



Purpose:

- in collaboration with school counselors, school counselor educators and the profession's capacity, all individuals serving in a school counseling capacity, school counseling students/interns, grade, geographic ASCA performance appraisal, and educational but not limited to legal professionals regarding

A. RESPONSIBILITY TO STUDENTS

- Foster and affirm all students and their identity and psychosocial development. (new)
- Support all students and their development by actively working to eliminate systemic barriers or bias impeding student development. (new)
- Provide culturally responsive instruction and appraisal and advisements to students. (new)
- culturally responsive mental health
- recognize how and environment access, participation and ability to achieve academic, postsecondary and social/emotional
- and tribal communities.
- and cultural background, identity and gender expression, biases,

- i. **local, state and federal, as well as school and district and procedures**
- j. **Advocate for equitable, anti-oppressive and anti-bias policies and procedures, systems and practices, and provide effective, evidence-based and culturally sustaining**
- k. **Involve diverse networks of, including but not limited to community and tribal agencies and partners, and vocational rehabilitation services as**
- l.

- b.
- c. **The school counselor should make attempts to appropriate to the individual student (e.g. in the student's preferred language) prior to disclosure.**
- d.
- e. **classroom lessons; and social media accounts.**
- f.
- g.
- h. **Collaborate with and involve students"...**
- i. **professional**
- j. **legal specifications**
- k. **Advocate for physical and virtual workspaces that are arranged to protect the confidentiality of students' communications and records. (new)**

School Counseling

- a. **Deliver a culturally responsive and equitable opportunity for achievement outcomes.**
- b. **Engage all stakeholders for equitable outcomes.**
- c. **Use data to inform practice.**
- d. **Collect and use data on strengths and disability and address needs.**
- e. **Deliver research-based practice, attendance, discipline, resource management, and social skills training.**
- f. **Monitor and analyze outcomes, ASCA & state standards.**

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- a. **Engage a community of stakeholders.**
- b. **Engage all stakeholders to ensure equitable outcomes.**

- b. **Recognize that establishing credibility, rapport and an effective working alliance with some students and stakeholders may be facilitated by developing relationships that extend beyond the school day and building (e.g., attending community events, advocating for community improvement for and with students and stakeholders, joining community enhancement organizations). (new)**
- c. **Assess potential relationship extensions prior to developing relationships beyond the school building and school hours (e.g., attending students' off-site extracurricular activities, celebrations honoring students, hospital visits, funerals). (new)**
- d. **Identify potential relationship extensions.**
- e. **Act to develop relationships with students and stakeholders.**
- f. **Prevent potential harm to students and stakeholders with whom the school counselor's judgment may be compromised (e.g., by helping facilitate the provision of alternative services or resources when available). (new)**
- g. **Adhere to legal, ethical, district and school policies and guidelines regarding relationships with students and stakeholders. (new)**
- h. **Refrain from relationships with students and stakeholders that are inappropriate.**
- i. **Avoid inappropriate roles and relationships.**
- j. **Strive to avoid a conflict of interest through self-promotion that would benefit the school counselor personally and/or financially (e.g., advertising their products and/or services). (new)**

Collaboration, Referrals, and Referrals for Counseling

- a. **Identify school faculty/staff who are available to provide referrals.**
- b. **Identify community resources, or the closest available, that provide referrals of referrals options that align with the school counselor's research and skills/experience to provide referrals.**
- e. **Identify community resources that align with the school counselor's cultural identities and worldviews. Avoid referrals when their values are discriminatory in nature (e.g. sexual orientation, gender identity, gender expression, reproductive rights, race, religion, ability status).**
- g. **Identify community resources that align with the school counselor's cultural identities and worldviews.**

1. **Offer** **culturally sustaining small-group counseling services** based on individual student, school and community needs; student data; a referral process; and/or other relevant data. (new)

- a. **Offer culturally sustaining small-group counseling services based on individual student, school and community needs; student data; a referral process; and/or other relevant data. (new)**
- b. **Provide equitable access to participation in groups, including alleviating physical, language and other obstacles. (new)**
- c. **Assess student needs to determine if participating in the group is appropriate for the student.**
- d. **Assess student needs and the purpose of the group.**
- e. **Provide short-term, small-group counseling to address students' academic, achievement, postsecondary and career exploration, and social/emotional well-being. (new)**
- f. **Use student input to inform group topics,**

f. **Develop, train school counseling programs, using culturally relevant frameworks that promote inclusion and belonging.** ()

g. ()

a. **school administration**. This notification, such as other school counselors, the school nurse, school psychologist, school social worker, school resource officer or child protective services. Even if danger appears relatively remote, parents/guardians must be notified.

b. **Recognize the level of suicide risk (e.g., low, medium, high) is difficult to accurately quantify.** required to use a , it must be completed with the realization that it is an information-gathering tool and only one element in the risk-assessment process. /guardians, students' potential harm to self /guardian . The purpose of reporting /guardians , not to report a judgment of risk.

c. **Collaborate with school administration to ensure a student has supervision** /guardians

d. **Provide culturally responsive mental health resources to parents/guardians.** (new)

e. **administration** / (e.g., law enforcement) to another person's , verbal abuse,

0 Marginalized Populations (new title)

a. **with and on behalf of** , **in their communities**

- e. **Recognize that bias incidents are not only potentially traumatizing for students but can lead to significant damage and disruption of the school environment. Facilitate and monitor schoolwide prevention of bullying, harassment, discrimination, hate and bias through active practices that support a positive school climate, culture and belonging. (new)**
- f. **In response to a hate or bias incident (e.g., discrimination, explicit bias, hate speech), collaborate with administrative teams to ensure safety, provide support for targeted students, facilitate effective communication, provide education, connect students to resources and promote healing and recovery within the school community. (new)**
- g. **In developmentally appropriate ways and in the context of the incident, support students, and encourage growth and provide tools for accountability and change (e.g., restorative practices) in perpetrators, and promote healing in the school community**
- h. **Actively respond to incidents of bias or hate, demonstrating a commitment to equity and promoting a safe, inclusive school community. (new)**

A.12 Child Abuse ()

- a. **Recognize that certainty is not required, only reasonable suspicion. School counselors are held to a higher standard regarding their absolute duty as a mandated reporter to report suspected child abuse and neglect. ()**
- b. **Report suspected child abuse and neglect to the appropriate authorities**
- c. **Report suspected child abuse and neglect to the appropriate authorities from those who do not have a legitimate need to know. ()**
- d. **Report suspected child abuse and neglect to the appropriate authorities using the "Know"**
- e. **Connect suspected child abuse and neglect through the local school district and community agencies. ()**

3. ()

adhering to FERPA's definition of ()

()

- a. **Use research-based practices that are culturally sensitive, in the student's preferred language and free from ()**

- b. standardized tools, instruments trained to use. and regulations
- c. Follow" (. 3. 0)
- d. home language
- e. both quantitative and qualitative complete
- f. , in the student's preferred language, in terms
- h.
- i. and disseminate the results of college/

.

- a. - . . .
- b. - . . . - (. . .)
- c. - . . .
- d. - . . .
- e. - . . .
- f. - . . .
- g. **Understand challenge with confidentiality when using email and establish protocols and boundaries for responding to emails. (new)**
- h. **Advocate for the use of virtual learning tools that include safeguards and protocols protecting highly sensitive student information. (new)**
- i. **Advocate against alert tools or apps requiring constant monitoring by school personnel. These tools are not aligned with the nature and function of school counseling. (new)**

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- a. standards /hybrid

- b. ... and problem-solve the unique ... /hybrid
- c. **Establish procedures, in collaboration with school administrators and other support staff**
- d. ... and address" ... hybrid
- e. ... hybrid
- f. ...
- g. **Recognize the challenges in virtual/distance/hybrid settings of assisting students considering suicide, including but not limited to identifying their physical location, keeping them engaged on the call or device, contacting their parents/guardians and getting help to their location. (new)**

B. Responsibilities to Parents/Guardians, School and Self

- a. ... honor and respect the importance of parents/guardians when ... students
- b. ... to facilitate and advocate for ... growth in the areas of academic, career and socn-Ud/Tm(-)Tjþ 90 dilaLang ihts and respo

i. **the privacy** of students' records.

j. **Exercise due diligence in a timely, efficient manner to communicate concerns that affect the students' safety and welfare.**

- j. _____
- k. **Understand _____**
- l. **Help _____ select appropriate professional development based on identified needs. _____**
- m. _____ **and consult with school administrators _____ assistance _____**
- n. **Recognize and acknowledge the specific roles of school counselor educators, site supervisors and the practicum/internship student. Supervisors ensure that supervisees are able to participate in a variety of academic, college/career and social/emotional activities through individual group and classroom interventions. (new)**

E. MAINTENANCE OF STANDARDS

- _____ **the absence of a settled opinion or conviction _____**
- a. _____ **confidentially _____ determine _____**
- c. _____ **responsibilities _____**
- d. **School counselors take appropriate action in the following sequence _____ school district, state department of education and/or professional _____ level**
 - 1. _____
 - i. **If no such committee exists, contact the state school counselor association leadership.**
 - ii. **If the issue remains unresolved, proceed to step 2.**
 - 2. **Contact the _____ . Formal documentation of the steps taken and the response of the complainant and respondent should be _____**

F. ETHICAL DECISION MAKING

- _____ **ethical dilemma. _____ "ethical dilemma"**
- b. **Identify potential cultural, religious and worldview factors and power dynamics that are present within a potential ethical dilemma. (new)**

- **and procedures.**
- **with appropriate professionals (e.g., supervisors, other student service professionals, school counseling peers, cultural experts).**

