

Implementing the ASCA Student Standards

School counselors use the ASCA Student Standards to guide the development, delivery and assessment of the three direct student services as defined by the ASCA National Model: instruction, appraisal and advisement, and counseling. The standards help school counselors determine what student knowledge, attitudes and skills will be measured as they work to help all students become college-, career- and life-ready.

School counselors deliver the ASCA Student Standards to all pre-K–12 students in classrooms, groups or individual settings in a manner that is appropriate for the students' development level/age. School counselors review achievement, attendance and discipline data to guide the selection of specific mindsets and behaviors appropriate for the individual, group or grade level, as well learning objectives to operationalize the standards.

School counselors implement the ASCA Student Standards through the following steps.

1. *Identify need.*

School counselors identify a specific student challenge found in the school's student outcomes (achievement, attendance, discipline). Challenges could include:

- underperformance in achievement (standardized test scores, grades, credits earned)
- overrepresentation in discipline (offense categories, consequences)
- higher absenteeism (absences, late arrivals, early departures, chronically absent)

Specific developmental stages or differences may also serve as the basis for school counselor interventions. If the issue is related to underlying systemic issues, the school counselor advocates to change policies, guidelines and practices to address the systemic issues.

2. *Collect supplemental data.*

School counselors collect supplemental data, soliciting opinions, beliefs and insights from stakeholders who are directly involved with students experiencing the identified challenge. These stakeholders include but are not limited to parents, teachers, administrators and students.

3. *Select student standard.*

School counselors select a specific mindset or behavior that best aligns with the data and the factors suggested in the supplemental data.

4. *Write learning objectives aligned with the student standard.*

School counselors operationalize the selected mindset or behavior by selecting or writing a measurable student learning objective(s) that will help students attain the standard. The learning objective(s) identify the specific knowledge and/or skills students need to attain that stated standard.

5. *Create pre-/post-assessment.*

School counselors create a pre-/post-assessment based on the student learning objectives and selected student standard.

6. *Select or develop strategies.*

School counselors select or develop strategies, activities and/or interventions that facilitate attainment of the learning objectives.

7. *Administer pre-test.*

School counselors administer the pre-test to determine the baseline knowledge and skills of targeted students.

8. *Deliver selected or designed strategies.*

School counselors deliver the strategies, activities and/or interventions to targeted students.

9. *Administer post-test.*

School counselors administer the post-test, assessing the students' acquisition of the knowledge and skills.

10. *Reflect for improvement of practice.*

School counselors reflect on the process, identifying what might be improved when next delivered.

School counselors use the ASCA Student Standards to ensure equity and improve access for all students. While the standards are based on a review of research and other college-, career- and life-readiness documents that identify strategies influencing student achievement and academic performance, learning happens within the context of the school environment. Students learn best in environments that are accepting, respectful, supportive and inclusive, and students cannot attain these standards in an inequitable environment.

As part of the implementation of a school counseling program based on the ASCA National Model, school counselors shape ethical, equitable and inclusive school environments that help all students achieve and succeed. School counselors have an ethical responsibility to provide curriculum and activities that ensure equitable academic, career and social/emotional development opportunities for all students.

Implementing the ASCA Student Standards through the lens of equity and access is essential to improving outcomes for all students. Without careful and thoughtful implementation, standards such as these can reinforce the status quo, including gaps in achievement, opportunity and attainment, and disproportionate rates of discipline and suspension for students of color. School counselors are aware that factors such as educators' beliefs, mindsets and behaviors can also perpetuate inequitable learning environments. The ASCA Student Standards should be used to promote equity and access for all students and create a school culture free of bias and oppression.

When faced with data exposing inequitable student outcomes, school counselors address the issue in two ways:

- work to help students attain the ASCA Student Standards
- use their leadership, advocacy and collaboration skills to address underlying systemic issues and create systemic change in the school

This combination of direct and indirect student services facilitates systemic change and affects students' ability to attain the ASCA Student Standards. To deliver indirect student services, school counselors:

- Advocate for policies, practices and guidelines that dismantle bias and promote equity for all
- Lead efforts to challenge policies, procedures, practices, traditions, customs or other behaviors perpetuating intentional or unintentional biased behaviors and outcomes
- Serve on school/district committees focused on ending bias, including committees addressing academic content
- Advocate for learning materials and resources in all content areas that promote diversity and inclusion and address systemic barriers
- Recognize and respond to incidents of bias among staff and students
- Collaborate with families, educators, businesses and community organizations focused on promoting opportunity and ending disparity, bias and oppression
- Present workshops for parents/families on how to foster and support respectful student behaviors

Collecting Mindsets & Behaviors Data

Collecting meaningful Mindsets & Behaviors data relies on the development of effective measures. School counselors go beyond asking if participants enjoyed the activity or if they believed it was beneficial. Rather, school counselors ask questions around the key Mindsets & Behaviors data concepts:

knowledge, attitudes and skills. Answering these questions helps school counselors communicate how students are different as a result of the school counseling program.

Asking questions that are developmentally appropriate and will lead to meaningful results requires thoughtful consideration. The mindsets and behaviors selected for the intervention or activity not only provide the basis for content but also form a basis on which questions are developed. Brainstorming statements that begin with stems such as I believe..., I know... and I can... guide question development. Once several of those statements have been written, they can be reworded into prompts that become data measures for multiple mindsets and behaviors.

Simple, meaningful questions can be most helpful in creating a data story. Measurement is less time-consuming when the mindsets and behaviors measures are easy-to-administer, easy-to-score and easy-to-analyze. No more than three to five questions or prompts are needed for any one measure. Forcing that limitation maintains the concentrated focus of both the intervention and the measure. It ensures the least amount of time is spent completing and scoring the assessment.

The ASCA Student Standards: Helping Students Become College-, Career- and Life- Ready

All students have the right to access a school counseling program that prepares them for the future and promotes equity and access for all. The ASCA Student Standards serve as the foundation for school counselors' work in direct student services for all students and describe the knowledge, attitudes and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the ASCA Student Standards to assess student growth and development, create culturally sustaining strategies and activities, and build a program that helps students achieve their highest potential.

Citation Guide

When citing from this publication, use the following reference:

American School Counselor Association (2021). *ASCA Student Standards; Mindsets and Behaviors for Student Success*. Alexandria, VA: Author.

Resources Used in Development of ASCA Student Standards (2021)

The following documents were the primary resources that informed ASCA Student Standards.

Document	Organization	Description
ACT National Career Readiness Certificate	ACT	Offers a portable credential that demonstrates achievement and a certain level of workplace employability skills in applied mathematics, locating information and reading for information.
Building Blocks For Change: What it Means to be Career Ready	Career Readiness Partner Council	Defines what it means to be career-ready and highlights the outcome of collaborative efforts of the Career Readiness Partner Council to help inform policy and practice in states and communities.
Career and Technical Education Standards	National Board of Professional Teaching Standards	Defines the standards that lay the foundation for the Career and Technical Education Certificate.
Cross Disciplinary Proficiencies in the American Diploma Project	Achieve	Describes four cross disciplinary proficiencies that will enable high school graduates to meet new and unfamiliar tasks and challenges in college, the workplace and life.
Framework for 21st Century Learning	Partnership for 21st Century Skills	Describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies.
ISTE Standards for Students	International Society for Technology in Education	Describes the standards students need to be prepared to thrive in a constantly evolving technological landscape.
Social Justice Standards: A Framework for Anti-bias Education	Learning for Justice	Presents anchor standards and age-appropriate learning outcomes that allow educators to engage a range of anti-bias, multicultural and social justice issues.
Social and Emotional Learning Core Competencies	CASEL	Identifies five interrelated sets of cognitive, affective and behavioral competencies through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.
Teaching Adolescents to Become Learners: The Role of Non-Cognitive Factors in Shaping School Performance	The University of Chicago Consortium on Chicago School Research	Presents a critical literature review of the role of noncognitive factors in shaping school performance.
What is "Career Ready"?	ACTE	Defines what it means to be career-ready, involving three major skill areas: core academic skills, employability skills, and technical and job-specific skills.



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Classroom and Group

Mindsets & Behaviors Action Plan

The ASCA Student Standards: Mindsets & Behaviors for Student Success guide the planning and delivery of all student activities and interventions. The classroom and group Mindsets & Behaviors action plan provides an overview of the delivery of direct services in large group (LG), classroom (Class) and small-group (SG) settings. This plan presents the topics addressed, while the annual calendar presents the schedule of all classroom and groups activities.

Use the classroom and group Mindsets & Behaviors action plan to identify all ASCA Student Standards addressed through classroom and group activities. Although some activities address multiple standards, list the activity with the primary mindset or behavior addressed by the activity. It is not necessary to repeat activities with all standards addressed through that activity.

*****Reviewer Note: 7 Mindsets is a curriculum that has monthly, scaffolded K-12 lessons. It is the same theme each month for K-12 but the lesson is developmentally appropriate for that age so each grade level focuses on a different aspect of that theme and ASCA Mindset/Behavior. You will see this on the C&G Action plan. We were told to do this in a RAMP open office.**

School Name	Date Created	Most Recent Revision Date
Ohio Virtual Academy	8/01/2024	9/01/2025

Mindset Standards				
Mindset	Activity/Focus or Purpose	Participants	Class/LG	SG
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	-Counselor Corner- Healthy Choices	Grades 3-5	LG	
	*Student Moms - Healthy Relationships	Grades 9-12		SG
	-Counselor Corner- Avoiding the Summer Melt	Grades 3-5	LG	
	-Finding Your Path - Test Preparation/Text Anxiety	Grade 10	LG	
	-Good Choices Week Lesson	Grades K-2	LG	
	-Finding Your Path - Staying Healthy	Grade 12	LG	
	-Counselor Corner- Self Care	Grade 7	LG	
	*Social Skills - Treasure or Trash	Grade K		SG
	*Confident Me- Appearance Ideals	Grades 6-8		SG
	*Confident Me- Banishing Body Talk	Grades 6-8		SG
	*Mindful Approach- What is Anxiety (RAMP Small Group)	Grades 8		SG
	*Mindful Approach- Emotional and Physical Impact (RAMP Small Group)	Grades 8		SG
	*Mindfulness Group: What is Mindfulness and mindful breathing	Grade 3		SG
	*Worry Warriors - Introduction	Grade K		SG
	*Grief Group: What is Grief?	Grade 3		SG
	*Zones of Regulation - What are Zones of Regulation?	Grade 1		SG
	*Friendship Group - How to Build a Friendship	Grade 1		SG
	*Amazing Me! - Self-esteem Review	Grade 4		SG
	*Grief Group: Grief Review	Grade 4		SG
	*Mindfulness: What is Mindfulness	Grade 4		SG
	*Mindfulness: Mindfulness Review	Grade 4		SG
	*Resilience Group: Identifying my Emotions	Grade 5		SG
	*Mindfulness and Yoga Group: What is Mindfulness	Grade 5		SG
	*Mindfulness and Yoga Group: Mindfulness and the Brain	Grade 5		SG
	*Grief Group: Dealing with our Emotions	Grade 5		SG
	*Mindful Approach: Testing Focus-What is Anxiety?	Grades 6-8		SG

	*Mindful Approach: Testing Focus- Triggers and Physical Signs -Counselor Corner- My Signals, My Zones	Grades 6-8 Grade 1	LG	SG
M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment	* Art Break - Exploring Identity-Self Awareness -7 Mindsets- We Are Connected -7 Mindsets- 100% Accountable -Counselor Corner-Contributing to School and Community *GSA - Welcome-GSA "Defined" *GSA - Intersectionality -Counselor Corner- Bucket Filling -7 Mindsets - We Are Connected -Counselor Corner-Power of Words -7 Mindsets- We Are Connected *Mutt-i-Grees- Achieving Awareness: What's in a Name? *Friendship Group: Me as a Friend and Closing *Friendship Group - How to Start a Friendship *Amazing Me! What is self-esteem *Friendship group: Intro to Friendship Skills *Friendship group: Friendship Skills Review *Confidence Crew Group: Self Esteem and our Thoughts *Confidence Crew Group: Standing up for Others *Friendship Group: Friends and Control	Grades 9-12 Grades K-2 Grades K-2 Grades 3-5 Grades 9-12 Grades 9-12 Grade K Grades 9-12 Grade 8 Grades 6-8 Grades 6-8 Grade 3 Grade 1 Grade 4 Grade 4 Grade 4 Grade 5 Grade 5 Grade 5	LG LG LG LG LG LG LG LG LG LG LG LG LG LG LG LG LG LG LG LG	SG SG
M 3. Positive attitude toward work and learning	-7 Mindsets- Attitude of Gratitude -Finding Your Path - Growth Mindset -CTE Counselor Support Lesson - Work Ethic -7 Mindsets- 100% Accountable *Mutt-i-Grees- Achieving Awareness: Pawsitive Thinking *Resilience Group: Changing Negative Thoughts into Positive Thoughts *"Donut" Stress about the Test: Positive Self-Talk and Closing *Bounce Back (Resilience) -Positive Outlook *Zoom into Success: Healthy vs Unhealthy School Habits *Zoom into Success: School Success Skills Review *Mindfulness and Yoga Group: Gratitude *School Success Group: Learning from Mistakes	Grades K-2 Grade 10 Grades 9-12 Grades 6-8 Grades 6-8 Grade 3 Grade 3 Grade 2 Grade 4 Grade 4 Grade 4 Grade 5 Grade 5	LG LG LG LG LG LG LG LG LG LG LG LG LG	SG SG SG SG SG SG SG SG SG SG SG SG SG
M 4. Self-confidence in ability to succeed	-7 Mindsets- Everything is Possible -Think Positive (RAMP lesson) -7 Mindsets- Everything is Possible -Counselor Corner- Test Taking Tips and Worries *Student Moms - Building Confidence & Developing Grit *Art Beat - Self-Confidence -Finding Your Path - Holland Codes -Counselor Corner- Growth Mindset -Finding Your Path - Resume Writing/Interviewing -Counselor Corner- Growth Mindset -Finding Your Path - College and/or Career 101 -7 Mindsets - 100% Accountable *Confident Me- Media Messages *RISE Up Small Group-Professional Skills for on the Job *Self-Esteem Group: What is Self-Esteem? Our Stripes are Unique *Growth Mindset: Our Brains are like a Muscle *Hope and Resiliency: What is Resiliency *Resilience Group: Confidence and Self Esteem *School Success Group: Developing Independence and Developing a Plan * Confidence Crew Group: My Strengths and Accomplishments *Confidence Crew Group: Affirmations and "I am"	Grades K-2 Grade 2 Grades 3-5 Grades 3-5 Grades 9-12 Grades 9-12 Grade 9 Grade K Grade 10 Grade 2 Grade 11 Grades 9-12 Grades 6-8 Grade 12 IXL Grade 3 Grade 3 Grade 4 Grade 5 Grade 5 Grade 5 Grade 5	LG LG	SG SG

B-LS 1. Critical-thinking skills to make informed decisions	*Student Moms - Child Development -Finding Your Path - Perseverance and Goal Setting -Counselor Corner- Transcripts, GPA, and Credits -Holy Guac - What's In a Name, Junior Edition -CTE Counselor Support Lesson - Critical Thinking *Working Ahead- Metacognition *Success Skills - My Choices *Mindfulness - What is Mindfulness? *School Success Group: Activating your Brain	Grades 9-12 Grade 11 Grade 8 Grade 11 Grades 9-12 Grade 7 Grade 2 Grade 1 Grade 5	LG LG LG LG SG SG SG SG	SG SG SG SG SG SG SG SG
B-LS 2. Creative approach to learning, tasks and problem solving	-Counselor Corner- Test Anxiety -Counselor Corner- Assessment Anxiety -CTE Counselor Support Lesson - Creativity and Innovation *Working Ahead- Task Initiation *Resilience Group: Problem Solving *Success Skills - Identifying Distractions *School Success Group: Habits for Success	Grade K Grade 2 Grades 9-12 Grade 7 Grade 3 Grade 2 Grade 5	LG LG LG SG SG SG SG	SG SG SG SG SG SG SG
B-LS 3. Time-management, organizational and study skills	*Student Moms - Time Management-Why is it Important? -Counselor Corner- Organization and Study Skills -Finding Your Path - Transcripts and Earning Credits - Counselor Corner- Organization -Finding Your Path - Managing Time and Money -Counselor Corner- Study Skills -Credit Recovery Overview and Tips for Success Lesson -ACT & SAT Information Lesson *Working Ahead: Time Management *Success Skills - Executive Functioning Skills *Success Skills - Organization *School Success Skills - Organization *Zoom into Success: Time Management *Zoom into Success: Organization *School Success Group: What is Executive Function? *School Success Group: Meeting Deadlines *School Success Group: Organization *School Success Group: Study Strategies and Time Management	Grades 9-12 Grades 3-5 Grade 9 Grade K Grade 12 Grade 6 Grades 9-12 Grades 9-12 Grade 7 Grade 2 Grade 2 Grade 1 Grade 4 Grade 4 Grade 5 Grade 5 Grade 5 Grade 5	LG LG LG LG LG LG LG SG SG SG SG SG SG SG SG SG SG	SG SG SG SG SG SG SG SG SG SG SG SG SG SG SG SG SG SG
B-LS 4. Self-motivation and self-direction to learning	-7 Mindsets- Passion First -7 Mindsets- 100% Accountable -7 Mindsets- Passion First -Counselor Corner- Focus -Counselor Corner- School Motivation -Counselor Corner- Transitioning to High School with Confidence *Working Ahead- Procrastination *Mindfulness - Mindfulness Plan *School Success Skills - Motivation *Mindfulness - Why Mindfulness Matters *Mindfulness - Noticing my Surroundings *Growth Mindset Group: The Brain is a Muscle	Grades K-2 Grades 3-5 Grades 3-5 Grade K Grade 1 Grade 8 Grade 7 Grade K Grade 1 Grade 1 Grade 1 Grade 5	LG LG LG LG LG LG SG SG SG SG SG SG	SG SG SG SG SG SG SG SG SG SG SG SG
B-LS 5. Media and technology skills to enhance learning	-Digital Responsibility Lessons -Understanding the Impacts of AI	Grades 6-12 Grades 6-8	LG LG	SG SG
B-LS 6. High-quality standards for tasks and activities	*Mutt-i-Grees-Cultivating Cooperation: Think Big, Start Small	Grades 6-8	LG	SG

B-SMS 2. Self-discipline and self-control	*Student Moms - Mindfulness-Finding the Whimsical in Each Day -Counselor Corner- What is Regulation? -Counselor Corner- Mindfulness Lesson *Self-Control - What is Self-Control *Self-Control - Just Right Voice Volume *Worry Warriors - Progressive Muscle Relaxation *Mindfulness - Noticing Feelings and Surroundings *Zones of Regulation - What are Zones? *Worry Warriors - Thought Checking *School Success Skills - Self Control *Social Skills - Manners *Mindfulness - Noticing my Feelings *Zones of Regulation - Red Zone *Friendship group: Being a good sport *Mindfulness: Why Mindfulness Matters *Mindfulness: Noticing My Surroundings	Grades 9-12 Grade 2 Grade 1 Grade K Grade K Grade K Grade K Grade 2 Grade 2 Grade 1 Grade 1 Grade 1 Grade 1 Grade 1 Grade 4 Grade 4 Grade 4	LG LG	SG SG SG SG SG SG SG SG SG SG SG SG SG SG SG SG SG
B-SMS 3. Independent work	-Counselor Corner- Zones Check In	Grade 2	LG	
B-SMS 4. Delayed gratification for long-term rewards	-7 Mindsets - Attitude of Gratitude -7 Mindsets- Attitude of Gratitude *Bounce Back (Resilience) - Aspirations *Friendship group: Resolving Conflict and Showing Empathy	Grades 9-12 Grades 6-8 Grade 2 Grade 4	LG LG	SG SG
B-SMS 5. Perseverance to achieve long- and short-term goals	*Student Moms - SMART Goal Setting -Counselor Corner- Setting Goals -7 Mindsets - Everything is Possible -Counselor Corner- SMART Goals and Growth Mindset -Holy Guac - Two-Year and Associate Programs *School Success Skills - Goal Setting *Growth Mindset Group: Grit *Growth Mindset Group: Goal Setting and Closing *Resilience Group: Grit and Perseverance *Growth Mindset Group: Mistakes and Perseverance *Growth Mindset Group: Grit and Power of Yet	Grades 9-12 Grades 3-5 Grades 9-12 Grade 6 Grade 12 Grade 1 Grade 3 Grade 3 Grade 5 Grade 5 Grade 5	LG LG LG LG	SG SG SG SG SG SG SG SG SG SG
B-SMS 6. Ability to identify and overcome barriers	*Student Moms - Helpful Resources for Moms -Finding Your Path - Performance, Perfectionism, & Test Anxiety -Holy Guac - First Generation College Students *Zones of Regulation - Introducing the Zones of Regulation *Beating the Holiday Blues- What are they? -7 Mindsets- Everything Is Possible *Mindfulness - What is Mindfulness? *Bounce Back (Resilience) - I am Resilient *Zones of Regulation - The Zones Pathway *Worry Warriors - Understanding Worry *Worry Warriors - Worry Monsters *School Success Skills - Positive Thinking *Zones of Regulation - Zones Plan *Growth Mindset Group: Mistakes and Challenges *Grief Group: What is Grief *Resilience Group: What is Resilience *Grief Group: What is Grief	Grades 9-12 Grade 11 Grade 12 Grade K Grades 6-8 Grades 6-8 Grade K Grade 2 Grade 2 Grade 2 Grade 2 Grade 1 Grade 1 Grade 3 Grade 4 Grade 5 Grade 5	LG LG LG	SG SG SG SG SG SG SG SG SG SG SG SG SG SG SG SG SG
B-SMS 7. Effective coping skills	*Student Moms - Healthy Coping Skills-Try Them Out *Student Moms - Combating the Winter Blues-Coping Skills *Student Moms - Laughter-The Best Medicine-Coping Skills	Grades 9-12 Grades 9-12 Grades 9-12		SG SG SG

B-SMS 9. Personal safety skills	-Erika's Lighthouse Suicide Prevention Lessons *GSA - Staying Safe as an LGBTQIA Person -Digital Citizenship Lesson -Personal Safety Lesson Series -Counselor Corner- Summer Safety -Substance Abuse Prevention and Healthy Choices Lesson *Self-Control - Self-Control Safety Rules	Grades 6-12 Grades 9-12 Grades 3-5 Grades K-2 Grade 1 Grades 6-12 Grade K	LG LG LG LG LG	SG SG
B-SMS 10. Ability to manage transitions and adapt to change	-Counselor Corner- Transition to Middle School -Finding Your Path - Building Supports for Adulthood -Counselor Corner- AIMS Test Prep Lesson -Counselor Corner- Preparing for 7th Grade Lesson -Counselor Corner-Finishing 7th Grade Strong *Self-Control - Expressing Needs *Mindful Approach-The Best Version of You (RAMP Small Group) *Grief Group: The Stages of Grief *Zones of Regulation - Stop, Opt & Go *Hope and Resiliency: Resiliency Review *Grief Group: Grief Stages and Body Reactions *Zoom into Success: Flexible/Growth Mindset *Grief Group: Stages of Grief and Myths and Truths	Grade 5 Grade 12 Grade 1 Grade 6 Grade 7 Grade K Grade 8 Grade 3 Grade 2 Grade 4 Grade 4 Grade 4 Grade 5	LG LG LG LG LG LG LG LG LG LG LG LG	SG SG SG SG SG SG SG SG SG SG SG SG
Social Skills	Activity/Focus or Purpose	Participants	Class/LG	SG
B-SS 1. Effective oral and written communication skills and listening skills	-7 Mindsets- Attitude of Gratitude -Counselor Corner- Active Listening -Finding Your Path - You've Got the Skillz (Soft vs Technical Skills) -CTE Counselor Support Lesson - Communication Skills *Mutt-i-Grees- Finding Feelings: Putting Feeling into Words *Resilience Group: Identifying and Expression Feelings *Friendship Group: Friendship Communication *Social Skills - Keys to Conflict *Friendship group: Communication and listening skills *Grief Group Courage and Remembering our Loved Ones	Grades 3-5 Grades 3-5 Grade 11 Grades 9-12 Grades 6-8 Grade 3 Grade 3 Grade 1 Grade 4 Grade 5	LG LG LG LG LG LG LG LG LG LG	SG SG SG SG SG SG SG SG SG SG
B-SS 2. Positive, respectful and supportive relationships with other students who are similar to and different from them	*Student Moms - Healthy Relationships-Being a Good Friend *GSA - Asexuality Awareness *Student Moms - Kick Off Lesson *GSA - Trans Awareness - Healthy Relationships Lesson -Counselor Corner- Friendship Lesson -Counselor Corner- Social Skills and Healthy Relationships -Counselor Corner- Parentines- Making Friends -Bullying Prevention Lesson -CTE Counselor Support Lesson - Global/Intercultural Fluency -Healthy Relationships Lesson Series *Social Skills - Build a Friend *Confident Me-Confronting Comparisons -7 Mindsets- Live to Give *Mutt-I-Grees- Encouraging Empathy: Different Points of View *Resilience Group: Getting to know you *Resilience Group: Review and Closing *"Donut" Stress about the Test Group: Introduction *Mindfulness Group: Introduction and Get to Know You *Worry Warriors - What is Worry? *Grief Group: Introduction and Get to Know you *Friendship Group: What is Friendship? Qualities of a Friend	Grades 9-12 Grades 9-12 Grades 9-12 Grades 9-12 Grades 3-5 Grade 1 Grade 6 Grade 7 Grades 6-12 Grades 9-12 Grades 7-12 Grade K Grades 6-8 Grades 6-8 Grades 6-8 Grade 3 Grade 3 Grade 3 Grade 3 Grade 3 Grade K Grade 3 Grade 3	LG LG	SG SG

	*Friendships - How to Make a Friend *School Success Skills - What are School Success Skills? *Social Skills - What are Social Skills? *Social Skills - Friendship *Friendship Group - Social Time Part 1, 2, 3 *Self-Esteem Group: Introduction and Get to Know You *Growth Mindset Group: Introduction and Get to Know You *Friendship Group: Friends vs. Frenemies *Friendship Group: Friend Feud game *Friendship Group: Introduction and Get to Know You - 7 Mindsets - Live to Give *Friendship Group- Respectful Friendship Lesson	Grade 2 Grade 1 Grade 1 Grade 1 Grade 1 Grade 3 Grade 3 Grade 5 Grade 5 Grade 3 Grades K-2 Grade 5	LG	SG SG SG SG SG SG SG SG SG SG SG
B-SS 3. Positive relationships with adults that support success	*Resilience Group: Support Systems *Bounce Back (Resilience) -Support Circle *Worry Warriors - Supportive People *School Success Group: Extra Help Lesson	Grade 3 Grade 2 Grade K Grade 5		SG SG SG SG
B-SS 4. Empathy	-7 Mindsets- Live to Give -Counselor Corner- Recognizing Others' Feelings and Empathy -Counselor Corners- Empathy Lesson *Social Skills - Empathy *Beating the Holiday Blues-How to Help Others *Mutt-i-Grees: Encouraging Empathy: How do they feel? *Friendship Group: How Friends Treat Each Other *Friendships - Friendship Soup *Social Skills - Empathy *Confidence Crew Group: How I view myself; How I view others	Grades 3-5 Grades 3-5 Grades 1 Grade K Grades 6-8 Grades 6-8 Grade 3 Grade 2 Grade 1 Grade 5	LG LG LG	SG SG SG SG SG SG SG SG SG
B-SS 5. Ethical decision-making and social responsibility	* GSA - How Does Current Legislation Affect You	Grades 9-12		SG
B-SS 6. Effective collaboration and cooperation skills	-7 Mindsets- We are Connected *Art Break - Collaboration-The Power of Teamwork -Counselor Corner- Responding to Conflict *Social Skills - What Are Social Skills *Mutt-i-Grees- Cultivating Cooperation: We Can Do This! *Friendships – Welcome and Choosing Friends *Friendships - Friendly and Unfriendly Behavior *Zones of Regulation - Green Zone *Friendship Group: Lollipop friends	Grades 3-5 Grades 9-12 Grades 3-5 Grade K Grades 6-8 Grade 2 Grade 2 Grade 1 Grade 5	LG LG	SG SG SG SG SG SG SG SG
B-SS 7. Leadership and teamwork skills to work effectively in diverse groups	*GSA - Surviving the Holidays -CTE Counselor Support Lesson - Leadership *Friendships - Solving Conflicts	Grades 9-12 Grades 9-12 Grade 2	LG	SG SG
B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary	*GSA - Pride Celebration/Facts -Counselor Corner- Asking for Help *Student Moms - Parenting Skills -Finding Your Path - Toxic Relationships Lesson -7 Mindsets - Live to Give *Zones of Regulation - Identifying My Feelings *Confident Me- Be the Change	Grades 9-12 Grades 3-5 Grades 9-12 Grade 9 Grades 9-12 Grade K Grades 6-8	LG LG LG	SG SG SG SG

	*Mutt-i-Grees- Finding Feelings: Yes, We Care! *Mindfulness - Effective Techniques *Bounce Back (Resilience) -Effective Communication *Friendship Group: Conflict in Friendship and Friendship Repair *Self-Esteem Group: Being Assertive *Confidence Crew Group: What is Self Esteem	Grades 6-8 Grade K Grade 2 Grade 3 Grade 3 Grade 5		SG SG SG SG SG SG
B-SS 9. Social maturity and behaviors appropriate to the situation and environment	-Finding Your Path - Your Future Awaits, the "BIG" Summer -Finding Your Path - Relationships and Peer Pressure *Social Skills - Manners *Zones of Regulation - All zones Are Okay *Working Ahead-Group Introduction and Norms *Zones of Regulation - Building a Toolbox *Friendships - Conversation Skills *Mindfulness - My Mindfulness Plan *Mindfulness: Noticing My Feelings	Grade 11 Grade 12 Grade K Grade K Grade 7 Grade 2 Grade 2 Grade 1 Grade 4	LG LG	SG SG SG SG SG SG SG
B-SS 10. Cultural awareness, sensitivity and responsiveness	-Counselor Corner- Showing Sensitivity to Others *GSA - Coming Out Day *Confident Me-Challenging Appearance Discrimination	Grades 3-5 Grades 9-12 Grades 6-8	LG	SG SG

OHVA School Counselor Evaluations and Program Data

School counselors are evaluated yearly using the Ohio School Counselor Evaluation System. This process requires counselors to complete a Self-Assessment (which remains confidential), a Professional Growth Plan, and an Evaluation Rubric. In addition, there are formal and informal evaluations conducted by the principal. One of four possible ratings are then given which determines the frequency of evaluations and how Professional Growth Plans are developed.

- Accomplished – evaluated every 3 years and will develop a Professional Growth Plan on their own
- Skilled – evaluated every 2 years and will develop a Professional Growth Plan with their evaluator
- Developing – evaluated every year and will develop a Professional Growth Plan with their evaluator
- Ineffective – evaluated every year and must develop an Improvement Plan with their evaluator

In addition to the OSCES evaluation process, school counselors complete the attached Annual Administrative Conference template to direct conversation with the principal and provide data to support the work the school counselor is doing. Part of this form requires counselors to complete use of time calendars twice each year which show their percentage of time spent in direct and indirect services to their students as well as time spent in program planning and duties that fall outside of a school counselor's training. Ideally, school counselors are spending 80% of their time in direct and indirect services to students with the remaining 20% of their time is spent in program planning and non-school counselor duties.

Both evaluation processes require the SC to develop at least two goals for the school year. One of these goals must be a metric goal tied with student outcomes. Counselors may also include a department-wide or grade band-wide student outcome goal on the Annual Administrative Conference template.

Examples of goals are as follows:

- Course passing rates
- Pre- and Post-lesson/small group data
- Attendance
- Counselor referrals
- Graduation rate
- Grade Point Average
- State test scores
- MAP test scores
- AIM test scores
- High school credits earned
- FAFSA completion rates

See Appendix for:

- Professional Growth Plan (Ohio)
- Self-Assessment (Ohio)
- Evaluation Rubric (Ohio)
- Final Summative Rating (Ohio)
- Annual Administrative Conference (ASCA)

Professional Growth Plan

On an annual basis, a school counselor will develop two goals for professional growth and development; one in relation to the six standard areas, and the second in relation to the Metric of Student Outcomes area. Professional development should be individualized to meet the needs of the school counselor and specifically relate to the identified areas of refinement as identified in the school counselor's evaluation. The development of the plan can be informed by self-assessment, previous evaluation results, or other relevant data that will assist the school counselor in setting appropriate goals for professional growth. The evaluator should recommend professional development opportunities and support the school counselor by providing resources (e.g., time, financial).

School Counselor Name: _____ Evaluator Name: _____ ☐ Self-Directed ☐ Collaborative

Goal One	<i>Choose the Standard(s) aligned to the goal. These are addressed by the evaluator as appropriate for this school counselor.</i>			
	☐ Comprehensive School Counseling Program Plan		☐ Evaluation and Data	
	☐ Direct Services for Academic, Career, and Social/Emotional Development		☐ Leadership and Advocacy	
	☐ Indirect Services		☐ Professional Responsibility, Knowledge & Growth	
	Goal Statement Demonstrating Performance on Standards	Action Steps & Resources to Achieve Goal	Evidence Indicators	Dates Discussed

Goal Two	<i>Choose the domain(s) aligned to the Metric of Student Outcomes goal.</i>			
	☐ Academic ☐ College/Career ☐ Social/Emotional			
	Goal Statement Demonstrating Ability to Produce Positive Student Outcomes	Action Steps & Resources to Achieve Goal	Evidence Indicators	Dates Discussed

Comments:

School Counselor: _____ Evaluator: _____ Date: _____

Self-Assessment Summary Tool

The *Ohio Standards for School Counselors* define expectations for Ohio's school counselors based on what is known about the skills and practices of effective school counselors. The standards can be used as a guide for school counselors as they self-assess their professional effectiveness to identify their strengths and areas for additional professional growth.

One way for school counselors to self-assess is to respond to focused, guiding questions related to effective practices. This self-assessment tool offers both essential questions and statements for response.

The school counselor should consider each of the statements below and choose the response that most accurately represents performance.

Standard One Essential Question(s): Have I engaged in collaborative planning within my school for a comprehensive school counseling program plan?

I possess the knowledge and skills to design a comprehensive and proactive school counseling program.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
I collaborate to design the school counseling program.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I take leadership in identifying resources for the school counseling program.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
The school counseling program aligns with the school's goals and mission.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely

Standard Two Essential Question(s): Do I effectively provide direct services to meet the academic, college/career and social/emotional development needs of my students?

Curriculum Development: I possess the knowledge and skills to develop an effective school counseling core curriculum.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
<u>Individual Student Planning</u> : I work directly with students to support their academic progress and goals.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
Individual Student Planning: I work directly with students to develop their college and career-related knowledge, skills and pathways.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
<u>Individual Student Planning</u> : I work directly with students to support their social/emotional development, skills and mindsets.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
<u>Responsive Services</u> : I develop appropriate interventions for students as needed.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard Three Essential Question(s): Do I effectively make connections, build partnerships, consult and seek solutions, and provide referrals to meet my students' academic, career/college and social/emotional development needs?

I partner with school personnel and parents/guardians to achieve common goals for student success.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I coordinate school and community resources and provide referrals as needed to support students and promote their success.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard Four Essential Question(s): Do I use data to plan, implement and continually improve my practice?

I monitor student performance and progress.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
I monitor the effectiveness of the school counseling program.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use data to recommend changes and adjustments to the comprehensive school counseling program, specific practices and/or school policies and procedures to foster student success.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard Five Essential Question(s): Do I effectively advocate on behalf of students and the role of the school counseling program in creating a positive environment and meeting the needs of the whole child?

I serve as a leader.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I foster a school environment that is inclusive of, responsive to, and safe for its diverse members.	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
I advocate on behalf of students.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I advocate for my profession and the role that school counselors play in fostering student success and well-being.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard Six Essential Question(s): Do I demonstrate professionalism, model ethics and seek continuous professional learning?

I seek ongoing, relevant and high-quality professional learning and growth.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I adhere to ethical standards and legal and professional codes.	0 N/A	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I demonstrate professionalism in my field	0 N/A	1 Not at all	2 Partially	3 Somewhat	4 Almost Fully	5 Completely

School Counselor Evaluation Rubric

The ***School Counselor Evaluation Rubric*** is intended to be scored holistically. This means the evaluator will assess which level provides the best *overall* description of the school counselor. The evaluator is to consider evidence gathered during the pre-observation conference, the observation, the post-observation conference, and informal observations of school counselor activities (if applicable) when completing the rubric.

Standard One: Comprehensive School Counseling Program Plan – School counselors collaboratively envision a plan for a comprehensive school counseling program that is developmental, preventative, responsive and in alignment with the school’s goals and mission.				
	Ineffective	Developing	Skilled	Accomplished
	The school counselor cannot articulate components of a comprehensive school counseling program.	The school counselor articulates all components of a comprehensive school counseling program.	The school counselor articulates all components of a comprehensive school counseling program, reflects on future program needs and works to design a plan of implementation.	The school counselor implements all components of a comprehensive school counseling program and frequently reflects on future program development.
	The school counselor does not collaborate with key stakeholders to set the goals, priorities and implementation strategies when a comprehensive school counseling program is being designed.	The school counselor collaborates with key stakeholders on a limited basis to set goals, priorities and implementation strategies that partially align to the school’s goals and mission when a comprehensive school counseling program is being designed.	The school counselor collaborates with key stakeholders to set the goals, priorities and implementation strategies that align to the school’s goals and mission when a comprehensive school counseling program is being designed.	The school counselor collaborates with key stakeholders to set the goals, priorities and implementation strategies that align to the school’s goals and mission when a comprehensive school counseling program is being designed and suggests enhancements and adjustments for program based on needs and results.
	The school counselor identifies no resources to implement the program.	The school counselor identifies resources needed to partially implement the program.	The school counselor identifies resources to fully implement the program.	The school counselor utilizes resources to fully implement the program from an innovative or diverse set of partners.
Evidence				

Standard Two: Direct Services for Academic, Career and Social/Emotional Development – School counselors develop a curriculum, offer individual student planning and deliver responsive services to assist students in developing and applying knowledge, skills and mindsets for academic, career and social/emotional development.

	Ineffective	Developing	Skilled	Accomplished
	The school counselor lacks knowledge of academic program and/or does not deliver counseling, activities, and/or experiences that support students' academic progress and goals.	The school counselor uses knowledge of the academic program to plan and deliver counseling, activities and/or experiences that support students' academic progress and goals.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to support students' academic progress and goals and makes adjustments as needed.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences in collaboration with stakeholders to support students' academic progress and goals and makes adjustments as needed.
	The school counselor does not deliver developmentally appropriate counseling, activities, and/or experiences that build students' awareness of Ohio-specific college, career and education options and resources.	The school counselor inconsistently or ineffectively provides developmentally appropriate counseling, activities and/or experiences that build students' awareness of Ohio-specific college, career and education options and resources.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to support students' awareness of Ohio-specific college, career and education options and resources and makes adjustments as needed.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences to enhance students' and parents/guardians' awareness of Ohio-specific college, career and education options and resources and makes adjustments as needed.
	The school counselor does not deliver counseling, activities and/or experiences that promote student well-being.	The school counselor attempts to deliver counseling, activities and/or experiences that promote student well-being with limited success.	The school counselor consistently delivers counseling, activities, and/or experiences that promote students' social/emotional development and well-being.	The school counselor plans and delivers effective comprehensive counseling, activities and/or experiences in collaboration with stakeholders to promote students' social-emotional development and well-being and makes adjustments as needed.
Evidence				

Standard Three: Indirect Services: Partnerships and Referrals – School counselors collaborate and consult with school personnel, parents/guardians, community partners and agencies/organizations to coordinate support for all students.

	Ineffective	Developing	Skilled	Accomplished
	The school counselor provides no information to parents/guardians and school personnel for students' academic, career and social-emotional development.	The school counselor provides relevant information upon request to parents/guardians and school personnel for students' academic, career and social-emotional development.	The school counselor provides relevant information on a regular basis through collaboration with parents/guardians and school personnel for students' academic, career and social-emotional development.	The school counselor provides relevant information on a regular basis and initiates collaboration with parents/guardians and school personnel for students' academic, career and social-emotional development.
	The school counselor does not coordinate school and community resources to support students and promote their success.	The school counselor attempts to coordinate school and community resources to support students and promote their success, but has limited success.	The school counselor coordinates school and community resources to support students and promote their success.	The school counselor coordinates school and community resources, and positively influences the types of services the partners provide to support students and promote their success.
	The school counselor does not make referrals on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services.	The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services only upon request.	The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services.	The school counselor makes referrals and connections on behalf of students to parents/guardians or school personnel to appropriate mentors, professionals, agencies and services and follows up within the guidelines of confidentiality when appropriate.
Evidence				

Standard Four: Evaluation and Data – School counselors collaboratively engage in a cycle of continuous improvement using data to identify needs, plan and implement programs, evaluate impact and adjust accordingly.

	Ineffective	Developing	Skilled	Accomplished
	The school counselor does not monitor student performance and progress.	The school counselor does limited monitoring of individual and group student performance and progress data to identify gaps and develops some appropriate interventions to enhance or improve student success.	The school counselor monitors individual and group student performance and progress data to identify gaps and develops appropriate interventions to enhance or improve student success.	The school counselor monitors individual and group student performance and progress data to identify gaps and develops appropriate interventions to enhance or improve student success, and fosters student self-monitoring.
	The school counselor does not monitor effectiveness of the program.	The school counselor uses some data with minimal effectiveness to conduct program monitoring, assesses implementation and effectiveness, and makes adjustments for program improvement accordingly.	The school counselor effectively uses data to conduct program monitoring, assesses implementation and effectiveness, and makes adjustments for program improvement accordingly.	The school counselor uses comprehensive data to conduct regular program monitoring, assesses implementation and effectiveness, and collaborates with stakeholders to make adjustments for program improvement accordingly.
Evidence				

Standard Five: Leadership and Advocacy – School Counselors lead school efforts and advocate for policies and practices that support an equitable, safe, inclusive and positive learning environment for all students.

Ineffective	Developing	Skilled	Accomplished
The school counselor does not attempt to establish professional relationships within the school through communication, teamwork and collaboration.	The school counselor attempts to establish professional relationships within the school through communication, teamwork and collaboration with limited success.	The school counselor establishes and maintains professional relationships within and outside of the school through communication, teamwork and collaboration.	The school counselor establishes and strengthens strategic professional relationships within and outside of the school through communication, teamwork and collaboration.
The school counselor does not advocate for nor responds to the needs of diverse populations.	The school counselor attempts to respond to the needs of diverse populations and has demonstrated progress in promoting an inclusive, responsive and safe school environment for its diverse members.	The school counselor effectively advocates for and responds to the needs of diverse populations, resulting in a positive impact on practices that promotes an inclusive, responsive and safe school environment for its diverse members.	The school counselor effectively advocates for practices within and outside of the school community and proactively addresses the changing needs of diverse populations resulting in a positive impact that promotes an inclusive, responsive and safe school environment for its diverse members.
The school counselor is unable to identify community, environmental and institutional factors that enhance or impede development and does not advocate for equity of opportunity for all students.	The school counselor identifies community, environmental and institutional factors that enhance or impede development but does not advocate for equity of opportunity for all students.	The school counselor identifies community, environmental and institutional factors that enhance or impede development and advocates for equity of opportunity for all students.	The school counselor identifies community, environmental and institutional factors that enhance or impede development and collaborates with stakeholders to advocate for programs, policies and practices that ensure equity of opportunity for all students.
The school counselor does not promote the program or the role of the school counselor in achieving the school's mission and student success.	The school counselor occasionally promotes the program and is beginning to articulate the role of the school counselor in achieving the school's mission and student success.	The school counselor effectively and consistently promotes the program and articulates the role of the school counselor in achieving the school's mission and student success.	The school counselor effectively and consistently promotes the program and articulates the role of the school counselor in achieving the school's mission and student success, and contributes to the advancement of the school counseling profession.

Evidence				
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Standard Six: Professional Responsibility, Knowledge and Growth – School Counselors adhere to the ethical standards of the profession, engage in ongoing professional learning and refine their work through reflective analysis.				
	Ineffective	Developing	Skilled	Accomplished
	The school counselor does not adhere to the American School Counselor Association and other relevant ethical standards for school counselors nor the relevant federal, state and local codes and policies.	The school counselor has limited adherence to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies.	The school counselor adheres to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies.	The school counselor adheres to American School Counselor Association and other relevant ethical standards for school counselors and all relevant federal, state and local codes and policies. The counselor also helps colleagues access and interpret codes and policies and understand implications.
	The school counselor does not engage in self-reflection of practice, review data to set goals for improvement or participate in professional learning.	The school counselor engages in limited self-reflection of practice, reviews minimal data ineffectively to set goals for improvement and participates in professional learning to meet some goals, enhance skills and stay current on professional issues.	The school counselor engages in thoughtful self-reflection of practice, reviews data to set goals for improvement and participates in professional learning to meet goals, enhance skills and stay current on professional issues.	The school counselor engages in thoughtful and ongoing self-reflection of practice; consistently reviews data to set and monitor goals for improvement; and participates in professional learning to meet goals, enhance skills and stay current on professional issues, educating others on learnings when appropriate.
	The school counselor does not attend professional meetings nor belong to organizations at the local, state or national level.	The school counselor attends professional meetings and/or belongs to organizations at the local, state or national level.	The school counselor actively participates in both professional meetings and organizations at the local, state or national levels.	The school counselor coordinates, facilitates and/or provides leadership in professional meetings and organizations at the local, state or national level.
Evidence				

Metric(s) of Student Outcomes – School counselors demonstrate an ability to produce positive student outcomes using pre-determined metrics.				
	Ineffective	Developing	Skilled	Accomplished
	The school counselor does not collect data nor demonstrate a positive change in students' knowledge, behavior or skills.	The school counselor collects data but cannot demonstrate a positive change in students' knowledge, behavior or skills.	The school counselor clearly demonstrates a positive change in students' knowledge, behavior or skills within at least one student domain.	The school counselor clearly demonstrates a positive change in students' knowledge, behavior or skills within three student domains.
Evidence				

Final Summative Rating of School Counselor Effectiveness

Once you determine a rating for each of the rubric areas, based on the available evidence from multiple interactions, look at the larger picture of performance across all areas of the rubric. Although all areas are important for effective school counseling practice, you may find it appropriate to more strongly weight patterns of behavior in one area over another. The key point is that the evaluator should consider no one area in isolation, but should analyze each in relation to all other areas of performance. Determine which of the four performance levels is most appropriate for the school counselor based on this holistic process.

Rubric Areas	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED
Standard 1: Comprehensive School Counseling Program Plan				
Standard 2: Direct Services for Academic, Career and Social/Emotional Development				
Standard 3: Indirect Services: Partnerships and Referrals				
Standard 4: Evaluation and Data				
Standard 5: Leadership and Advocacy				
Standard 6: Professional Responsibility, Knowledge and Growth				
Metrics of Student Outcomes				
<i>Area of reinforcement:</i>		<i>Area of refinement:</i>		
Final Summative (Overall) Rating	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED

☐

Check here if Improvement Plan has been recommended.

School Counselor Signature _____

Date _____

Evaluator Signature _____

Date _____



Annual Administrative Conference (ASCA)

School Counselor _____ School Year _____

After completing the school data summary, I have identified the following data priorities:

Based on these data priorities, I will address the following goals as listed in the annual student outcome goal plan templates:

Annual Student Outcome Goals	
1	
2	

School Counselor Use of Time			
A minimum of 80% of time is recommended for direct and indirect student services and 20% or less in program planning and school support.			
Use of Time from Previous School Year <i>Based on two use-of-time 5-day calculators from previous school year (attached)</i>			
Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-School-Counseling Duties
%	%	%	%
Use-of-Time Plan for Current School Year <i>Indicate your planned time allocations for this school year</i>			
Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-Counseling Duties
%	%	%	%

Ratio and Caseload

The American School Counselor Association recommended ratio is one school counselor per 250 students.

Ratio	One School Counselor	Per	_____	Students
Caseload defined by:	☐	Alpha Assigned:	Last names beginning with: _____ to _____	
	☐	Grade Level:	Students in grades: _____	
	☐	All Students in Building		
	☐	Other: _____		

Program Implementation Plan to Address Priorities

Attach the following documents for review and discussion during the conference:

- Classroom and Group Mindsets & Behaviors Action Plan
- Closing-the-Gap Action Plan
- Annual Calendar

Advisory Council

The school counseling advisory council will meet to provide feedback and input on the school counseling program.

Fall Meeting Date:	
Spring Meeting Date:	
Proposed Members: (names and stakeholder position)	

Professional Development

I plan to participate in the following professional development based on annual student outcome goals and my School Counselor Professional Standards & Competencies self-assessment.

Date(s)	Topic	Cost

School and District Committees and Professional Work		
Group	Time Commitment	School Counselor's Role

Budget Materials and Supplies

Materials and
supplies needed:

Annual budget: \$ _____

School Counselor Availability/Office Organization

The school counseling office will be open for students/parents/teachers
from _____ to _____

My hours will be from _____ to _____ (if flexible scheduling is used)

The career center will be open from _____ to _____

Other Staff and Volunteers

Role/Responsibility	Person Assigned (no signature required)
School Counseling Department Assistant	
Attendance Assistant/Clerk	
Data Manager/Registrar	
College and Career Center Assistant	
Other Staff	
Volunteers	
Signatures of school counselor and administrator must be within the first two months of school.	
School Counselor Signature	
Administrative Signature	
Date Conference Held & Template Signed	
First Day of School	

OHVA School Counseling Department Websites

[OHVA Elementary School \(K-5\)](#)

[OHVA Middle School \(6-8\)](#)

[OHVA High School \(9-12\)](#)

[OHVA College Credit Plus](#)

[OHVA Career Technical Education Program](#)

Professional Organizations, Curriculum, and Resources

- [CharcterStrong](#)
- [ACT](#) (Aspire, PreACT, WorkKeys)
- [American School Counselor Association](#) (ASCA)
- [Association for Career and Technical Education - Guidance and Career Development Division](#) (ACTE)
- [Center for School Counseling Outcome Research and Evaluation](#) (CSCORE)
- [CollegeBoard](#) (AP, SAT, PSAT, AccuPlacer)
- [Common App](#)
- [Cornerstone of Hope](#)
- [Disability Resources](#)
- [GLSEN](#)
- [GSA Network](#)
- [Kaleidoscope Youth Center](#)
- [Learning for Justice](#)
- [National Association of College Admission Counseling](#) (NACAC)
- [National Office for School Counselor Advocacy](#) (NOSCA)
- [National Suicide Prevention Lifeline](#)
- [Ohio Association for Career and Technical Education - Student Services Division](#) (Ohio ACTE)
- [Ohio Association of College Admission Counseling](#) (OACAC)
- [Ohio Association of Student Financial Aid Administrators](#) (OASFAA)
- [Ohio Department of Education and Workforce](#) (ODEW)
- [Ohio Means Jobs](#)
- [Ohio School Counselor Association](#) (OSCA)
- [Ohio Suicide Prevention Foundation](#)
- [Syntero](#)
- [Tallo](#)
- [The Core Project](#)
- [Zones of Regulation](#)



Annual Calendar Template

School: Ohio Virtual Academy Academic Year: 2024-2025

A minimum of 80% of time recommended for direct and indirect student services and 20% or less in program planning and school support

***Color Key: K-2, 3-5, MS, HS, K-12 (Our school is a K-12 virtual school. The color key represents what we call grade bands, mini schools w/in the K-12 school.)**

**** SG=small group, LG=large group lesson**

*****Reviewer Note: 7 Mindsets is a curriculum that has monthly, scaffolded K-12 lessons. It is the same theme each month for K-12 but the lesson is developmentally appropriate for that age so each grade level focuses on a different aspect of that theme and ASCA Mindset/Behavior. You will see this on the C&G Action plan. We were told to do this in a RAMP open office.**

Month	Delivering		Program Planning and School Support (Defining, Managing, Assessing, Fair-Share Responsibilities)
	Direct Student Services Activities (Include dates of school counseling initiatives or events, classroom and group activities, career or college nights, schoolwide academic support events, etc.)	Indirect Student Services Activities (Significant collaborations, leadership and advocacy activities)	
Ongoing Services	-K-12 Individual Student Counseling -K-12 Academic Student Advising -K-2 Small Group Check Ins -3-5 Student Brain Breaks -9-12 Transfer Student Conferences -9-12 Graduation Plan Student Conferences -9-12th Displaced Student Conferences/Communications -9-12th Quarterly Student Conferences	-K-2, TBT collaboration with staff -K-2, 7 Mindset teacher collaboration -K-2, SC monthly collaboration check in -6-8 consultation with teaching leads on advanced level courses for specific students -9-12, MD Meetings staff consultation -9-12, College Credit Plus collaboration with college advisor -K-12, Club collaboration with staff -K-12, Quarterly Syntero Collaboration Meeting -K-12, Referrals to Family Resource Team and Syntero -K-12, Referrals to Syntero Mental Health Services -K-12, Referrals to Child Find for school psych and 504 Coordinator services -K-12, Advisor collaboration regarding truancy and lack of engagement -K-12, Collaboration with outside agencies -K-12, Consultation with teacher/guardian on education plans -K-12, 504/IEP Meetings teacher/parent consultation	-Monthly K-5 School Counseling Department Meetings -K-2 Collective Care Staff Prof Dev -Weekly K-2 Staff meeting -Weekly 3-5 Staff meeting -Weekly 6-8 Staff meeting -6-8 Science of Hope Staff Prof Dev -MS Lead meeting collaboration meeting -Monthly 6-8 School Counseling Department Meetings -Weekly High School Counseling Department Meeting -Weekly High School Testing Committee Meeting -Weekly 9-12 Staff meeting -PBIS Staff meeting -DEI Staff meeting -Weekly Lead Counselors and Administrator Meeting -Weekly All Staff Prof Dev Meetings

Updated, June 2021

		-K-12, Parent consultation for academic, social emotional and behavioral concerns at home	
August	-8/21, Credit Recovery Overview and Tips for Success Lesson, 9-12-LG	-8/29, College Tour, 9-12 w/college advisor	-All Staff Back to School Staff Meeting -At Risk Student data review and identification
September	-Week of 9/9 and 9/23, 7 Mindset-We are Connected Lessons, K-12-LG -9/9, 9/16 and 9/23, Digital Responsibility Lesson, K-2 - LG -9/10, Safety Series - Safe and Unsafe Touches, K-2 - LG -9/11, Safety Series -Parking Lot and Street Safety, K-2 - LG -9/12, Safety Series - Fire Safety, K-2 - LG -9/20, Counselor Corner - Growth Mindset Lesson, 1 - LG -9/20, Counselor Corner - What is Regulation?, 2 - LG -9/27, Counselor Corner - Organization, K - LG - 9/13, Counselor Corner- Organization and Study Skills, 3- 5-LG - 9/17, Mindfulness and Yoga Group- What is Mindfulness, 5-SG - 9/24, Mindfulness and Yoga Group- Gratitude, 5-SG - 9/24, School Success Group- What is Executive Function?, 5-SG - 9/26, School Success Group- Activating your Brain, 5-SG - 9/27, Counselor Corner-Identifying traits and feelings, 3-5-LG - 9/30, Donut" Stress about the Test Group: Introduction, 3-SG -9/18, Working Ahead-Group Intros and Norms, 7-SG -9/3-5, Graduation Requirements Lesson, 9-12-LG -9/4, GSA- Welcome-GSA "Defined," 9-12-SG -9/18, Seals Fair Lesson, 9-12-LG -9/18, Student Moms-Kick Off Lesson, 9-12-SG -9/19, ACT/SAT Information Lesson, 9-12-LG -9/20, Finding Your Path 10-College Search 101, 10-LG -9/20, Finding Your Path 11-Perseverance and Goal Setting, 11-LG -9/20, Finding Your Path 12-What's Next Post-Secondary Plans-LG -9/20, CTE Counselor Support Lesson-Work Ethic, 9-12-LG -9/24, Ohio Means Jobs Readiness Seal, 9-12-LG -9/24, Art Break-Exploring Identity-Self Awareness, 9-12-SG -9/24, Rise Up Small Group-Exploring Retail Careers, 12th IXL- SG -9/25, Rise Up Small Group-Finding THE Job- Job Search 101 Part 1, 12th IXL- SG -9/26, Rise Up Small Group -Getting THE Job- Job Search 101 Part 2, 12th IXL- SG -9/26, Senior Holy Guac-Conquering Common App 1.0, 12-LG	9/6, Back to School Picnics, K12 in collaboration with teachers -9/17, College Tour, 9-12, collaboration w/college advisor -9/20, Online College Info Sessions, 9-12, w/ college advisors -9/24, Jostens Class Ring Meeting, 9-12, w/ Jostens rep	-High School Articulation Conference -Testing List development for state testing -Annual Admin Conferences
October	-Week of 10/14 and 10/28, 7 Mindset-100% Accountable Lessons, K-12-LG -10/9, Bullying Prevention Lessons, 6-12-LG -10/23, Substance Abuse Prevention and Healthy Choices Lessons, 6-12-LG -10/1, Social Skills - What are Social Skills?, K - SG -10/1, School Success Skills - What are School Success Skills?, 1-SG	-10/16, K-2 Support teams collaboration meeting -10/3, 16, and 25, College Tour, 9-12-collaboration w/college advisor 10/18, Online College Info Sessions, 9-12-collaboration w/college advisor	-All Ohio Counselor Conference -3rd Grade State Test Proctoring

-10/1, Bounce Back (Resilience) - Aspirations, 2 - SG -10/3, Social Skills - Build a Friend, K - SG -10/3, School Success Skills - Organization, 1 - SG -10/3, Bounce Back (Resilience) - Support Circle, 2 - SG -10/8, Social Skills - Treasure or Trash, K - SG -10/8, School Success Skills - Motivation, 1 - SG -10/8, Bounce Back (Resilience) - Effective Communication, 2 - SG -10/10, School Success Skills - Self Control, 1 - SG -10/10, Bounce Back (Resilience) - Positive Outlook, 2 - SG -10/10, Social Skills - Manners, K - SG -10/15, Social Skills - Empathy, K - SG -10/15, School Success Skills - Goal Setting, 1 - SG -10/15, Bounce Back (Resilience) - Problem Solvers, 2 - SG -10/17, Social Skills - Keys to Conflict, K - SG -10/17, School Success Skills - Positive Thinking, 1 - SG -10/17, Bounce Back (Resilience) - I am Resilient, 2 - SG -10/18, Counselor Corner - All the Zones are Okay, 2 - LG -10/21, Good Choices Week Lesson, K-2 - LG -10/25, Counselor Corner -Focus, K - LG -10/28, Counselor Corner - School Motivation, 1 - LG -10/1, Hope and Resiliency - What is Resiliency, 4 - SG -10/1, Mindfulness and Yoga Group- Grounding Exercise 5-SG 10/1, School Success Group- Being Self Aware and Choices , 5- SG -10/2, "Donut" Stress about the Test: Understanding the Test, 3-SG -10/3, Hope and Resiliency - Choosing Joy, 4 - SG -10/3, School Success Group- Developing Independence and Developing a Plan, 5- SG -10/4, Counselor Corner -Asking for Help, 3-5 - LG -10/7, "Donut" Stress about the Test Group- Text Anxiety, 3-SG -10/8, Hope and Resiliency -Motivation, Habits, and Goals, 4 - SG -10/8, Mindfulness and Yoga Group- Mindful Drawing Lesson, 5- SG -10/8, School Success Group- Goal Setting, 5- SG -10/9, "Donut" Stress about the Test Group: Calming Strategies, 3-SG -10/10, Hope and Resiliency - Fear of Failure and Positive Thoughts, 4 - SG -10/10, School Success Group- Habits for Success, 5- SG -10/14, "Donut" Stress about the Test: Focusing on control, 3-SG -10/14, Mindfulness Group: Introduction and Get to Know You, 3-SG -10/15, Hope and Resiliency - Know Your Strengths, 4 - SG -10/15, Mindfulness and Yoga Group-Mindfulness Thought Bubble, 5- SG -10/15, School Success Group-Keeping Focus, 5- SG -10/16, "Donut" Stress about the Test: Positive Self-Talk and Closing, 3-SG -10/16, Mindfulness Group: What is Mindfulness and mindful breathing, 3-SG -10/17, Hope and Resiliency - Resiliency Review, 4 - SG		
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-10/17, School Success Group- Learning from Mistakes, 5- SG -10/21, Mindfulness Group: Grounding, 3-SG -10/22, Mindfulness and Yoga Group- Mindfulness and the Brain, 5- S- -10/22, School Success Group- Meeting Deadlines, 5- SG -10/23, Mindfulness Group: Body Scan, 3-SG -10/24, School Success Group- Organization, 5- SG -10/25, Counselor Corner-Red Ribbon Week, 3-5 LG -10/28, Mindfulness Group: Mindful Drawing, 3-SG -10/1, Counselor Corner-Study Skills, 6-LG -10/1, Counselor Corner- Self Care, 7- LG -10/1, Counselor Corner-Power of Words, 8-LG -10/1, Confident Me-Appearance Ideals, 6-8- SG -10/2, Confident Me-Media Messages, 6-8- SG -10/3, Confident Me-Confronting Comparison, 6-8- SG -10/8, Confident Me-Banish Body Talk, 6-8- SG -10/9, Confident Me-Challenging Appearance Discrimination, 6-8- SG -10/9, Mutt-i-grees- Achieving Awareness: What's in a Name?,6-8-SG -10/10, Confident Me-Be the Change, 6-8- SG -10/15, Mindful Approach- What is Anxiety-, 8- SG (RAMP Small Group) -10/16, Mindful Approach- Emotional and Physical Impact, 8-SG (RAMP Small Group) -10/16, Working Ahead-Group Intros and Norms, 7- SG -10/17, Mindful Approach- The Best Version of You, 8- SG(RAMP Small Group) -10/22, Mindful Approach- Positive Affirmation, 8- SG (RAMP Small Group) -10/23, Mindful Approach- Coping Skills that Support You, 8- SG (RAMP Small Group) -10/24, Mindful Approach- Mindfulness, 8- SG (RAMP Small Group) -10/30, Working Ahead- Planning for Success , 7- SG -All Month, Credit Recovery Scheduling Student Conferences, 9-12 -10/2, Finding Your Path 9-Transcripts and Earning Credit, 9-LG -10/2, Senior Holy Guac-First Generation College Student, 12-LG -10/3, GSA-Coming Out Day,9-12- SG -10/8, Art Break-Time Management-Why is it Important?, 9-12-SG -10/10, Senior Holy Guac-Conquering Common App 2.0, 12-LG -10/16, Student Moms-Helpful Resources for Moms, 9-12-SG -10/17, Holy Guac-Military Careers, 9-12-LG -10/18, Finding Your Path 10-Growth Mindset, 10-LG -10/18, Finding Your Path 11-Is Stress Taking Over, 11-LG -10/18, Finding Your Path 12-College Search Process & Paying for College, 12-LG -10/18, CTE Counselor Support Lesson-Critical Thinking, 9-12-LG -10/22 Art Break-Growth Mindset-Don't Judge a Book by Its Cover SG -10/23, Rise Up Small Group-Professional Skills for on the Job, 12th IXL-SG		
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	-10/24, Rise Up Small Group-Study Skills for Academic Success, 12th IXL-SG -10/25, Test Prep 101-The Mindful Approach (RAMP Lesson), 12th IXL-LG -10/24, Financial Aid Lesson, 9-12-LG		
November	-Week of 11/11 and 11/25, 7 Mindset-Attitude of Gratitude Lessons, K-12-LG -11/6 and 11/13, Erika's Lighthouse Suicide Prevention Lessons, 6-12-LG -11/5, Zones of Regulation - What is Regulation?, K - SG -11/5, Social Skills - What are Social Skills?, 1 - SG -11/5, Success Skills - Executive Functioning Skills, 2 - SG -11/7, Zones of Regulation - Introducing the Zones of Regulation, K - SG -11/7, Social Skills - Friendship, 1 - SG -11/7, Success Skills - My Choices, 2 - SG -11/12, Zones of Regulation - Identifying My Feelings, K - SG -11/12, Social Skills - Empathy, 1 - SG -11/12, Success Skills - Motivation, 2 - SG -11/14, Zones of Regulation - All Zones are Okay, K - SG -11/14, Social Skills -Messages, 1 - SG -11/14, Success Skills - Organization, 2 - SG -11/15, Counselor Corner-Bucket Filling, K - LG -11/15, Counselor Corner - Friendship Lesson, 1 - LG -11/15, Counselor Corner - Zones Check In, 2 - LG -11/19, Zones of Regulation - Strategies, K - SG -11/19, Social Skills -Manners, 1 - SG -11/19, Success Skills - Identifying Distractions, 2 - SG -11/21, Zones of Regulation - Self-Regulation, K - SG -11/21, Social Skills - Keys to Conflict, 1 - SG -11/21, Success Skills - Goal Setting, 2 - SG -11/1, Counselor Corner -Using Calming Strategies, 3-5 - LG -11/4, Mindfulness Group: Gratitude, 3-SG -11/5, Amazing Me! - What is Self-Esteem, 4 - SG -11/5, School Success Group-Study Strategies and Time Management , 5- SG -11/6, Resilience Group: Getting to know you, 3-SG -11/7, Amazing Me! - Self Talk, 4 - SG -11/7, School Success Group- Extra Help Lesson, 5- SG -11/8, Counselor Corner- Growth Mindset, 3-4- LG -11/8, Counselor Corner- Using a Growth Mindset, 5- LG (RAMP Lesson) -11/11, Resilience Group: Identifying and Expression Feelings, 3-SG -11/11, Grief Group: What is Grief?, 5- SG -11/12, Amazing Me! - Self Awareness, 4 - SG -11/12, Resilience Group: What is Resilience?, 5- SG -11/13, Resilience Group: Coping Skills, 3-SG -11/13, Grief Group: Stages of Grief and Myths and Truths, 5- SG -11/14, Amazing Me! - Setting Goals, 4 - SG	-11/6, College Tour, 9-12-collaboration w/college advisor -11/15, Online College Info Sessions, 9-12-collaboration w/college advisor -Advisory Council Fall Meeting	

	-11/14, Resilience Group: Identifying My Emotions, 5- SG -11/18, Resilience Group: Changing Negative Thoughts into Positive Thoughts, 3-SG -11/18, Grief Group: Dealing with our Emotions, 5- SG -11/19, Amazing Me! - Self-Esteem Review, 4 - SG -11/19, Resilience Group: Put it in Perspective, 5- SG -11/20, Resilience Group: Support Systems, 3-SG 11/20, Grief Group: Courage and Remembering Your Loved Ones, 5- SG -11/21, Grief Group: Introduction and Get to Know you, 3-SG -11/21, Resilience Group: Confidence and Self Esteem, 5- SG -11/22, Counselor Corner -Setting Goals, 3-5 - LG -11/25, Resilience Group: Problem Solving, 3-SG -11/25, Grief Group: Stress Relief and Coping Strategies, 5- SG -11/26, Grief Group: What is Grief?, 3-SG -11/4, Counselor Corner-Career Interest Exploration, 6-8- LG -11/13, Mutt-i-grees- Achieving Awareness: Pawsitive Thinking, 6-8- SG -11/20, Working Ahead- Time Management, 7- SG -All Month, Credit Recovery Scheduling Student Conferences, 9-12 -11/6, Finding Your Path 9-Stress Lesson, 9-LG -11/6, GSA Trans Awareness, 9-12- SG -11/12, Art Break-How can Gratitude help your attitude?, 9-12- SG -11/15, Finding Your Path 10-Career Interest Inventory/Ohio Means Jobs, 10-LG -11/15, Finding Your Path 11-Performance, Perfectionism, and Test Anxiety, 11-LG -11/15, Finding Your Path 12-Exploring Careers, 12-LG -11/15, CTE Counselor Support Lesson-Communication Skills, 9-12-LG -11/20, Student Moms-Building Confidence & Developing Grit, 9-12-SG -11/21, Holy Guac-What's in a Name?, 11-LG		
December	-12/10, College Credit Plus Info Lesson, 6-11-LG -12/13, Counselor Corner - Regulation Tools, K - LG -12/13, Counselor Corner - Regulation Tools, 2 - LG -12/19, Counselor Corner - Behavior Lesson, 1 - LG -12/2, Resilience Group: Review and Closing, 3-SG -12/3, Grief Group: The Stages of Grief, 3-SG -12/3, Resilience Group: Grit and Perseverance, 5- SG -12/5, Grief Group: The Feelings of Grief, 3-SG -12/5, Resilience Group: Stress and Coping Skills, 5- SG -12/10, Grief Group: Memories, 3-SG -12/10, Grief Group - What is Grief, 4 - SG -12/12, Grief Group - Grief Stages and Body Reactions, 4 - SG -12/13 Counselor Corner-Contributing to School and Community, 3-5-LG -12/17, Grief Group - Coping Skills and Self Care, 4 - SG -12/19, Grief Group - Grief Monster- Coping Strategies, 4 - SG -12/3, Counselor Corner-Social Skills And Healthy Relationships, 6-LG -12/3, Counselor Corner- Holiday Round Up, 7-LG	-12/17, College Credit Plus College Night, 6-11, in collaboration w/college advisors	-College Credit Plus College Night Planning -High School Test Proctoring -District School Counselor Meeting

	-12/3, Counselor Corner- Transcripts, GPA, and Credits, 8-LG -12/8, Working Ahead- Task Initiation, 7- SG -12/11, Mutt-i-grees: Finding Feelings: Putting Feelings into Words, 6-8-SG -12/16: Beating the Holiday Blues- What are they?, 6-8-SG -12/17: Beating the Holiday Blues- Ways to Cope, 6-8- SG -12/18: Beating the Holiday Blues- How to Help Others, 6-8-SG -12/4, Finding Your Path 9-Toxic Relationships, 9-LG -12/5, GSA-Surviving the Holidays, 9-12- SG -12/6, Finding Your Path 10-Resume Writing/Interviewing, 10-LG -12/10, Art Break-Healthy Coping Skills-Try Them Out, 9-12-SG -12/13, Finding Your Path 11-Learning Styles and Exploring Strengths, 11-LG -12/18, Student Moms-College/Career Exploration, 9-12- SG -12/20, Finding Your Path 12-Beating Holiday Blues, 12-LG -12/20, CTE Counselor Support Lesson-Creativity and Innovation, 9-12-LG		
January	-Week of 1/13 and 1/27, 7 Mindset-Everything is Possible Lessons, K-12-LG -1/15, College Credit Plus Student Forum, 6-11-LG (Lesson taught by school counselor and student leaders) -1/10, Think Positive, 2-LG (RAMP Lesson) -1/14, Self-Control - What is Self-Control?, K - SG -1/14, Mindfulness - What is Mindfulness?, 1 - SG -1/14, Zones of Regulation - What are Zones?, 2 - SG -1/16, Self-Control - Self-Control Safety Rules, K - SG -1/16, Mindfulness - Why Mindfulness Matters, 1 - SG -1/16, Zones of Regulation - Regulation Tools, 2 - SG -1/21, Self-Control - Listening to My Body, K - SG -1/21, Mindfulness - Deep Breathing Strategies, 1 - SG -1/21, Zones of Regulation - Exploring Tools, 2 - SG -1/23, Self-Control - Just Right Voice Volume, K - SG -1/23, Mindfulness - Noticing my Feelings, 1 - SG -1/23, Zones of Regulation - Building a Toolbox, 2 - SG -1/24, Counselor Corner - Career City, K - LG -1/24, Counselor Corner - Empathy Lesson, 1 - LG -1/24, Counselor Corner - Career City Lesson Series, 2 - LG -1/28, Self-Control - Body Control, Blurting, K - SG -1/28, Mindfulness - Noticing my Surroundings, 1 - SG -1/28, Zones of Regulation - Stop, Opt & Go, 2 - SG -1/30, Self-Control - Expressing Needs, K - SG -1/30, Mindfulness - My Mindfulness Plan, 1 - SG -1/30, Zones of Regulation - The Zones Pathway, 2 - SG -1/7, Grief Group - Grief Review, 4 - SG -1/10, Counselor Corner- Showing Sensitivity to Others, 3-5-LG -1/17, Counselor Corner- Active Listening, 3-5-LG	-1/24, Online College Info Sessions, 9-12 collaboration w/college advisor	-School Counseling Dept Book Study group -Testing List development for state testing

	-1/22, Growth Mindset Group- Growth vs Fixed Mindset, 5-SG -1/23, Growth Mindset Group- Your brain as a muscle, 5-SG -1/28, Zoom into Success - Healthy vs Unhealthy School Habits, 4 - SG -1/29, Growth Mindset Group- Mistakes and Perseverance, 5-SG -1/30, Friendship Group: Intro and Get to Know You, 3-SG -1/30, Zoom into Success - Priorities, 4 - SG -1/30, Growth Mindset Group- Grit Power of Yet, 5-SG -1/31, Counselor Corner-Digital Citizenship, 3-5-LG -1/7, Counselor Corner-SMART Goals and Growth Mindset, 6-LG -1/7, Counselor Corner- Goal Setting and Learning Styles, 7-LG -1/7, Counselor Corner-SMARTER Goals, 8-LG -1/8, Mutt-i-grees.Finding Feelings: Yes, We Care!,6-8- SG -1/15, Working Ahead- Procrastination,7- SG -1/30, Transition to High School Lesson, 8-LG -1/2, GSA Intersectionality, 9-12-SG -1/14, Art Break-How Does Music Affect Our Brain-Positivity, 9-12- SG -1/15, Student Moms-Child Development, 9-12- SG -1/17, Finding Your Path 11-College and/or Career 101, 11-LG -1/22, Credit Recovery Overview and Tips for Success, 9-12-LG -1/24, Finding Your Path 12-Staying Healthy, 12-LG -1/24, CTE Counselor Support Lesson-Reliability/ Punctuality/ Discipline, 9-12-LG -1/24, Ohio Means Jobs Readiness Seal, 9-12-LG -1/28, Art Break- SMART Goal Setting, 9-12-SG -1/30, Senior Holy Guac-Career Explorations 1.0, 12-LG		
February	-Weeks of 2/11 and 2/25, 7 Mindset-Passion First Lessons, K-12-LG -2/11, Digital Responsibility Lessons-6-12-LG -2/11, Worry Warriors - Introduction, K - SG -2/11, Zone of Regulation - What are Zones of Regulation?, 1 - SG -2/11, Worry Warriors - Understanding Worry, 2 - SG -2/13, Worry Warriors -What is Worry?, K - SG -2/13, Zones of Regulation - Blue Zone, 1 - SG -2/13, Worry Warriors - Worry in my Body, 2 - SG -2/18, Worry Warriors - Grounding, K - SG -2/18, Zones of Regulation - Green Zone, 1 - SG -2/18, Worry Warriors - Coping Skills, 2 - SG -2/20, Worry Warriors - Supportive People, K - SG -2/20, Zones of Regulation - Yellow Zone, 1 - SG -2/20, Worry Warriors - Worry Monsters, 2 - SG -2/21, Counselor Corner -Mindfulness, K - LG -2/21, Counselor Corner - Mindfulness, 1 - LG -2/21, Counselor Corner - Career City Lesson Series, 2 - LG -2/25, Worry Warriors - Controlled Breathing, K - SG -2/25, Zones of Regulation - Red Zone, 1 - SG -2/25, Worry Warriors - Thought Checking, 2 - SG -2/27, Worry Warriors - Progressive Muscle Relaxation, K - SG	-2/5, Junior ACT meeting, 11, w/admin -2/18, College Tour, 9-12-collaboration w/college advisor -2/21, Online College Info Sessions, 9-12 collaboration w/college advisor -2/24, Jostens Cap and Gown Meeting, 12 collaboration w/ Jostens rep	-District School Counselor Meeting -ACT Test Proctoring -Testing List development for state testing -School Counseling Dept Book Study group

-2/27, Zones of Regulation - Zones Plan, 1 - SG -2/27, Worry Warriors - Worry Warrior Breathing, 2 - SG -2/4, Zoom into Success - Time Management, 4 - SG -2/5, Friendship Group: What is Friendship? Qualities of a Friend, 3-SG -2/5, Growth Mindset Group- Coping Skills, 5-SG -2/6, Zoom into Success - Flexible/Growth Mindset, 4 - SG -2/6, Growth Mindset Group- SMART Goals, 5-SG -2/7, Counselor Corner -Solving Problems, 3-5 - LG -2/11, Zoom into Success - Setting Goals, 4 - SG -2/13, Friendship Group: How Friends Treat Each Other, 3-SG -2/13, Zoom into Success - Organization, 4 - SG -2/14, Counselor Corner- Responding to Conflict, 3-5-LG -2/18, Zoom into Success - School Success Skills Review, 4 - SG -2/20, Friendship Group: Friendship Communication, 3-SG -2/20, Confidence Crew Group- Confidence and Self Esteem, 5-SG -2/21, Counselor Corner- Making Decisions, 3-5-LG -2/24, Confidence Crew Group- Self Esteem and our Thoughts, 5-SG -2/25, Growth Mindset Group: Introduction and Get to Know You, 3-SG -2/25, Friendship Group - Intro to Friendship Skills, 4 - SG -2/27, Confidence Crew-Group- How I view myself; How I view others, 5-SG -2/27, Friendship Group: Conflict in Friendship and Friendship Repair, 3-SG -2/28, Counselor Corner: Healthy Relationships, 3-5-LG -2/4, Counselor Corner-Stress Management, 6-LG -2/4 Counselor Corner- Palentines-Making Friends, 7-LG -2/11, What is CTE?, 8-LG -2/12, Mutt-i-grees-Encouraging Empathy: Different Points of View, 6-8-SG -2/19, Working Ahead- Self Control,7- SG -2/24, The Mindful Approach: Testing Focus-What is Anxiety, 6-8-SG -2/25, The Mindful Approach: Testing Focus-Triggers and Physical Signs, 6-8-SG -2/25, Confident Me-Appearance Ideals- 6-8- SG -2/26, Confident Me-Media Messages- 6-8- SG -2/5, Finding Your Path 9-Hollands Codes, 9-LG -2/6, GSA-Asexuality Awareness, 9-12- SG -2/7, Senior Holy Guac-Career Explorations 2.0, 12-LG -2/7, Finding Your Path 10- Creating a 4-Year Plan/Setting Goals-10-LG -2/11, Art Break-Combating the Winter Blues-Coping Skills, 9-12-SG -2/18, Senior Holy Guac-The Skilled Trades and Apprenticeships, 12-LG -2/19, Student Moms-Parenting Skills, 9-12- SG -2/21, Finding Your Path 11- You've Got Skillz (Soft vs Technical Skills), 11-LG -2/21, Finding Your Path 12-Managing Time and Money, 12-LG -2/21, CTE Counselor Support Lesson-Leadership, 9-12-LG		
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	-2/25, Art Break-Healthy Relationships-Being a Good Friend,9-12- SG -2/26, Senior Holy Guac-Two-Year and Associates Programs, 12-LG		
March	-Week of 3/11, 7 Mindset-The Time is Now Lessons, K-12-LG -3/3-6, Healthy Relationships Lesson Series, 7-12-LG -Week of 3/10, Career Day Lesson Series, K-2 - LG -3/14, Counselor Corner-Growth Mindset, K - LG -3/14, Counselor Corner - Career City Lesson Series, 2 - LG -3/19, Counselor Corner - My Signals, My Zones, 1 - LG -3/4, Growth Mindset Group: Growth vs. Fixed Mindset, 3-SG -3/4, Friendship Group - Communication and Listening Skills, 4 - SG -3/6, Friendship Group: Me as a Friend and Closing, 3-SG -3/6, Friendship Group - Being a Good Sport, 4 - SG -3/6, Confidence Crew-Group- My Strengths and Accomplishments, 5-SG -3/7, Counselor Corner- Test Taking Tips and Worries, 3-5-LG -3/11, Growth Mindset: Our Brains are like a Muscle, 3-SG -3/11, Friendship Group - Expressing Feelings, 4 - SG -3/13, Friendship Group - Resolving Conflict and Showing Empathy, 4 -SG -3/13, Confidence Crew-Group- Affirmations and "I am", 5-SG -3/17, Confidence Crew-Group-Standing up for Others, 5-SG -3/18, Growth Mindset Group: Mistakes and Challenges, 3-SG -3/18, Friendship Group - Friendship Skills Review, 4 - SG -3/3, The Mindful Approach: Testing Focus: Performing at your best, 6-8-SG -3/4, Counselor Corner-Managing Testing Anxiety, 6-LG -3/4 ,Counselor Corner- Stress and Testing Anxiety, 7-LG -3/4, Confident Me-Confronting Comparison- 6-8- SG -3/4, The Mindful Approach: Testing Focus: Positive Self Talk, 6-8-SG -3/5, Confident Me-Banish Body Talk- 6-8- SG -3/10, The Mindful Approach: Testing Focus:-Coping Skills 6-8-SG -3/11, The Mindful Approach: Testing Focus: REcap and Coping Skills Bingo 6-8-SG -3/11, Confident Me-Challenging Appearance Discrimination-6-8- SG -3/11, Rising 9th Course Selection Lessons, 8-LG -3/12, Mutt-i-grees-Encouraging Empathy: How Do You Feel?,6-8 SG -3/12, Confident Me-Be the Change- 6-8- SG -3/19, Working Ahead- Sustained Attention- 7- SG -All Month, CR Scheduling Student Conferences, 9-12 -3/5, Finding Your Path 9-Career Values, 9-LG -3/6, GSA-Staying Safe as an LGBTQIA+ Person,9-12- SG -3/7, Finding Your Path 10-Test Preparation/Test Anxiety, 10-LG -3/11, Art Break-Mindfulness-Finding the Whimsical in Each Day, 9-12-SG -3/19, Student Moms-Preparing for the Future, 9-12- SG -3/21, Finding Your Path 11- Life's Balancing Act, 11-LG -3/21, Finding Your Path 12-Relationships and Peer Pressure, 12-LG -3/21, CTE Counselor Support Lesson-Leadership, 9-12-LG	-3/5, 6, 14, College Tour, 9-12-collaboration w/college advisor -3/17-18, CTE Pathways Info Meeting, 10-12, in collaboration w/ CTE teacher and admin -3/21, Online College Info Sessions, 9-12 collaboration w/college advisor -Advisory Council Spring Meeting	-School Counseling Dept Book Study group

April	-4/8, Mindfulness - What is Mindfulness, K - SG -4/8, Friendship Group - How to Start a Friendship, 1 - SG -4/8, Friendships - Welcome and Choosing Friends, 2 - SG -4/10, Mindfulness - Learn When to Use Mindfulness, K - SG -4/10, Friendship Group - How to Build a Friendship, 1 - SG -4/10, Friendships - How to Make a Friend, 2 - SG -4/11, Counselor Corner - Test Anxiety, K - LG -4/11, Counselor Corner- Growth Mindset, 2 - LG -4/15, Mindfulness - Mindful Breathing/Sensory Tools, K - SG -4/15, Friendship Group - How to Maintain a Friendship, 1 - SG -4/15, Friendships - Friendship Soup, 2 - SG -4/17, Mindfulness - Noticing Feelings and Surroundings, K - SG -4/17, Friendship Group -Social Time Part 1, 1 - SG -4/17, Friendships - Friendly and Unfriendly Behavior, 2 - SG -4/22, Mindfulness - Effective Techniques, K - SG -4/22, Friendship Group - Social Time Part 2, 1 - SG -4/22, Friendships - Conversation Skills, 2 - SG -4/24, Mindfulness - Mindfulness Plan, K - SG -4/24, Friendship Group - Social Time Part 3, 1 - SG -4/24, Friendships - Solving Conflicts, 2 - SG -4/25, Counselor Corner - AIMS Test Prep Lesson, 1 - LG -4/28, Counselor Corner - Assessment Anxiety, 2 - LG -4/1, Growth Mindset Group: Grit, 3-SG -4/1, Self-Esteem Group: Introduction and Get to Know You, 3-SG -4/8, Growth Mindset Group: Goal Setting and Closing, 3-SG -4/8, Self-Esteem Group: What is Self-Esteem? Our Stripes are Unique, 3-SG -4/9, Friendship Group- Lollipop friends, 5-SG -4/15, Self-Esteem Group: Self-Talk, 3-SG -4/16, Friendship Group- Friends and Control, 5-SG -4/22, Self-Esteem Group: Self-Awareness and Our Strengths, 3-SG -4/22, Mindfulness - What is Mindfulness, 4 - SG -4/23, Friendship Group- Respectful friendships, 5-SG -4/24, Mindfulness -Why Mindfulness Matters, 4 - SG -4/25, Counselor Corner, Slide into Summer, Year in Review, 3-5-LG -4/29, Self-Esteem Group: Being Assertive, 3-SG -4/29, Mindfulness - Deep Breathing Strategies, 4 - SG -4/30, Friendship Group- Friends vs Frenemies, 5-SG -4/1, Counselor Corner-College Exploration, 6-LG -4/1,Counselor Corner- Rocking the State Test, 8-LG -4/16, Working Ahead-Metacognition,7- SG -4/19, Mutt-i-grees- Cultivation Cooperation: We Can Do This!, 6-8-SG -4/23, Understanding the Impacts of AI- 6-8 LG -All Month, Credit Recovery Scheduling Student Conferences, 9-12 -4/1-3, Rising 10-12 Course Selection Lesson, 9-11-LG -4/3, GSA-How Does Current Legislation Affect You,9-12- SG	- 4/3, K-2 Support teams collaboration meeting -4/2-4, and 9, College Tour, 9-12-collaboration w/college advisor -4/23, Summer School Info Meeting in collaboration w/teacher and admin	-High School Test Proctoring -School Counseling Dept Book Study group
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	-4/8, Art Break-Laughter-The Best Medicine-Coping Skills, 9-12- SG -4/9, Finding Your Path 9-Summer/Future Planning and Goal Setting, 9-LG -4/11, Finding Your Path 10-Summer Planning/Finding a Summer Job, 10-LG -4/11, Finding Your Path 11-Your Future Awaits, the "BIG" Summer, 11-LG -4/11, Finding Your Path 12-Building Supports for Adulthood, 12-LG -4/11, CTE Counselor Support Lesson-Global/Intercultural Fluency, 9-12-LG -4/16, Student Moms-Healthy Relationships, 9-12- SG -4/22, Art Break-Collaboration-The Power of Teamwork,9-12- SG		
May	-Week of 5/13 and 5/27, 7 Mindset-Live to Give Lessons, K-12-LG -5/9, Counselor Corner - Summer Safety, K - LG -5/16, Counselor Corner - Summer Safety, 1 - LG -5/16, Counselor Corner - Summer Safety, 2 - LG -5/2, 7 Mindsets -Live to Give, 3-5 - LG -5/6, Self-Esteem Group: Setting Goals, 3-SG -5/6, Mindfulness - Noticing My Feelings, 4 - SG -5/7, Friendship Group-Friendly Feud, 5-SG -5/8, Mindfulness - Noticing My Surroundings, 4 - SG -5/9, Career Day Lesson, 3-5 - LG -5/13, Mindfulness - Mindfulness Review, 4 - SG -5/13, Transition to Middle School, 5 - LG -5/14, Friendship Group-Spreading Kindness, 5-SG -5/6, Counselor Corner-Preparing for 7th Grade, 6-LG -5/6 ,Counselor Corner-Finishing 7th Grade Strong, 7-LG -5/6 Counselor Corner-Transitioning to High School with Confidence, 8-LG -5/13, 5th to 6th Transition Meeting (School Counselor led), - LG -5/14. Mutt-i-grees- Cultivating Cooperation: Think Big, Start Small ,6-8-SG -5/14, Working Ahead- Perseverance ,7-SG -5/1, GSA-Pride Celebration/Facts,9-12- SG -5/6, Art Break-Self-Confidence,9-12- SG -5/13, CTE Counselor Support Lesson-Career Management, 9-12-LG	-5/5 Senior Send Off Celebration Collaboration with teachers and admin -5/29 Virtual Graduation Ceremony Walkthrough collaboration w/staff -5/30, 8th Grade Graduation Ceremony collaboration with staff	-K-2 SC Team meeting to plan for 25-26 SY -3-5 SC Team meeting to plan for 25-26 SY -6-8 SC Team meeting to plan for 25-26 SY -High School Counselor Credit Check Meeting
June		-6/1 High School Graduation Ceremony collaboration w/staff	-District School Counselor Meeting