

Purpose:

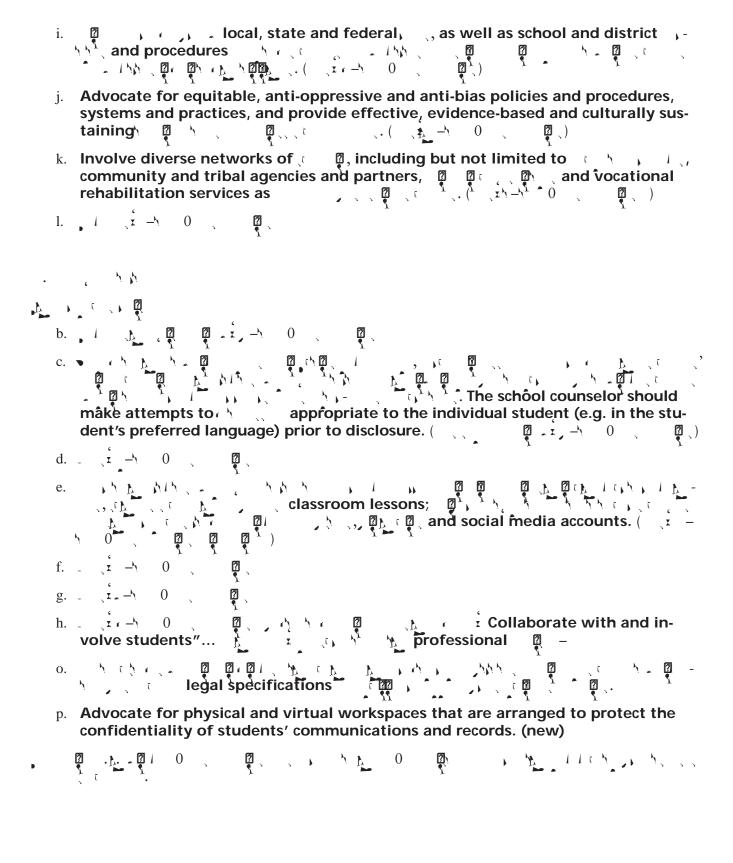
- in collaboration with school counselors, the school counselor educators of the profession's of the school counselor educators of the school counselors, the school counselors, the school counselors, the school counselors of the
- all individuals serving in a school counseling capacity, and a school counseling students/interns, and a geographic and a school counseling students/interns, and a geographic a
- educational points but not limited to the professionals of the professio

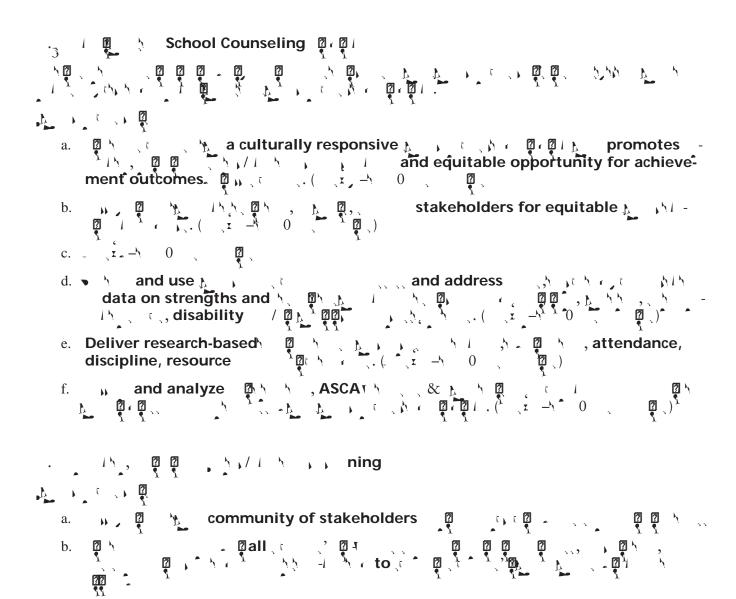
A. RESPONSIBILITY TO STUDENTS

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- b. Foster and affirm all students and their identity and psychosocial development.
 - c. Support all students and their development by actively working to eliminate systemic barriers or bias impeding student development. (new)
 - d. Provide culturally responsive instruction and appraisal and advisements to students. (new)

 - f. The recognize how $x \in \mathbb{R}^n$ and environment $x \in \mathbb{R}^n$ and social/emotional $x \in \mathbb{R}^n$. ($x \in \mathbb{R}^n$ and social/emotional $x \in \mathbb{R}^n$. ($x \in \mathbb{R}^n$ and $x \in \mathbb{R}^n$)
 - g. (* ; + 0) [] [] [] and tribal communities.
 - h. and cultural background, in a gidentity and gender expression, in a gidentity and gender expression.



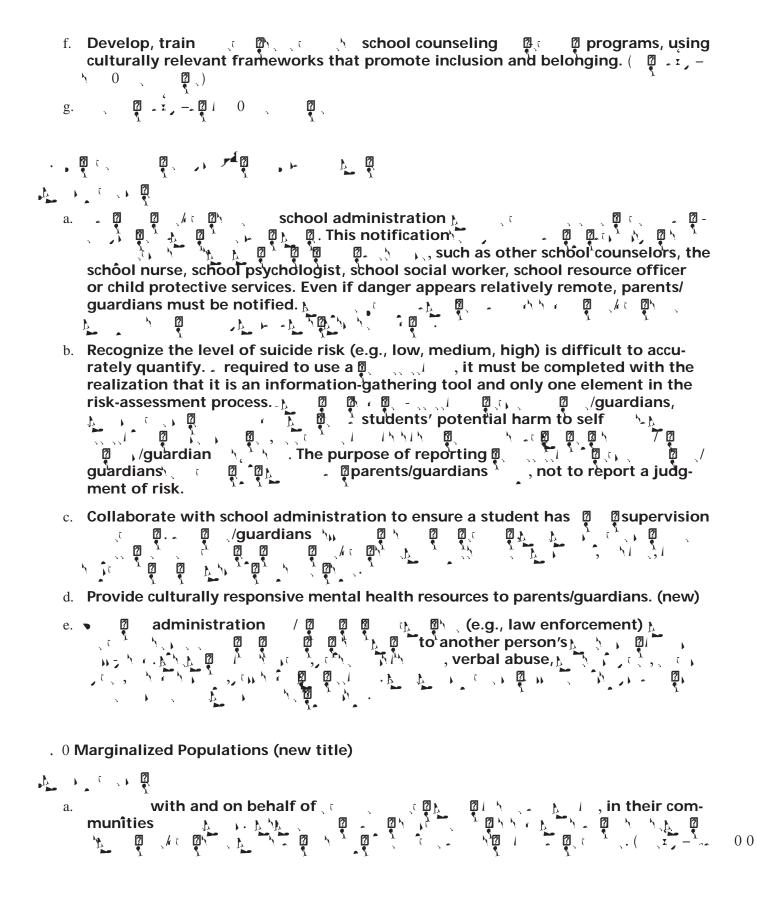


b. Recognize that establishing credibility, rapport and an effective working alliance with some students and stakeholders may be facilitated by developing relationships that extend beyond the school day and building (e.g., attending community events, advocating for community improvement for and with students and stakeholders, joining community enhancement organizations). (new) c. Assess potential [prior to to the relationships beyond the school building and school hours (e.g., attending students' off-site extracurricular activities, celebrations honoring students, hospital visits, funerals). relationship extensions, it is a series of the series of t ${f f.}$ Prevent potential harm ${f t}$ stakeholders with whom the school counselor's judgment may be compromised (, ,, , l), l , l , l , l , l , l , l) by helping facilitate the provision of alternative services or resources when avail-g. Adhere to legal, ethical, district and school policies and guidelines regarding relationships with students and stakeholders. (new) h. Refrain from inappropriate roles and relationships ፣ መለካ ለመ ለላለ እ ያለ ነ ፣ መ-ኤ ካ ነ መለ ነ ፣ አ ነ አ ነ አ ነ ነ ነ ነ ነ መ 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, • • • • for Counseling or the closest available, or the closest ava their values are discriminatory in nature (e.g. sexual orientation, gender identity,

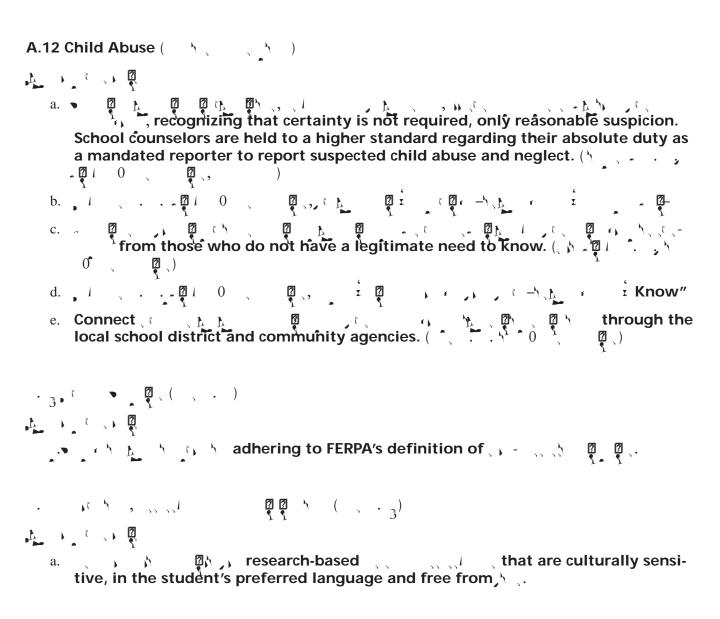
gender expression, reproductive rights, race, religion, ability status). -



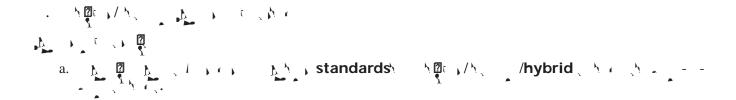
- a. Offer culturally sustaining small-group counseling services based on individual student, school and community needs; student data; a referral process; and/or other relevant data. (new)
- b. Provide equitable access to participation in groups, including alleviating physical, language and other obstacles.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



- 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 him, and encourage growth and provide tools for accountability and change (e.g., restorative practices) in perpetrators, and promote healing in the school community him and the context of the incident, support him is a context of the incident him is a c
- h. Actively respond to incidents of bias or hate, demonstrating a commitment to equity and promoting a safe, inclusive school community. (new)

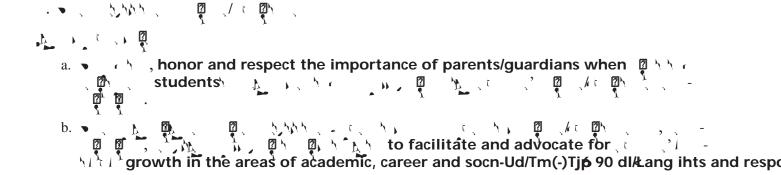


- and regulations instruments of trained to use. c. 1 i 2 15 _c, _ = i Follow" (. 3. 0) f. 2 h h 2 2 h , in the student's preferred language, h t 2, t 2 , and disseminate the results of the property of · was his hot who wh b. i the contract of the contr d. . . . e. . . .
 - g. Understand challenge with 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)
 - 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)



- 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



- k. Understand to the hold to t
- 1. Help \mathcal{C} select appropriate professional development based on identified needs. $(2^{\frac{1}{2}} 2^{\frac{1}{2}} 2$
- m. assistance assistan
- 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 h_{1} , h_{2} , h_{3} , h_{4} , h_{5} ,
 - a. A Confidentially of the Confidential of the Confi
 - c. A responsibilities A A Ray
 - - - 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 land the response of the complainant and respondent should be

F. ETHICAL DECISION MAKING

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

and procedures.

(i) with appropriate professionals (e.g., supervisors, other student service professionals, school counseling peers, cultural experts).