SCHOOL COUNSELING FRAMEWORK
# Acknowledgements

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Dublin City Schools Philosophy

We believe that all students can and must learn at high levels of achievement. It is our job to create an environment in our classrooms that results in this high level of performance. We are confident that, with our support and help, students can master challenging academic material and we expect them to do so. We are prepared to work collaboratively with colleagues, students and parents to achieve this shared educational purpose.

Dublin City Schools Counseling Mission Statement

The mission of the counselors of the Dublin City Schools is to provide high quality, comprehensive school counseling services to all students. Our programs are designed to help all students develop and enhance their academic, social, career, and personal strengths in order to become responsible and productive citizens. There is a commitment to individual uniqueness and the maximum development of human potential.

Through the skillful use of strategic, timely, and personal interventions, counselors customize educational experiences in order to enhance capabilities, close achievement gaps among high and low performing groups and support positive choices.

School Counseling Beliefs
The School Counseling Program is based on developmental concepts and theories and recognizes the strengths of each individual. The program is preventative and proactive; it encourages students, staff, and community to appreciate the contributions, rights, and responsibilities of themselves and others.

The school counselors in the Dublin City Schools believe:

1. All students can achieve at high levels.
2. Every student is valuable and is treated with dignity and respect.
3. All students will have access to high quality school counseling services, provided by a full-time licensed, professional school counselor.
4. All students’ ethnic, cultural, racial differences are considered in the design and delivery of school counseling services.
5. All students can expect that school is a safe and nurturing environment.

The Dublin City Schools Comprehensive School Counseling Program

1. Is an integral part of the total educational process of the Dublin City Schools.
2. Is planned, coordinated, managed, and evaluated by the school counselors.
3. Is available to all students to assist them with personal-social, educational, and career counseling needs.
5. Encourages supportive, positive parental involvement in the schools.
6. Helps build a positive school environment by encouraging collaboration among counselors, teachers, administrators, parents and the community to further student achievement.
7. Is continuously refined and improved through systematic review and evaluation of student performance data.

All counselors in the Dublin City Schools:

1. Are guided by the Ethical Standards of American School Counseling Association and the Counseling Principles of Good Practice of the National Association of College Admission Counseling.
2. Engage in scholarly professional development activities.
**DELIVERY SYSTEM**

**Role of the School Counselor**

**Guidance Curriculum**

- **Classroom Instruction:** School counselors instruct, cooperatively-teach, and provide assistance in teaching the school guidance curriculum.

- **Interdisciplinary Curriculum Development:** School counselors participate on interdisciplinary teams to develop and to refine curriculum in content areas.

- **Group Activities:** School counselors conduct planned small groups outside the classroom to respond to students’ identified needs or interests.

- **Parent Workshops and Instruction:** School counselors conduct workshops and informational sessions for parents or guardians to address the needs of the school community and to implement the school guidance curriculum.

**Individual Student Planning**

- **Individual or Small-group Appraisal:** School counselors work with students analyzing and evaluating students’ abilities, interests, skills, and achievement. Test information and other data are often used as the basis for helping students develop immediate and long-range plans.

- **Individual or Small-group Advisement:** School counselors advise students using personal/social, educational, career, and labor market information in planning personal, educational, and occupational goals.
Responsive Services

- **Consultation:** School counselors consult with parents, colleagues, and community agencies regarding strategies to help students and families. School counselors serve as student advocates.

- **Individual and Small-group Counseling:** Counseling is provided in a small group or on an individual basis for students expressing difficulties dealing with relationships, personal concerns, or normal developmental tasks.

- **Crisis Counseling:** Counseling, comfort, and support are provided to students and families facing traumatic situations. School-based crisis response is offered onsite and is timely in nature.

- **Referrals:** School counselors use referral sources to address concerns such as suicidal ideation, violence, abuse, depression, anxiety, and family difficulties.

- **Peer Facilitation:** Many school counselors train students as peer mediators, conflict managers, tutors, and mentors.

- **Strategic Interventions:** School counselors customize educational experiences in order to enhance capabilities and support positive choices.
System Support:

- **Professional Development**: School counselors are involved regularly in updating and sharing their professional knowledge and skills.

- **Collaboration and Teaming**: Through consultation, partnering, collaborating and teaming, school counselors make important educational and psychological contributions to the school system.

- **Program Management and Operations**: This includes planning and management tasks needed to support activities conducted in the school counseling program.

- **Data Analysis**: School counselors analyze student achievement and counseling program-related data to evaluate the counseling program, to conduct research on activity outcomes, and to discover gaps that exist among different groups of students that need to be addressed.
Use of Time

- National Standards recommend 80% of school counselor time in direct contact with students.

Use of Data

- School counseling programs are data driven.
- Action plans to promote student learning are derived from student data.

Use of Calendars

- A master calendar informs students, parents, teachers, and administrators of the sequence of school counseling activities.
ACCOUNTABILITY

Program Accountability Components
Accountability and evaluation of school counselors and the school counseling program are integral components of the School Counseling Framework. Data inform the practice of school counselors in the Dublin City Schools and align the school counseling program with the District Mission Statement. School counselors and the comprehensive school counseling program must answer the question, “How are students better off academically as the result of our efforts?” School counselors of data-driven school counseling are able to determine what student change has occurred as a result of their efforts, as well as determining the nature and direction of action plans to enhance future student learning.

Student Data
Student data inform the school counselor about student progress and gives direction to action plans developed to impact student learning.

Student-achievement data are measures of academic progress. Student-achievement data include:
- Grade point averages
- Standardized test data including SAT, ACT, AP, IB, OLIB, OAT, and OGT scores
- Graduation rate
- Failing grades earned in class
- % students attending college
- % graduates completing college in 5 years
Achievement-related data measure those areas shown to be correlated to academic success. Achievement-related data include:

- Suspension and expulsion rates
- Alcohol, tobacco, and other drug violations
- Attendance rates
- Participation in extracurricular activities

**Disaggregated Data**
Ensuring academic success for every student includes school counselor-initiated activities designed to meet the needs of under-served, under-performing, and under-represented populations. School counselors do this by examining student academic achievement data and developing action plans to help students succeed. School counselors must be able to separate data by variables to determine if there are any groups of students who may not be performing as well as others. Disaggregated data often precipitate change because they bring to light issues of equity and focus the discussion upon the needs of specific groups of students. Examples of subgroups to be examined are:

- Gender
- Ethnicity
- SES – Students qualifying for free and reduced lunch
- ELL populations
- Special education populations

**Data Over Time**
Collecting immediate, intermediate, and long-range data allows the school counselor to gain a true picture of the impact of the school counseling program. Immediate data measure the impact of knowledge, skills, and attitude change as a result of school counselor activity or intervention. Intermediate data measure the application of knowledge, skills, and attitudes over a short period of time. Long-range data are longitudinal and examine trends from year to year.

Assessing the current school counseling program reveals how well the program is meeting the academic, career, and personal/social needs of students. The process of data gathering and analysis ensures that the implementation of school counseling plan is rooted in a clear understanding of the particular and unique needs of students.
School counselors should determine student needs that are unique to their school and community and develop an action plan to drive the data. Data analysis is the mechanism by which the practicing school counselor is able to acquire specific information to best understand these needs.

**Program Alignment**

Program alignment is first performed when the School Counseling Framework is developed. The tool used to align the School Counseling Framework with the ASCA national model is the ASCA Program Audit included in the appendix.

**Program Evaluation**

Program evaluations are conducted yearly and guide the direction of the school counseling program. The tool used to complete the program evaluation is the school counselor evaluation located in the appendix.

**Appropriate School Counselor Responsibilities**

- Designing individual student academic programs
- Interpreting cognitive, aptitude and achievement tests
- Counseling students with problem behaviors
- Interpreting student data in relationship to achievement
- Assisting the school principal with identifying and resolving student issues, needs and problems
- Collaborating with teachers to present proactive, prevention-based guidance curriculum lessons
- Assuming leadership in academic and personal, social, and college career domains within the school district
- Collaborating with stakeholders to provide strategic, timely interventions
- Advocating for the student
- Intervening in crisis situations
- Facilitating group counseling based on student needs
- Seeking professional development
NATIONAL STANDARDS FOR STUDENT ACADEMIC, CAREER, AND PERSONAL/SOCIAL DEVELOPMENT

Academic Development:

A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.
B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
C. Students will understand the relationship of academics to the world of work and to the life at home and in the community.

Career Development:

A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
B. Students will employ strategies to achieve future career goals with success and satisfaction.
C. Students will understand the relationship between personal qualities, education, training, and the world of work.

Personal/Social Development:

A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
B. Students will make decisions, set goals and take necessary action to achieve goals.
C. Students will understand safety and survival skills.
<table>
<thead>
<tr>
<th>K-5 FOCUS AREAS</th>
<th>6-8 FOCUS AREAS</th>
<th>9-12 FOCUS AREAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary school years are the entry level for students to participate in the school counseling program. Learning is focused on:</td>
<td>Middle school years allow students to continue awareness activities, and learning is focused on:</td>
<td>High school years encourage continued awareness and exploration activities, learning is focused on skill development and planning activities, and learning is focused on:</td>
</tr>
<tr>
<td>• Increasing Self-Awareness</td>
<td>• Improving Academic Self-Efficacy</td>
<td>• Transitioning to Post-secondary Education</td>
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<tr>
<td>• Increasing Social Skills</td>
<td>• Understanding Self and the Career Exploration Process</td>
<td>• Improving Academic Self-Efficacy</td>
</tr>
<tr>
<td>• Learning Safety Skills</td>
<td>• Respecting Self and Others</td>
<td>• Respecting Self and Others</td>
</tr>
<tr>
<td>• Developing Self-Efficacy</td>
<td>• Establishing Effective Relationships</td>
<td>• Relating School to Life</td>
</tr>
</tbody>
</table>
### ASCA National Standards: Developmental Crosswalking Tool

<table>
<thead>
<tr>
<th>ACADEMIC DEVELOPMENT DOMAIN</th>
<th>K-5</th>
<th>6-8</th>
<th>9-12</th>
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</thead>
<tbody>
<tr>
<td><strong>Standard A:</strong> Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

#### Competency A1 Improve Academic Self-concept
- A:A1.1 articulate feelings of competence and confidence as learners
- A:A1.2 display a positive interest in learning
- A:A1.3 take pride in work and achievement
- A:A1.4 accept mistakes as essential to the learning process
- A:A1.5 identify attitudes and behaviors which lead to successful learning

#### Competency A2 Acquire Skills for Improving Learning
- A:A2.1 apply time management and task management skills
- A:A2.2 demonstrate how effort and persistence positively affect learning
- A:A2.3 use communications skills to know when and how to ask for help when needed
- A:A2.4 apply knowledge and learning styles to positively influence school performance

#### Competency A3 Achieve School Success
- A:A3.1 take responsibility for their actions
- A:A3.2 demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- A:A3.3 develop a broad range of interest and abilities
- A:A3.4 demonstrate dependability, productivity, and initiative
- A:A3.5 share knowledge

#### Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

#### Competency B1 Improve Learning
- A:B1.1 demonstrate the motivation to achieve individual potential
- A:B1.2 learn and apply critical thinking skills
- A:B1.3 apply the study skills necessary for academic success at each level
- A:B1.4 seek information and support from faculty, staff, family and peers
- A:B1.5 organize and apply academic information from a variety of sources
- A:B1.6 use knowledge of learning styles to positively influence school performance
- A:B1.7 become a self-directed and independent learner
<table>
<thead>
<tr>
<th>Competency B2 Plan to Achieve Goals</th>
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<tbody>
<tr>
<td>A:B2.1 establish challenging academic goals in elementary, middle/junior high, and high school</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>A:B2.2 use assessment results in educational planning</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>A:B2.3 develop and implement an annual plan of study to maximize academic ability and achievement</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>A:B2.4 apply knowledge of aptitudes and interests to goal setting</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>A:B2.5 apply problem-solving and decision-making skills to assess progress toward educational goals</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>A:B2.6 understand the relationship between classroom performance and success in school</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>A:B2.7 identify post-secondary options consistent with interests, achievement, aptitude, and abilities</td>
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<td>✓</td>
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</tbody>
</table>

STANDARD C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

<table>
<thead>
<tr>
<th>Competency C1 Relate School to Life Experience</th>
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<tbody>
<tr>
<td>A:C1.1 demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>A:C1.2 seek co-curricular and community experiences to enhance the school experience</td>
<td></td>
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<tr>
<td>A:C1.3 understand the relationship between learning and work</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>A:C1.4 demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>A:C1.5 understand that school success is the preparation to make the transition from student to community member</td>
<td></td>
<td></td>
<td>✓</td>
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<tr>
<td>A:C1.6 understand how school success and academic achievement enhance future career and vocational opportunities</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>CAREER DEVELOPMENT DOMAIN</td>
<td>K-5</td>
<td>6-8</td>
<td>9-12</td>
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<tr>
<td><strong>STANDARD A:</strong> Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</td>
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<tr>
<td><strong>Competency A:1 Develop Career Awareness</strong></td>
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<tr>
<td>C:A1.1 develop skills to locate, evaluate, and interpret career information</td>
<td>✔</td>
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<tr>
<td>C:A1.2 learn about the variety of traditional and nontraditional occupations</td>
<td>✔</td>
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<tr>
<td>C:A1.3 develop an awareness of personal abilities, skills, interests, and motivations</td>
<td>✔</td>
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<tr>
<td>C:A1.4 learn how to interact and work cooperatively in teams</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>C:A1.5 learn to make decisions</td>
<td>✔</td>
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<tr>
<td>C:A1.6 learn how to set goals</td>
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<tr>
<td>C:A1.7 understand the importance of planning</td>
<td>✔</td>
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<tr>
<td>C:A1.8 pursue and develop competency in areas of interest</td>
<td>✔</td>
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<tr>
<td>C:A1.9 develop hobbies and vocational interests</td>
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<td>C:A1.10 balance between work and leisure time</td>
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<tr>
<td><strong>Competency A:2 Develop Employment Readiness</strong></td>
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<tr>
<td>C:A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills</td>
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<tr>
<td>C:A2.2 apply job readiness skills to seek employment opportunities</td>
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<td>C:A2.3 demonstrate knowledge about the changing workplace</td>
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<tr>
<td>C:A2.4 learn about the rights and responsibilities of employers and employees</td>
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<tr>
<td>C:A2.5 learn to respect individual uniqueness in the workplace</td>
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<tr>
<td>C:A2.6 learn how to write a resume</td>
<td>✔</td>
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<tr>
<td>C:A2.7 develop a positive attitude toward work and learning</td>
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<tr>
<td>C:A2.8 understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace</td>
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<tr>
<td>C:A2.9 utilize time and task-management skills</td>
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<td>✔</td>
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<tr>
<td>Competency B:1 Acquire Career Information</td>
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<tr>
<td>C:B1.1 apply decision making skills to career planning, course selection, and career transition</td>
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<tr>
<td>C:B1.2 identify personal skills, interests, and abilities and relate them to current career choice</td>
<td>✔</td>
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<tr>
<td>C:B1.3 demonstrate knowledge of the career planning process</td>
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<tr>
<td>C:B1.4 know the various ways in which occupations can be classified</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>C:B1.5 use research and information resources to obtain career information</td>
<td>✔</td>
<td>✔</td>
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</tr>
<tr>
<td>C:B1.6 learn to use the internet to access career planning information</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>C:B1.7 describe traditional and non-traditional occupations and how these relate to career choice</td>
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<tr>
<td>C:B1.8 understand how changing economic and societal needs influence employment trends and future training.</td>
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</table>

<table>
<thead>
<tr>
<th>Competency B:2 Identify Career Goals</th>
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<tbody>
<tr>
<td>C:B2.1 demonstrate awareness of the education and training needed to achieve career goals</td>
</tr>
<tr>
<td>C:B2.2 assess and modify their educational plan to support career</td>
</tr>
<tr>
<td>C:B2.3 use employability and job readiness skills in internship, mentoring, shadowing, and/or other work experience.</td>
</tr>
<tr>
<td>C:B2.4 select course work that is related to career interests</td>
</tr>
<tr>
<td>C:B2.5 maintain a career planning portfolio</td>
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<tr>
<td>CAREER DEVELOPMENT DOMAIN</td>
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</tr>
<tr>
<td><strong>STANDARD C:</strong> Students will understand the relationship between personal qualities, education, training, and the world of work.</td>
</tr>
<tr>
<td><strong>Competency C:1 Acquire Knowledge to Achieve Career Goals</strong></td>
</tr>
<tr>
<td>C:C1.1 understand the relationship between educational achievement and career success</td>
</tr>
<tr>
<td>C:C1.2 explain how work can help to achieve personal success and satisfaction</td>
</tr>
<tr>
<td>C:C1.3 identify personal preferences and interests which influence career choice and success</td>
</tr>
<tr>
<td>C:C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills</td>
</tr>
<tr>
<td>C:C1.5 describe the effect of work on lifestyle</td>
</tr>
<tr>
<td>C:C1.6 understand the importance of equity and access in career choice</td>
</tr>
<tr>
<td>C:C1.7 understand that work is an important and satisfying means of personal expression</td>
</tr>
<tr>
<td><strong>Competency C:2 Apply Skills to Achieve Career Goals</strong></td>
</tr>
<tr>
<td>C:C2.1 demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals</td>
</tr>
<tr>
<td>C:C2.2 learn how to use conflict management skills with peers and adults</td>
</tr>
<tr>
<td>C:C2.3 learn to work cooperatively with others as a team member</td>
</tr>
<tr>
<td>C:C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences</td>
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<tr>
<td><strong>PERSONAL/SOCIAL DOMAIN</strong></td>
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<tr>
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<tr>
<td><strong>Competency A1 Acquire Self-Knowledge</strong></td>
</tr>
<tr>
<td>PS:A1.1 develop positive attitudes toward self as a unique and worthy person</td>
</tr>
<tr>
<td>PS:A1.2 identify values, attitudes and beliefs</td>
</tr>
<tr>
<td>PS:A1.3 learn the goal-setting process</td>
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<tr>
<td>PS:A1.4 understand change is a part of growth</td>
</tr>
<tr>
<td>PS:A1.5 identify and express feelings</td>
</tr>
<tr>
<td>PS:A1.6 distinguish between appropriate and inappropriate behavior</td>
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<tr>
<td>PS:A1.7 recognize personal boundaries, rights, and privacy needs</td>
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<tr>
<td>PS:A1.8 understand the need for self-control and how to practice it</td>
</tr>
<tr>
<td>PS:A1.9 demonstrate cooperative behavior in groups</td>
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<tr>
<td>PS:A1.10 identify personal strengths and assets</td>
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<tr>
<td>PS:A1.11 identify and discuss changing personal and social roles</td>
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<tr>
<td>PS:A1.12 identify and recognize changing family roles</td>
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<tr>
<td><strong>Competency A2 Acquire Interpersonal Skills</strong></td>
</tr>
<tr>
<td>PS:A2.1 recognize that everyone has rights and responsibilities</td>
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<tr>
<td>PS:A2.2 respect alternative points of view</td>
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<tr>
<td>PS:A2.3 recognize, accept, respect and appreciate individual differences</td>
</tr>
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<td>PS:A2.4 recognize, accept and appreciate ethnic and cultural diversity</td>
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<tr>
<td>PS:A2.5 recognize and respect differences in various family configurations</td>
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<tr>
<td>PS:A2.6 use effective communications skills</td>
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<tr>
<td>PS:A2.7 know that communication involves speaking, listening, and nonverbal behavior</td>
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<tr>
<td>PS:A2.8 learn how to make and keep friends</td>
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<tr>
<td><strong>STANDARD B</strong>: Students will make decisions set goals, and take necessary action to achieve goals.</td>
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<tr>
<td><strong>Competency B1 Self-Knowledge Application</strong></td>
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<tr>
<td>PS:B1.1 use a decision-making and problem-solving model</td>
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<tr>
<td>PS:B1.2 understand consequences of decisions and choices</td>
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<td>PS:B1.3 identify alternative solutions to a problem</td>
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<tr>
<td>PS:B1.4 develop effective coping skills for dealing with problems</td>
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<tr>
<td>PS:B1.5 demonstrate when, where and how to seek help for solving problems and making decisions</td>
</tr>
<tr>
<td>PS:B1.6 know how to apply conflict resolution skills</td>
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<td>PS:B1.7</td>
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<td>PS:B1.8</td>
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<td>PS:B1.9</td>
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<td>PS:B1.11</td>
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<td>PS:B1.12</td>
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<tr>
<td><strong>STANDARD C:</strong> Students will understand safety and survival skills.</td>
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</table>

**Competency C1: Acquire Personal Safety Skills**

<p>| PS:C1.1 | demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact) | ✔ |
| PS:C1.2 | learn about the relationship between rules, laws, safety, and the protection of rights of the individual | ✔ | ✔ | ✔ |
| PS:C1.3 | learn about the differences between appropriate and inappropriate physical contact | ✔ | ✔ | ✔ |
| PS:C1.4 | demonstrate the ability to set boundaries, rights and personal privacy | ✔ | ✔ | ✔ |
| PS:C1.5 | differentiate between situations requiring peer support and situations requiring adult professional help | ✔ | ✔ | ✔ |
| PS:C1.6 | identify resource people in the school and community, and know how to seek their help | ✔ | ✔ | ✔ |
| PS:C1.7 | apply effective problem-solving and decision-making skills to make safe and healthy choices | ✔ | ✔ | ✔ |
| PS:C1.8 | learn about the emotional and physical dangers of substance use and abuse | ✔ | ✔ | ✔ |
| PS:C1.9 | learn how to cope with peer pressure | ✔ | ✔ |
| PS:C1.10 | learn techniques for managing stress and conflict | ✔ | ✔ | ✔ |
| PS:C1.11 | learn coping skills for managing life events | ✔ | ✔ | ✔ |</p>
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## DUBLIN CITY SCHOOLS
### ELEMENTARY GUIDANCE CURRICULUM ACTION PLAN

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### Dublin City Schools
#### Elementary Guidance Curriculum Action Plan

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<td>Spring</td>
<td>Parents, teachers and student feedback</td>
</tr>
<tr>
<td>5-9</td>
<td>Physical Changes</td>
<td>PERSONAL/SOCIAL</td>
<td>Multi-media Group work</td>
<td>Spring</td>
<td>Parents, teachers and student feedback</td>
</tr>
</tbody>
</table>
# Dublin City Schools

## Middle School Guidance Curriculum Action Plan

<table>
<thead>
<tr>
<th>Grade level</th>
<th>Lesson Content</th>
<th>Dublin City Schools Domain/Standard</th>
<th>Curriculum and Materials</th>
<th>Projected Date</th>
<th>Evaluation Methods How will the Results be Measured?</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th</td>
<td>Student Orientation to Middle School</td>
<td>PERSONAL/SOCIAL ACADEMIC</td>
<td>6th Grade Student Ambassadors &amp; Presenters</td>
<td>Spring</td>
<td>Observation and feedback of transition to middle school</td>
</tr>
<tr>
<td>5th</td>
<td>Parent Orientation to Middle School</td>
<td>PERSONAL/SOCIAL ACADEMIC</td>
<td>Written &amp; Multi-media Materials, Student Performers</td>
<td>Spring</td>
<td>Observation and feedback of transition to middle school</td>
</tr>
<tr>
<td>6th</td>
<td>Orientation</td>
<td>PERSONAL/SOCIAL ACADEMIC</td>
<td>Written &amp; Multi-media Materials</td>
<td>Fall</td>
<td>Observation and feedback of transition to middle school</td>
</tr>
<tr>
<td>6th</td>
<td>Counselor introduction and description of counseling services</td>
<td>PERSONAL/SOCIAL</td>
<td>Written Materials</td>
<td>Fall</td>
<td>Observation and student feedback</td>
</tr>
</tbody>
</table>
| 6th         | Bullying & Respecting Differences | PERSONAL/SOCIAL | Written & Multi-media Materials | Fall | Surveys
Number of positive rewards given
Number of bullying incidents reported |
| 6th         | Computer- Based Career Exploration Activities | ACADEMIC CAREER | Written & Multi-media Materials | Fall to Spring | Career Activity
Reflections and Goals |
<p>| 6th         | 7th Grade Scheduling &amp; Advisement | ACADEMIC | Written Materials | Spring | Student, parent and teacher feedback |</p>
<table>
<thead>
<tr>
<th>Grade level</th>
<th>Lesson Content</th>
<th>Dublin City Schools Domain/Standard</th>
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<th>How will the Results be Measured?</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th</td>
<td>Counselor introduction and description of counseling services</td>
<td>ACADEMIC PERSONAL/SOCIAL CAREER</td>
<td>Written Materials</td>
<td>Fall</td>
<td>Observation and student feedback</td>
<td></td>
</tr>
<tr>
<td>7th</td>
<td>Bullying &amp; Respecting Differences</td>
<td>PERSONAL/SOCIAL</td>
<td>Written &amp; Multi-media Materials</td>
<td>Fall</td>
<td>Surveys</td>
<td>Number of positive rewards given</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Number of bullying incidents reported</td>
</tr>
<tr>
<td>7th</td>
<td>Computer- Based Career Exploration Activities</td>
<td>ACADEMIC PERSONAL/SOCIAL CAREER</td>
<td>Written &amp; Multi-media Materials</td>
<td>Fall to Spring</td>
<td>Career Activity Reflections and Goals</td>
<td></td>
</tr>
<tr>
<td>7th</td>
<td>8th Grade Scheduling &amp; Advisement</td>
<td>ACADEMIC CAREER</td>
<td>Written Materials</td>
<td>Spring</td>
<td>Student, parent and teacher feedback</td>
<td></td>
</tr>
<tr>
<td>8th</td>
<td>Counselor introduction and description of counseling services</td>
<td>ACADEMIC PERSONAL/SOCIAL</td>
<td>Written Materials</td>
<td>Fall</td>
<td>Observation and student feedback</td>
<td></td>
</tr>
<tr>
<td>8th</td>
<td>Bullying &amp; Respecting Differences</td>
<td>PERSONAL/SOCIAL</td>
<td>Written &amp; Multi-media Materials</td>
<td>Fall</td>
<td>Surveys</td>
<td>Number of positive rewards given</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Number of bullying incidents reported</td>
</tr>
<tr>
<td>8th</td>
<td>Results from aptitude/career interest inventory.</td>
<td>CAREER</td>
<td>Written &amp; Multi-media Materials, Computer</td>
<td>Winter</td>
<td>Successful course selections based upon individual assessment results</td>
<td></td>
</tr>
<tr>
<td>8th</td>
<td>Explore various career options and Create electronic Individual Career Plan</td>
<td>ACADEMIC CAREER</td>
<td>Written &amp; Multi-media Materials, Computer</td>
<td>Winter</td>
<td>Career Activity Reflections and Goals</td>
<td>Successful completion of Individual Career Plan</td>
</tr>
<tr>
<td>8th</td>
<td>9th Grade Scheduling &amp; Advisement</td>
<td>ACADEMIC</td>
<td>Written Materials &amp; Multi-media Materials</td>
<td>Spring</td>
<td>Student, parent and teacher feedback</td>
<td></td>
</tr>
</tbody>
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# Dublin City Schools
## High School Guidance Curriculum Action Plan

<table>
<thead>
<tr>
<th>Grade level</th>
<th>Lesson Content</th>
<th>Dublin City Schools Domain/Standard</th>
<th>Curriculum and Materials</th>
<th>Projected Date</th>
<th>Evaluation</th>
<th>Implementers</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>Freshman Orientation Seminars</td>
<td>ACADEMIC PERSONAL/SOCIAL CAREER</td>
<td>Printed materials &amp; multi-media presentation,</td>
<td>Fall</td>
<td>Observation, pre-test, post-test evaluation,</td>
<td>School Counselors, Student Peer Leaders</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td>Interim grades,</td>
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<tr>
<td>All 11th</td>
<td>Test Preparation and Interpretation</td>
<td>ACADEMIC PERSONAL/SOCIAL CAREER</td>
<td>PSAT, Printed materials, multi-media presentation</td>
<td>Fall,</td>
<td>Test Results and Related Data</td>
<td>School Counselors</td>
</tr>
<tr>
<td>11th &amp; 10th Testing</td>
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<tr>
<td>11th</td>
<td>Getting Started</td>
<td>ACADEMIC PERSONAL/SOCIAL CAREER</td>
<td>Printed materials &amp; multi-media presentation</td>
<td>Winter</td>
<td>Observation, pre-test, post-test evaluation,</td>
<td>School Counselors, Student Peer Leaders</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>individual student conferences, senior survey,</td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>matriculation report</td>
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<tr>
<td>12th</td>
<td>Senior Presentation</td>
<td>ACADEMIC PERSONAL/SOCIAL CAREER</td>
<td>Printed materials &amp; multi-media presentation</td>
<td>Fall</td>
<td>Observation, pre-test, post-test evaluation,</td>
<td>School Counselors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>individual student conferences, senior survey,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>matriculation report</td>
<td></td>
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<tr>
<td>10th</td>
<td>PLAN Preparation</td>
<td>ACADEMIC PERSONAL/SOCIAL CAREER</td>
<td>Printed materials &amp; multi-media presentation</td>
<td>Winter</td>
<td>Test Results and Related Data</td>
<td>School Counselors</td>
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## Dublin City Schools
### High School Guidance Curriculum Action Plan

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<th>Implementers</th>
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</thead>
<tbody>
<tr>
<td>Grades 8-11</td>
<td>Academic Advising and Scheduling</td>
<td>ACADEMIC PERSONAL/SOCIAL CAREER</td>
<td>Printed materials and multi-media presentations</td>
<td>Winter</td>
<td>Scheduling Data Academic and Career Plan Updates</td>
<td>School Counselors Teachers</td>
</tr>
<tr>
<td>Grades 9-10</td>
<td>Bullying Presentation</td>
<td>ACADEMIC PERSONAL/SOCIAL CAREER</td>
<td>Printed materials and multi-media presentations</td>
<td>Fall</td>
<td>Discipline Referrals for Bullying Incidents Written Program Evaluation</td>
<td>School Counselors</td>
</tr>
<tr>
<td>Students and Parents Grades 9-12</td>
<td>Suburban College Fair</td>
<td>ACADEMIC PERSONAL/SOCIAL CAREER</td>
<td>Printed materials and multi-media presentations</td>
<td>Fall</td>
<td>Written Program Evaluation</td>
<td>School Counselors College Admission Counselors Content Specialists</td>
</tr>
</tbody>
</table>
## Dublin City Schools
### HIGH SCHOOL GUIDANCE CURRICULUM ACTION PLAN

<table>
<thead>
<tr>
<th>Grade level</th>
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<th>Evaluation</th>
<th>Implementers</th>
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</thead>
<tbody>
<tr>
<td>Parents 11th &amp; 12th</td>
<td>Financial Aid &amp; Scholarship</td>
<td>ACADEMIC PERSONAL/SOCIAL CAREER</td>
<td>Printed materials &amp; multi-media presentation</td>
<td>Fall</td>
<td>Written Program Evaluation</td>
<td>School Counselors Content Specialist</td>
</tr>
<tr>
<td>Students/Parents 9th-12th</td>
<td>Suburban Multicultural College Fair</td>
<td>ACADEMIC PERSONAL/SOCIAL CAREER</td>
<td>Printed materials &amp; multi-media presentation</td>
<td>Spring</td>
<td>Written Program Evaluation</td>
<td>School Counselors College Admission Counselors Student Graduates</td>
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<tr>
<td>Parents 12th</td>
<td>FASFA Parent Meeting</td>
<td>ACADEMIC PERSONAL/SOCIAL CAREER</td>
<td>Printed materials &amp; multi-media presentation</td>
<td>Fall</td>
<td>Written Program Evaluation</td>
<td>School Counselors Content Specialist</td>
</tr>
<tr>
<td>Parents 9th-11th</td>
<td>College Testing</td>
<td>ACADEMIC PERSONAL/SOCIAL CAREER</td>
<td>PSAT, PLAN, SAT, ACT, Printed materials &amp; multi-media presentation</td>
<td>Winter</td>
<td>Written Program Evaluation</td>
<td>School Counselors Content Specialist</td>
</tr>
<tr>
<td>Parents 10th – 11th</td>
<td>Getting Started In The College Selection Process</td>
<td>ACADEMIC PERSONAL/SOCIAL CAREER</td>
<td>Printed materials &amp; multi-media presentation</td>
<td>Winter</td>
<td>Written Program Evaluation</td>
<td>School Counselors Content Specialist</td>
</tr>
<tr>
<td>Students/Parents 8th-11th</td>
<td>AP/IB Parent Meeting</td>
<td>ACADEMIC PERSONAL/SOCIAL CAREER</td>
<td>Printed materials &amp; multi-media presentation</td>
<td>Winter</td>
<td>Written Program Evaluation</td>
<td>School Counselors Content Specialist</td>
</tr>
</tbody>
</table>
APPENDICES
Monthly Activity Calendars
AUGUST

- Teach Classroom Guidance, K-5
- Individual Counseling
- Small Groups As Needed
- Parent Conferencing and Consultation
- Administrative Conferencing and Consultation
- Staff Conferencing and Consultation
- Collaborating, Consulting with Community Agencies
- Referrals
- Interpreting Testing Results and Student Files
- Request for Assistance Meetings and Follow-ups
- Intervention Teams/SST Process
- Crisis Intervention
- Special Education Resource
- Designee in Principal’s Absence
- Monthly Guidance Meetings
- Coordinate DARE, Grade 5
- Monthly School Newsletter Resource
- Coordinate Special Programs (e.g., Junior Achievement, Teen Institute, Buddy Program, Peer Collaboration, Kindergarten, Greeters, Outdoor Education, 5-K Run etc.).
- 1.5 Extended Days
- Walk Through
- New Student Orientation
- Class Lists - New Students
- K-5 Transition Meetings

SEPTEMBER

- Teach Classroom Guidance, K-5
- Individual Counseling
- Small Groups As Needed:
  - Family Changes
  - Friendships
  - Impulse Control (anger management)
  - Study Skills
  - Grief
  - Social Skills
  - New Students
- Parent Conferencing and Consultation
- Administrative Conferencing and Consultation
- Staff Conferencing and Consultation
- Collaborating, Consulting with Community Agencies
- Referrals
- Interpreting Testing Results and Student Files
- Request for Assistance Meetings and Follow-ups
- Intervention Teams/SST Process
- Crisis Intervention
- Special Education Resource
- Designee in Principal’s Absence
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- Coordinate DARE, Grade 5
- Monthly School Newsletter Resource
- Coordinate Special Programs (e.g., Junior Achievement, Teen Institute, Buddy Program, Peer Collaboration, Kindergarten, Greeters, Outdoor Education, 5-K Run etc.).
- New Student Orientation
- Class Lists - New Students
- Curriculum Nights

OCTOBER

- Teach Classroom Guidance, K-5
- Individual Counseling
- Small Groups As Needed
- Parent Conferencing and Consultation
- Administrative Conferencing and Consultation
- Staff Conferencing and Consultation
- Collaborating Consulting with Community Agencies
- Referrals
- Interpreting Testing Results and Student Files
- Request for Assistance Meetings and Follow-ups
- Intervention Teams/SST Process
- Crisis Intervention
- Special Education Resource
- Designee in Principal’s Absence
- Monthly Guidance Meetings
- Coordinate DARE Grade 5
- Monthly School Newsletter Resource
- Coordinate Special Programs (e.g., Junior Achievement, Teen Institute, Buddy Program, Peer Collaboration, Kindergarten, Greeters, Outdoor Education, 5-K Run etc.).
- Red Ribbon Week
- Standardized Testing/Make-Ups
NOVEMBER
- Teach Classroom Guidance, K-5
- Individual Counseling
- Small Groups as Needed
- Parent Conferencing and Consultation
- Administrative Conferencing and Consultation
- Staff Conferencing and Consultation
- Collaborating, Consulting with Community Agencies
- Referrals
- Interpreting Testing Results and Student Files
- Request for Assistance Meetings and Follow-ups
- Intervention Teams/SST Process
- Crisis Intervention
- Special Education Resource
- Designee in Principal’s Absence
- Monthly Guidance Meetings
- Coordinate DARE, Grade 5
- Monthly School Newsletter Resource
- Coordinate Special Programs (e.g., Junior Achievement, Teen Institute, Buddy Program, Peer Collaboration, Kindergarten, Greeters, Outdoor Education, 5-K Run etc.).
- Parent Conference Nights

DECEMBER
- Teach Classroom Guidance, K-5
- Individual Counseling
- Small Groups as Needed
- Parent Conferencing and Consultation
- Administrative Conferencing and Consultation
- Staff Conferencing and Consultation
- Collaborating, Consulting with Community Agencies
- Referrals
- Interpreting Testing Results and Student Files
- Request for Assistance Meetings and Follow-ups
- Intervention Teams/SST Process
- Crisis Intervention
- Special Education Resource
- Designee in Principal’s Absence
- Monthly Guidance Meetings
- Coordinate DARE, Grade 5
- Monthly School Newsletter Resource
- Coordinate Special Programs (e.g., Junior Achievement, Teen Institute, Buddy Program, Peer Collaboration, Kindergarten, Greeters, Outdoor Education, 5-K Run etc.).
- Camps
- Outdoor Education

JANUARY
- Teach Classroom Guidance, K-5
- Individual Counseling
- Small Groups as Needed
- Parent Conferencing and Consultation
- Administrative Conferencing and Consultation
- Staff Conferencing and Consultation
- Collaborating, Consulting with Community Agencies
- Referrals
- Interpreting Testing Results and Student Files
- Request for Assistance Meetings and Follow-ups
- Intervention Teams/SST Process
- Crisis Intervention
- Special Education Resource
- Designee in Principal’s Absence
- Monthly Guidance Meetings
- Coordinate DARE, Grade 5
- Monthly School Newsletter Resource
- Coordinate Special Programs (e.g., Junior Achievement, Teen Institute, Buddy Program, Peer Collaboration, Kindergarten, Greeters, Outdoor Education, 5-K Run etc.).
- DARE Graduation- January or June
FEBRUARY

- Teach Classroom Guidance, K-5
- Individual Counseling
- Small Groups as Needed
- Parent Conferencing and Consultation
- Administrative Conferencing and Consultation
- Staff Conferencing and Consultation
- Collaborating, Consulting with Community Agencies
- Referrals
- Interpreting Testing Results and Student Files
- Request for Assistance Meetings and Follow-ups
- Intervention Teams/SST Process
- Crisis Intervention
- Special Education Resource
- Designee in Principal’s Absence
- Monthly Guidance Meetings
- Coordinate DARE, Grade 5
- Monthly School Newsletter Resource
- Coordinate Special Programs (e.g., Junior Achievement, Teen Institute, Buddy Program, Peer Collaboration, Kindergarten, Greeters, Outdoor Education, 5-K Run etc.).
- Career Assessments - Grade 4
- Parent Conference Nights
- Standardized Testing and Make-ups

MARCH

- Teach Classroom Guidance, K-5
- Individual Counseling
- Small Groups as Needed
- Parent Conferencing and Consultation
- Administrative Conferencing and Consultation
- Staff Conferencing and Consultation
- Collaborating, Consulting with Community Agencies
- Referrals
- Interpreting Testing Results and Student Files
- Request for Assistance Meetings and Follow-ups
- Intervention Teams/SST Process
- Crisis Intervention
- Special Education Resource
- Designee in Principal’s Absence
- Monthly Guidance Meetings
- Coordinate DARE, Grade 5
- Monthly School Newsletter Resource
- Coordinate Special Programs (e.g., Junior Achievement, Teen Institute, Buddy Program, Peer Collaboration, Kindergarten, Greeters, Outdoor Education, 5-K Run etc.).
- Standardized Testing and Make-ups

APRIL

- Teach Classroom Guidance, K-5
- Individual Counseling
- Small Groups as Needed
- Parent Conferencing and Consultation
- Administrative Conferencing and Consultation
- Staff Conferencing and Consultation
- Collaborating, Consulting with Community Agencies
- Referrals
- Interpreting Testing Results and Student Files
- Request for Assistance Meetings and Follow-ups
- Intervention Teams/SST Process
- Crisis Intervention
- Special Education Resource
- Designee in Principal’s Absence
- Monthly Guidance Meetings
- Coordinate DARE, Grade 5
- Monthly School Newsletter Resource
- Coordinate Special Programs (e.g., Junior Achievement, Teen Institute, Buddy Program, Peer Collaboration, Kindergarten, Greeters, Outdoor Education, 5-K Run etc.).
- Kindergarten Screenings
- Standardized Testing and Make-ups
MAY

- Teach Classroom Guidance, K-5
- Individual Counseling
- Small Groups as Needed
- Parent Conferencing and Consultation
- Administrative Conferencing and Consultation
- Staff Conferencing and Consultation
- Collaborating, Consulting with Community Agencies
- Referrals
- Interpreting Testing Results and Student Files
- Request for Assistance Meetings and Follow-ups
- Intervention Teams/SST Process
- Crisis Intervention
- Special Education Resource
- Designee in Principal’s Absence
- Monthly Guidance Meetings
- Coordinate DARE, Grade 5
- Monthly School Newsletter Resource
- Coordinate Special Programs (e.g., Junior Achievement, Teen Institute, Buddy Program, Peer Collaboration, Kindergarten, Greeters, Outdoor Education, 5-K Run etc.).
- Middle School Orientation/Transition - Grade 5
- Class placements
- Summer School
- Resource/Scholarship

JUNE

- Teach Classroom Guidance, K-5
- Individual Counseling
- Small Groups as Needed
- Parent Conferencing and Consultation
- Administrative Conferencing and Consultation
- Staff Conferencing and Consultation
- Collaborating, Consulting with Community Agencies
- Referrals
- Interpreting Testing Results and Student Files
- Request for Assistance Meetings and Follow-ups
- Intervention Teams/SST Process
- Crisis Intervention
- Special Education Resource
- Designee in Principal’s Absence
- Monthly Guidance Meetings
- Coordinate DARE, Grade 5
- Monthly School Newsletter Resource
- Coordinate Special Programs (e.g., Junior Achievement, Teen Institute, Buddy Program, Peer Collaboration, Kindergarten, Greeters, Outdoor Education, 5-K Run etc.).
- 1.5 Extended Days
- Transfer Career Portfolios to Middle School
- Class Placements
- DARE Graduation, January or June
- Curriculum Review
AUGUST

- Office Organization
- New Student Registration
- Contact Student Ambassadors
- Plan and Initiate New Student Luncheon and Scavenger Hunt
- Sixth Grade Student Orientation
- Schedule Pickup
- Compiling and Distributing “New Student Information Sheets”
- Scheduling Middle School Students:
  - ESL Scheduling
  - Individualized Scheduling
  - Focused Accelerated Scheduling
  - Gifted Scheduling
  - Intervention Scheduling
  - Schedule Changes
  - Special Education Scheduling
- Balancing Class Sizes
- Team Leader Council Meeting
- Staff Meeting Presentation
- Individual Student Conferencing: Counseling and Advisement
- Parent Conferencing
- Administrative Conferencing and Consultation
- Special Education and IEP and SST Meetings
- Individual Committee Commitments
- Counselor Introduction and Description of Counseling Presentations to Student
- Meet with New Student Groups
- Update Website and Electronic Newsletter Information

SEPTEMBER

- Curriculum Nights
- Prepare for Explore Test
- Attend Team Meetings (Weekly)
- Staff Meeting (Monthly)
- Team Leader Council (Monthly)
- New Student Scheduling
- Compiling and Distributing “New Student Information Sheets”
- Schedule Changes
- Individual Student Conferencing: Counseling and Advisement
- Parent Conferencing
- Administrative Conferencing and Consultation
- Special Education and IEP and SST Meetings
- Individual Committee Commitments
- Counselor Introduction and Description of Counseling Presentations to Student
- Meet with New Student Groups
- Update Website and Electronic Newsletter Information

OCTOBER

- 6th Grade Bullying and Respecting Differences Lesson
- Outdoor Education Camp
- Interim Reports: Meet with Students Experiencing Academic Difficulties
- Explore Testing
- Communication with Tolles Career and Technical School Representative
  - Organize and Schedule Events
- Attend Team Meetings (Weekly)
- Staff Meeting (Monthly)
- Team Leader Council (Monthly)
- New Student Scheduling
- Compiling and Distributing “New Student Information Sheets”
- Schedule Changes
- Individual Student Conferencing: Counseling and Advisement
- Parent Conferencing
- Administrative Conferencing and Consultation
- Special Education IEP and SST Meeting
- Individual Committee Commitments
- Update website and electronic newsletter information
NOVEMBER

- Begin Small Groups As Needed
- Organize Classroom Presentation for Explore Results
- Step-Up Program/Drug Awareness Program
- First Grading Period Ends: Meet with Students Experiencing Difficulties
- Write and Submit Guidance Article for Parent Newsletter
- Attend Team Meetings (Weekly)
- Staff Meeting (Monthly)
- Team Leader Council (Monthly)
- New Student Scheduling
- Compiling and Distributing “New Student Information Sheets”
- Schedule Changes
- Individual Student Conferencing: Counseling and Advisement
- Parent Conferencing
- Administrative Conferencing and Consultation
- Special Education IEP and SST Meetings
- Individual Committee Commitments
- Bullying Lesson in 7th & 8th Grade
- Begin Stanford Testing Preparations
- Update Website & Electronic Newsletter Information
- 6th Grade Learning Styles Inventory

DECEMBER

- Continue Small Groups As Needed
- Classroom Presentation of Explore Results
- Attend Team Meetings (Weekly)
- Staff Meeting (Monthly)
- Team Leader Council (Monthly)
- New Student Scheduling
- Compiling and Distributing “New Student Information Sheets”
- Schedule Changes
- Individual Student Conferencing: Counseling and Advisement
- Parent Conferencing
- Administrative Conferencing and Consultation
- Special Education IEP and SST Meetings
- Individual Committee Commitments
- Update Website & Electronic Newsletter Information

JANUARY

- Continue Small Groups As Needed
- Second Grading Period Ends: Meet with Students Experiencing Difficulties
- Scheduling for Upcoming Freshman
  - Prepare Lesson Plans and Packets
  - Plan and Set Class Presentation Dates with Eighth Grade Teachers
  - Individual Student Advisement
- Attend Team Meetings (Weekly)
- Staff Meeting (Monthly)
- Team Leader Council (Monthly)
- New Student Scheduling
- Compiling and Distributing “New Student Information Sheets”
- Schedule Changes
- Individual Student Conferencing: Counseling and Advisement
- Parent Conferencing
- Administrative Conferencing and Consultation
- Special Education IEP and SST Meetings
- Individual Committee Commitments
- Update Website & Electronic Newsletter Information
FEBRUARY

- Continue Small Groups As Needed
- Administrative and Guidance Consultation about Students with Difficulties
- Scheduling for Upcoming Students
- Coordinate Meetings with High School Counselors
- Consult with Students About Their Schedules
- Collect Schedules and Check for Errors
- Attend Team Meetings (Weekly)
- Staff Meeting (Monthly)
- Team Leader Council (Monthly)
- New Student Scheduling
- Compiling and Distributing “New Student Information Sheets”
- Schedule Changes
- Individual Student Conferencing: Counseling and Advisement
- Parent Conferencing
- Administrative Conferencing and Consultation
- Special Education IEP & SST Meetings
- Individual Committee Commitments
- Begin Preparation for OAT Testing
- Update Website and Newsletter Information

MARCH

- Administrative and Guidance Consultation on Master Scheduling
- Continue Small Groups As Needed
- Coordinate and Plan for Scheduling of Current Sixth and Seventh Grade Students
- Coordinate and Plan for Scheduling of Fifth Grade Students
- Attend Team Meetings (Weekly)
- Staff Meeting (Monthly)
- Team Leader Council (Monthly)
- New Student Scheduling
- Compiling and Distributing “New Student Information Sheets”
- Schedule Changes
- Individual Student Conferencing: Counseling and Advisement
- Parent Conferencing
- Administrative Conferencing and Consultation
- Special Education IEP & SST Meetings
- Individual Committee Commitments
- Update Website and Newsletter Information
- Prepare for OAT Testing

APRIL

- Administrative and Guidance Consultation on Master Scheduling
- Coordinate and Plan For Scheduling of Current Sixth and Seventh Grade Students
- Third Grading Period Ends: Meet with Students Experiencing Difficulties
- Career Shadowing: Grades Sixth, Seventh, and/or Eighth
- Begin Planning for Awards Assembly
- Articulation with Fifth Grade Counselors
- Attend Team Meetings (Weekly)
- Staff Meeting (Monthly)
- Team Leader Council (Monthly)
- New Student Scheduling
- Compiling and Distributing “New Student Information Sheets”
- Schedule Changes
- Individual Student Conferencing: Counseling and Advisement
- Parent Conferencing
- Administrative Conferencing and Consultation
- Special Education IEP & SST Meetings
- Individual Committee Commitments
- Plan next year’s calendar
- Update Website and Newsletter Information
- OAT Testing in 6th, 7th, and 8th Grade
MAY

- Administrative and Guidance Consultation on Master Scheduling
- Fifth Grade Student Visitations
- Fifth Grade Parent Orientation
- Continue Scheduling Process:
  - ESL Scheduling
  - Focused Accelerated Scheduling
  - Gifted Scheduling
  - Intervention Scheduling
  - Schedule Changes
  - Special Education Scheduling
  - Input Master Schedule in DASL
  - Input Student Schedules in DASL
- Teaming of All Middle School Students For The Next School Year
- Attend Team Meetings (Weekly)
- Staff Meeting (Monthly)
- Team Leader Council (Monthly)
- New Student Scheduling
- Compiling and Distributing “New Student Information Sheets”
- Schedule Changes
- Individual Student Conferencing: Counseling and Advisement
- Parent Conferencing
- Administrative Conferencing and Consultation
- Special Education IEP and SST Meetings
- Individual Committee Commitments
- Update Website and Newsletter Information

JUNE

- Administrative, Staff, and Guidance Consultation on Student Retentions
- Scheduling Issues and Changes for The Next Academic Year
- New Student Registration
- Scheduling Process:
  - Forming of Teams (5th To 6th Grade)
  - Conferencing
  - Balancing of Teams
  - Balancing of Class Sizes
  - Correction of Errors Found in The Schedule Run
  - Follow Up on Parent Requests
  - Interpretation of Test Score
  - Individual Student Conferencing: Counseling and Advisement
- Parent Conferencing
- Administrative Conferencing and Consultation
- Special Education IEP and SST Meetings
- Individual Committee Commitments
- Awards Assemblies
- Update Website & Newsletter Information
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<td>Ohio State University Update Meeting</td>
<td>Experiencing Difficulties</td>
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<td>Administrative Schedule Changes</td>
<td>Open House</td>
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<td>Department Chair Meeting</td>
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<td>New Student Orientation</td>
<td>National Merit Processing</td>
<td>OGT Preparation and Administration</td>
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<td>Post Secondary Educational</td>
<td>Guidance Curriculum Presentations - All</td>
<td>Department Chair Meeting</td>
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<td>Option Scheduling</td>
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<td>Initial Staff Meeting</td>
<td>Individual Meetings with Seniors: Credit</td>
<td>College Application and Scholarship</td>
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<td>Presentation Preparation</td>
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<td>NCAA Clearinghouse Processing for Division I</td>
<td>Recommendation Writing</td>
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<td>Scheduling and Monitoring College Visits</td>
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<td>Teacher Work Day</td>
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<td>Guidance Resources Organization</td>
<td>Credit Checks and Individual Meetings with</td>
<td>and Career Advisement</td>
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<td>Credit Recovery Advisement</td>
<td>Staff Collaboration and Consultation</td>
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<td>New Student Registration</td>
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<td>Scheduling and Monitoring of College Visits</td>
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<td>Individual Student Counseling, Academic</td>
<td>Special Education and IEP Meetings</td>
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<td>Group Guidance Curriculum</td>
<td>and Career Advisement</td>
<td>Student Success Team Meetings</td>
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<td>Student Success Team Meetings</td>
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<td>Tolles Technical and Career Center</td>
<td>Columbus Suburban College Fair</td>
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<td>Scholarship and Financial Aid Parent</td>
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<td>Tolles Technical and Career</td>
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<td>Center Collaboration</td>
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<td>Recommendation Writing</td>
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<td>Meeting for Parents of Students</td>
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<td>Parent Meeting: Bullying</td>
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<td>West Bridge Academy Collaboration</td>
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<tr>
<td>Website Updates</td>
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</tbody>
</table>

School Counseling Framework
NOVEMBER
- 1st Grading Period Ends: Meet with Students Experiencing Academic Difficulties
- PLAN Test Preparation and Administration for 10th Grade
- College Application and Scholarship Processing
- Recommendation Writing
- Scheduling and Monitoring College Visits
- Staff Meeting
- Department Chair Meeting
- Individual Student Counseling, Academic and Career Advisement
- Parent Collaboration and Consultation
- Staff Collaboration and Consultation
- Administrative Collaboration and Consultation
- Special Education and IEP Meetings
- Student Success Team Meetings
- Tolles Career and Technical Center Collaboration
- West Bridge Academy Collaboration
- Website Updates

DECEMBER
- Tolles Career and Technical Center Sophomore Tour
- College Application and Scholarship Processing
- Recommendation Writing
- PSAT Interpretation Presentation for Students
- Byrd Scholarship Application Processing
- Interims: Meet with Students Experiencing Academic Difficulties
- Staff Meeting
- Department Chair Meeting
- Schedule and Monitor College Visits
- Individual Student Counseling, Academic and Career Advisement
- Crisis Intervention and Management
- Parent Collaboration and Consultation
- Staff Collaboration and Consultation
- Administrative Collaboration and Consultation
- Special Education and IEP Meetings
- Student Success Team Meetings
- Tolles Career and Technical Center Collaboration
- West Bridge Academy Collaboration
- Parent/Student Meeting: AP/IB Programs
- Website Updates

JANUARY
- Second Semester Schedule Changes
- Advisement of Senior Students with Failing Grades in First Semester
- 2nd Grading Period Ends - Meet with Students Experiencing Academic Difficulties
- Credit Recovery Advisement
- Mid-Year College Reports
- Staff Meeting
- Department Chair Meeting
- Scheduling and Monitoring College Visits
- Individual Student Counseling, Academic and Career Advisement
- Crisis Intervention and Management
- Parent Collaboration and Consultation
- Staff Collaboration and Consultation
- Administrative Collaboration and Consultation
- Special Education and IEP Meetings
- Student Success Team Meetings
- PLAN Test Interpretation for 10th Grade
- Tolles Career and Technical Center Collaboration
- West Bridge Academy Collaboration
- Scheduling Materials Preparation
- Transitioning from High School for 11th Grade
- Parent Meeting: FAFSA Workshop
- Parent Meeting: “Everything You Want to Know About College Testing”
- Parent/Student Meeting: Alternative Education Programs
- Website Updates
- Data Review: Academic and Academic-Related
FEBRUARY
- Scheduling for Upcoming Year:
  - Prepare Lesson Plans for Presentations
  - Schedule Presentations
  - Individual Student Advisement and Scheduling
- Staff Meeting
- Department Chair Meeting
- Individual Student Counseling, Academic and Career Advisement
- Crisis Intervention and Management
- Parent Collaboration and Consultation
- Staff Collaboration and Consultation
- Administrative Collaboration and Consultation
- Special Education and IEP Meetings
- Student Success Team Meetings
- Tolles Career and Technical Center Collaboration
- West Bridge Academy Collaboration
- Parent Meeting: Curriculum Night Next Year’s 9th Grade
- Parent Meeting: “Getting Started in the College Selection Process”
- Website Updates

MARCH
- Interim Reports: Meet with Students Experiencing Academic Difficulties
- Local Scholarship Application Processing
- OGT Preparation and Administration
- Advanced Placement Test Registration
- Scheduling Issues and Changes for the Upcoming School Year
- Staff Meeting
- Department Chair Meeting
- Individual Student Counseling, Academic and Career Advisement
- Crisis Intervention and Management
- Parent Collaboration and Consultation
- Staff Collaboration and Consultation
- Administrative Collaboration and Consultation
- Special Education and IEP Meetings
- Student Success Team Meetings
- Tolles Career and Technical Center Collaboration
- West Bridge Academy Collaboration
- Website Updates

APRIL
- 3rd Grading Period Ends: Meet with Students Experiencing Academic Difficulties
- Monitor and Advise Seniors Experiencing Academic Difficulties
- Resolving Scheduling Issues for the Next School Year
- Staff Meeting
- Department Chair Meeting
- Individual Student Counseling, Academic and Career Advisement
- Parent Collaboration and Consultation
- Staff Collaboration and Consultation
- Administrative Collaboration and Consultation
- Special Education and IEP Meetings
- Student Success Team Meetings
- Tolles Career and Technical Center Collaboration
- West Bridge Academy Collaboration
- Parent/Student Meeting: Suburban Multicultural College Fair Meeting
- Website Updates
MAY

• Interim Reports: Meet with Students Experiencing Academic Difficulties
• Monitor and Advise Seniors Experiencing Academic Difficulties
• Final Senior Survey
• Advanced Placement Test Pre-examination Meeting and Test Administration
• Senior Awards Program Responsibilities
• Transition Meetings with Middle Schools
• Resolving Scheduling Issues for Next School Year
• Summer School Advisement
• Staff Meeting
• Department Chair Meeting
• Individual Student Counseling, Academic and Career Advisement
• Crisis Intervention and Management
• Parent Collaboration and Consultation
• Staff Collaboration and Consultation
• Administrative Collaboration and Consultation
• Special Education and IEP Meetings
• Student Success Team Meeting
• Tolles Career and Technical Center Collaboration
• West Bridge Academy Collaboration
• Website Updates

JUNE

• Graduation Responsibilities
• Resolving Scheduling Issues for Next School Year
• Department Planning for Next Year
• New Student Registration
• Final Transcripts to Colleges and Universities
• Summer School Advisement
• Adjustment of Future Schedules for Those Failing Courses
• Office, Guidance Center, and Records Room Cleanup
• Staff Meeting
• Department Chair Meeting
• Individual Student Counseling, Academic and Career Advisement
• Parent Collaboration and Consultation
• Staff Collaboration and Consultation
• Administrative Collaboration and Consultation
• Special Education and IEP Meetings
• Student Success Team Meetings
• New Student Registration
• Department Audit and Evaluation
• College Admissibility Report
• West Bridge Academy Intake Meetings
• Website Updates
• Data Review: Achievement and Achievement-Related
## Program Alignment
### FOUNDATION

### I. BELIEFS AND PHILOSOPHY
The philosophy is a set of principles that guides the development, implementation and evaluation of the school counseling program.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>None</th>
<th>In Progress</th>
<th>Completed</th>
<th>Implemented</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 A statement of philosophy has been written for the school counseling program</td>
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<tr>
<td>1.2 Indicates an agreed-upon belief system about the ability of every student to achieve</td>
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<tr>
<td>1.3 Addresses every student’s right to a school counseling program</td>
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<tr>
<td>1.4 Includes a plan of closing-the-gap activities for underserved student populations</td>
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<tr>
<td>1.5 Focuses on primary prevention, intervention and student-developmental needs</td>
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<tr>
<td>1.6 Identifies the persons to be involved in the delivery of program activities</td>
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<tr>
<td>1.7 Identifies who will plan and who will manage the program</td>
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<td>1.8 Defines how the program will be evaluated and by whom</td>
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<td>1.9 Includes ethical guidelines and standards</td>
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<tr>
<td>1.10 The statement of philosophy has been presented to and accepted by administration, counselors and the advisory council</td>
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</tbody>
</table>
II. MISSION OF SCHOOL COUNSELING PROGRAMS
The mission articulates the intentionality of the school counseling program. It represents the immediate and long-range impact (i.e. what is desired for every student five to ten years after graduation).

<table>
<thead>
<tr>
<th>Criteria</th>
<th>None</th>
<th>In Progress</th>
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</thead>
<tbody>
<tr>
<td>2.1 A mission statement has been written for the school counseling program</td>
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<tr>
<td>2.2 Written with the student as the primary client</td>
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<td>2.3 Written for every student</td>
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<tr>
<td>2.4 Indicates the content or competencies to be learned</td>
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<tr>
<td>2.5 Links with the vision, purpose and mission of the state, district and the school</td>
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<tr>
<td>2.6 Indicates the long-range results desired for all students</td>
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<tr>
<td>2.7 The mission statement has been presented to and accepted by administration, counselors, advisory council and school board.</td>
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</tbody>
</table>
III. DOMAINS AND GOALS
Goals are the extension of the mission and focus on the results students will achieve by the time each student leaves the school system. The ASCA National Standards domain areas serve as the foundational goals for the school counseling program: academic, career and personal/social development. The National Standards provide a structure for the definition of goals related to competencies.

<table>
<thead>
<tr>
<th>Criteria</th>
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</thead>
<tbody>
<tr>
<td>3.1 Goals have been written for the school counseling program</td>
<td></td>
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<tr>
<td>3.2 Reflects the domains in the ASCA National Standards for school counseling programs</td>
<td></td>
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<tr>
<td>3.3 Identifies a framework for organization of goals and competencies (knowledge, attitudes and skills)</td>
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<tr>
<td>3.4 Identifies the developmental structure for the school counseling program from K-12 (and beyond) and what will be measured</td>
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<tr>
<td>3.5 Goals have been presented to and accepted by administration, counselors and the advisory council</td>
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</table>
IV. ASCA NATIONAL STANDARDS/COMPETENCIES

Competencies are knowledge, attitudes or skills that are observable and can be transferred from a learning situation to a real-life situation and that involve the production of a measurable outcome. Competencies are indicators that a student is making progress toward the goals of the school counseling programs. They are developed and organized into content areas.

<table>
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</thead>
<tbody>
<tr>
<td>4.1 Student competencies have been written that directly relate to the domains: (academic, career, personal/social)</td>
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<td>4.2 Developmentally appropriate student competencies are specified for each grade-level grouping</td>
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<tr>
<td>4.3 Selected competencies are based on assessment of student needs and are measurable or observable</td>
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<td>4.4 Goals demonstrate the link with the school counseling program mission, the school’s mission and expected student results</td>
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<td>4.5 Written student competencies have been presented to and accepted by the administration, counselors and the school counseling advisory council</td>
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**V. GUIDANCE CURRICULUM**
Consists of structured developmental lessons designed to assist students in achieving the competencies and is presented systematically through classroom and group activities, K-12. The purpose of the guidance curriculum is to provide all students with the knowledge and skills appropriate to their developmental level. The curriculum is organized to help students acquire, develop and demonstrate competencies within the three domains: academic, career and personal/social.

<table>
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<tbody>
<tr>
<td>5.1 Guidance curriculum for all three domains has been written and adopted based on local site needs.</td>
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<td>5.2 All students receive, in a systemic way, the content to acquire knowledge, attitudes and skills to enhance their academic, career and personal/social development.</td>
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<td>5.3 Content is measurable (by pre-post tests, product creation or other methods)</td>
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<td>5.4 Materials, equipment and facilities are available to support the program delivery.</td>
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<td>5.5 Effectiveness of curriculum is evaluated annually</td>
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<td>5.6 The school counseling curriculum has been presented to and accepted by administration, counselors, and the school counseling advisory council</td>
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VI. INDIVIDUAL STUDENT PLANNING
Individual student planning consists of school counselors coordinating ongoing systemic activities designed to assist the individual student in establishing personal goals and developing future plans.

<table>
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<tbody>
<tr>
<td>6.1 There is a systemic approach to helping students make appropriate education plans.</td>
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<td>6.2 There is a systemic approach to helping students understand themselves through interpretation of standardized and individual tests</td>
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<tr>
<td>6.3 A tool exists at the secondary level to assist students in making appropriate educational plans (i.e. six-year plan)</td>
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<tr>
<td>6.4 Individual student planning includes: individual appraisal, individual advisement and appropriate student placement</td>
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<tr>
<td>6.5 Accurate, appropriate and effective printed material is distributed to support the individual planning efforts of student and their parents</td>
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<tr>
<td>6.6 The districtwide tools used for educational planning have been presented to the board</td>
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</table>

<table>
<thead>
<tr>
<th>Criteria</th>
<th>None</th>
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<td>6.1</td>
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<td>6.6</td>
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</table>
VII. RESPONSIVE SERVICES
Responsive services within the school counseling program consist of activities to meet the immediate need of students. These needs or concerns require counseling, consultation, referral, peer mediation or information.

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<th>Criteria</th>
<th>None</th>
<th>In Progress</th>
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</thead>
<tbody>
<tr>
<td>7.1 Every student K-12 receives prevention education to address life choices in academic, career and personal/social development (i.e. ATOD, violence etc)</td>
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<td>7.2 Students are assisted in solving immediate problems that interfere with their academic, career and personal/social development (i.e. conflict resolution, peer mediation)</td>
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<td>7.3 There is a systemic and consistent provision for the referral of students who exhibit barriers to learning</td>
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<tr>
<td>7.4 Responsive services include: Individual and small-group counseling Crisis counseling Peer facilitation Consultation/collaboration Referral system</td>
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<tr>
<td>7.5 A system is in place to ensure intervention for identified students.</td>
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</table>
**VIII. SYSTEM SUPPORT**
System support consists of management activities that establish, maintain and enhance the total counseling program.

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<tr>
<th>Criteria</th>
<th>None</th>
<th>In Progress</th>
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</thead>
<tbody>
<tr>
<td>8.1 System support services have been created collaboratively with counselors and administrators</td>
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<tr>
<td>8.2 Counselors provide professional development to staff regarding the school counseling program</td>
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<tr>
<td>8.3 Counselors participate in professional development activities</td>
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<tr>
<td>8.4 Counselors serve on departmental curriculum committees, district-level subject councils, community committees or advisory councils</td>
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MANAGEMENT SYSTEM

The management system is the process by which accountability for results is established and indicates who will be responsible for which students acquiring predetermined competencies.

IX. SCHOOL COUNSELOR/ADMINISTRATOR AGREEMENTS
Agreements are statements of responsibility by each counselor specifying the program results and students the counselor is accountable for. These agreements are negotiated with and approved by the designated administrator.

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<tr>
<th>Criteria</th>
<th>None</th>
<th>In Progress</th>
<th>Completed</th>
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</thead>
<tbody>
<tr>
<td>9.0 There is a clear division between assumed accountability for results and assigned duties</td>
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<tr>
<td>9.1 The expected results are clearly delineated</td>
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<tr>
<td>9.2 Counselors and administrators agree on assignments of counselors</td>
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<tr>
<td>9.3 Counselors have decided how to distribute caseload and access to students – alpha assignments, domain specialization, grade level, random, counselor of the day, etc.</td>
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</table>
**X. ADVISORY COUNCIL**
An advisory council is a group of persons appointed to review the program audit, goals and results reports of the school counseling program and to make recommendations to the school counseling department, principal and/or the superintendent. The membership has representation of groups affected by the school counseling program: student, parents, teachers, counselors, administrators and community.

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<tr>
<th>Criteria</th>
<th>None</th>
<th>In Progress</th>
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<tbody>
<tr>
<td>10.1 An advisory council has been organized and has established meeting dates and has identified tasks</td>
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<tr>
<td>10.2 The advisory council has appropriate representative membership</td>
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<td>10.3 The advisory council meets at least twice a year</td>
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<td>10.4 The advisory panel reviews the guidance program audit, a summary of the program results reports and makes appropriate recommendations</td>
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</table>
XI. USE OF DATA and STUDENT MONITORING
Analysis of data drives the program. Monitoring students’ progress ensures each student acquires the identified competencies. Monitoring may be systemic by district or specific to school site, grade, class or individually, depending on site and student need. The process includes recording verification of the completion of the competency on a form (planning folder, portfolio, computer disc or other document) and measuring student improvement over time.

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<th>Criteria</th>
<th>None</th>
<th>In Progress</th>
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<tbody>
<tr>
<td>11.1 District- and site-specific data on student achievement are collected and disaggregated</td>
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<tr>
<td>11.2 District- and site-specific data on achievement related data are collected and disaggregated</td>
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<tr>
<td>11.3 Standards and competency-related data are collected and disaggregated</td>
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<tr>
<td>11.4 Counselors are accountable for monitoring the progress of every student</td>
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<tr>
<td>11.5 There is an established means to monitor students’ progress in guidance-related competencies, including academic achievement</td>
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<td>11.6 Each student has a means to document his/her own progress, knows where documentation is kept and how to access documentation</td>
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<tr>
<td>11.7 Monitoring activities are determined by district, school site and grade level and are assessed over time</td>
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</table>
XII. USE OF DATA and CLOSING THE GAP
Analysis of data drives the program. The needs surface when program and individual data are analyzed monitoring equity and access to rigorous academic programs for every student. Monitoring of individual progress reveals interventions may be needed to support the student in achieving academic success. Data are necessary to determine: Where are we now? Where should we be? Where are we going to go? Needs are identified discrepancies between the desired results and the results currently being achieved.

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<th>Criteria</th>
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<th>In Progress</th>
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<tbody>
<tr>
<td>12.1 The data are disaggregated by variables such as gender, ethnicity and grade level.</td>
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<tr>
<td>12.2 The data are systemically analyzed to determine where students are and where they ought to be</td>
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<tr>
<td>12.3 The identified discrepancies are aligned with the ASCA National Standards</td>
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<tr>
<td>12.4 The identified needs become sources for the determination of closing-the-gap activities</td>
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</table>
XIII. ACTION PLANS (GUIDANCE CURRICULUM AND CLOSING THE GAP)

For every competency taught or result anticipated by counselors, there must be a plan of how the school counselor intends to achieve the desired competency or result. Each plan contains 1) the domain, standard and competency addressed; 2) description of actual activity and curriculum used; 3) the data driving the decision to address this competency; 4) when the activity is to be completed; 5) who is responsible for delivery; 6) the means of evaluating student success – process, perception or results data; and 7) the expected result for student(s).

<table>
<thead>
<tr>
<th>Criteria</th>
<th>None</th>
<th>In Progress</th>
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<tbody>
<tr>
<td>13.0 Guidance curriculum action plans are drafted by the counseling team during a planning meeting</td>
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<tr>
<td>13.1 Closing-the-Gap action plans are drafted by the counseling team at a planning meeting</td>
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<tr>
<td>13.2 The action plans are consistent with the program’s goals and competencies</td>
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<tr>
<td>13.3 Action plans address every aspect of the program and the academic, career and personal/social domains</td>
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<tr>
<td>13.4 Plans include 1) the domain, standard and competency addressed; 2) description of actual activity and curriculum used; 3) curriculum or materials to be used; 4) time activity is to be completed; 5) who is responsible for delivery; 6) means of evaluating student success i.e. process or outcome data; and 7) the expected result for student(s).</td>
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<td>13.5 Results are stated in terms of what will be demonstrated by the student</td>
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<tr>
<td>13.6 Every student is included in the results</td>
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<tr>
<td>13.7</td>
<td>Counselors have identified specific results that they are accountable for personal/social domains</td>
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<tr>
<td>13.8</td>
<td>Plans have been reviewed and signed by the administrator</td>
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<tr>
<td>13.9</td>
<td>Action plans and closing-the-gap plans are completed in the spring for the next year and signed by the counselor and principal</td>
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<tr>
<td>13.10</td>
<td>There are written action plans on file with the administration in charge of the school counseling program</td>
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XIV. USE OF TIME/CALENDAR
A master calendar of events is developed and published to effectively plan and promote the school counseling program. To maximize active participation in the program, the calendar provides students, parents, teachers and administrators with knowledge of what is scheduled and the location and time indicating when and where activities will be held.

<table>
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<tr>
<th>Criteria</th>
<th>None</th>
<th>In Progress</th>
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<tbody>
<tr>
<td>14.1 The counselor’s total time spent in each component of the delivery system has been compared to the ASCA National Model recommendations (see Use of Time).</td>
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<td>14.2 The time study is conducted and analyzed along with the program results to determine delivery system priorities.</td>
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<tr>
<td>14.3 A list of appropriate system support services (i.e. counseling/noncounseling activities) has been created.</td>
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<td>14.4 The approved list of counseling/noncounseling activities has been approved by the board</td>
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<tr>
<td>14.5 Master calendar exists</td>
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<tr>
<td>14.6 The master calendar identifies grade level(s), dates and activities</td>
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<tr>
<td>14.7 Master calendar is published and distributed to appropriate persons: students, staff, parents and community</td>
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<tr>
<td>14.8 The counselors weekly/monthly schedule is posted</td>
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ACCOUNTABILITY

XV. RESULTS REPORT
For every competency or result assumed by counselors, there must be a plan of how the school counselor intends to achieve the desired competency or result. Each results report contains 1) the domain, standard and competency addressed; 2) description of actual activity and curriculum used; 3) the data that drove the decision to address this competency; 4) when it was completed; 5) who was responsible for delivery; 6) the means used to evaluate student success – process, perception or results; and 7) the final result for student(s).

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<th>Criteria</th>
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<th>In Progress</th>
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<tbody>
<tr>
<td>15.1 There is an established timeline for reporting evidence of the results obtained</td>
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<tr>
<td>15.2 Every student is included in the results</td>
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<tr>
<td>15.3 The administrator responsible for the school counseling program has been actively involved in the negotiation of the results agreement</td>
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<td>15.4 A results form for the collection of results data is written and accepted by administration and school counselors</td>
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<tr>
<td>15.5 A results form for the collection of data from closing-the-gap activities is accepted by the administrators and the counselors</td>
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<tr>
<td>15.6 There is a results agreement addressing every aspect of the program and the academic, career and personal/social domains</td>
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<tr>
<td>15.7 Process data are collected</td>
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<tr>
<td>15.8</td>
<td>Perception data are collected which measures knowledge, attitudes and skills (i.e. pre-post tests; activity completed)</td>
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<tr>
<td>15.9</td>
<td>Results data are collected and disaggregated measuring behaviors (i.e. graduation rates, attendance, behavior, academic achievement data over time)</td>
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<tr>
<td>15.10</td>
<td>Immediate, intermediate and long-range data are collected and reviewed</td>
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<tr>
<td>15.11</td>
<td>Results are reported to administrators, counselors and the school board</td>
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<tr>
<td>15.12</td>
<td>Results are analyzed and used to improve the program in subsequent years.</td>
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</table>
XVI. COUNSELOR PERFORMANCE STANDARDS
The school counselor’s performance standards used for evaluation contain basic standards of practice expected of school counselors implementing a comprehensive school counseling program. These performance standards serve as both a basis for counselor evaluation and as a means for counselor self-evaluation.

<table>
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<tr>
<th>Criteria</th>
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<th>In Progress</th>
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<tbody>
<tr>
<td>16.1 Is written to assess the school counselor’s ability to understand and implement the foundation of the comprehensive school counseling program based on ASCA National Standards</td>
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<td>16.2 Is written to assess the counselor’s ability to implement the delivery system (i.e. guidance curriculum, individual planning with students, responsive services, system support)</td>
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<tr>
<td>16.3 Is written to assess the counselor’s ability to manage the school counseling program</td>
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<tr>
<td>16.4 Is written to assess the school counselor’s ability to measure the results of the program</td>
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<td>16.5 Is written to assess the counselor’s use of professional communication within the school community</td>
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<tr>
<td>16.6 Is written to determine the school counselor’s fulfillment of professional growth responsibilities (i.e. use of data, technology and ethical standards)</td>
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<td>16.7 Is written to assess the school counselor’s ability to be a leader, student advocate and systems change agent.</td>
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XVII. PROGRAM AUDIT

The program audit provides evidence of the program’s alignment with the ASCA National Model. The primary purpose for collecting information is to guide future actions within the program and to improve future results for students.

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<tr>
<th>Criteria</th>
<th>None</th>
<th>In Progress</th>
<th>Completed</th>
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<tbody>
<tr>
<td>17.1 The program is audited annually</td>
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<tr>
<td>17.2 The audit aligns with and includes all program components</td>
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<tr>
<td>17.3 The results of the audit are shared in the spring and drive the program training and behavior for the following year</td>
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<td>17.4 A written long-range plan for the improvement of the school counseling program is published and revised each year</td>
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<tr>
<td>17.5 The school counseling program has been approved by the school district’s board of education</td>
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National Association for College Admission Counseling

NACAC An Introduction to the Statement of Principles of Good Practice

Ethical college admission is the cornerstone of the National Association for College Admission Counseling (NACAC). Since its founding in 1937, when a select number of college and university professionals and high-school counselors came together to create a Code of Ethics within the admission-counseling profession, NACAC has striven to ensure principled conduct among professionals in the recruitment of students and the transition to postsecondary education. This code of conduct is known today as the Statement of Principles of Good Practice (SPGP). The practices set forth in the SPGP are grounded in the six Core Values of the Association:

- **Professionalism** We believe our work in counseling, admission and enrollment management is professional only to the extent that we subscribe to and practice ethical behavior, as stated in our Member Conventions. We are responsible for the integrity of our actions and, insofar as we can affect them, the actions of our member institutions and organizations.
- **Collaboration** We believe the effectiveness of our profession, college counseling, admission and enrollment management is enhanced when we work together to promote and protect students and their best interests.
- **Trust** We believe our profession, college counseling, admission and enrollment management is based upon trust, mutual respect and honesty, with one another and with students.
- **Education** We believe in and are committed to educating students, their families, the public, fellow education professionals, and ourselves about the transition to and within postsecondary education.
- **Fairness and Equity** We believe our members have a responsibility to treat one another and students in a fundamentally fair and equitable manner.
- **Social Responsibility** We believe we have a duty to serve students responsibly, by safeguarding their rights and their access to and within postsecondary education.

The SPGP is comprised of three sections:

- **Mandatory Practices**, which all NACAC members agree to follow and which are monitored and enforced by the Admission Practices Committee;
- **Interpretations of Mandatory Practices**, which clarify Mandatory Practices through context and example; and
- **Best Practices**, which represent preferred recruitment, admission, and counseling methods but which are not monitored for compliance.
This sheet highlights the Mandatory Practices within NACAC’s Statement of Principles of Good Practice (SPGP) that generate the questions and concerns most commonly addressed by the Admission Practices Committee. A complete version of the SPGP can be found at www.nacacnet.org. Questions or concerns about possible violations of the SPGP can be reported to ethics@nacacnet.org or to the Chair of your affiliate’s Admission Practices Committee.

All members agree that they will:
• Accurately represent and promote their schools, institutions, organizations, and services
• Not use disparaging comparisons of secondary or postsecondary institutions
• Not offer or accept any reward or remuneration from a secondary school, college, university, agency, or organization for placement or recruitment of students
• Be responsible for compliance with applicable privacy laws and regulations
• Not guarantee admission or specific college placement or make guarantees of any financial aid or scholarship awards prior to an application being submitted
• Not use minimum test scores as the sole criterion for admission, advising, or financial aid
• Counsel students to abide by all application requirements and restrictions

Postsecondary members agree that they will:
• State clearly the requirements for the first-year and transfer admission and enrollment processes, including secondary school preparation, standardized testing, financial aid, housing and notification deadlines, and refund procedures
• Not knowingly recruit students who have committed to or declared their intent to enroll in other institutions
• Neither require nor ask candidates or the secondary schools to indicate the order of the candidates’ college or university preferences, except under Early Decision
• Permit first-year candidates for fall admission to choose among offers of admission, financial aid and scholarships until May 1 and state this deadline explicitly in their offers of admission
• Work with their institutions’ senior administrative officers to ensure that financial aid and scholarship offers and housing options are not used to manipulate commitments prior to May 1
• Not offer incentives that are exclusive to Early Decision candidates
• Notify accepted aid applicants of financial aid decisions before the enrollment confirmation deadline
• Not establish any application deadlines for first-year candidates for fall admission prior to October 15
• Not notify first-year candidates for fall admission prior to the receipt of a transcript that reflects completion of the final semester of the junior year of high school or the equivalent

Counseling members agree that they will:
• Sign only one pending Early Decision or Restricted Early Action agreement for any student
• Not reveal, unless authorized, candidates’ college or university preferences

Contact:
National Association for College Admission Counseling
1050 N. Highland Street
Suite 400
Arlington, VA 22201
Phone: 703/836-2222 • Fax: 703/243-9375
www.nacacnet.org/AboutNACAC/Policies/Pages/default.aspx
**Ethical Standards**

<table>
<thead>
<tr>
<th>Preamble</th>
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<tbody>
<tr>
<td>The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address the academic, personal/social and career development needs of all students. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:</td>
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<tr>
<td>- Each person has the right to be respected, be treated with dignity and have access to comprehensive school counseling program that advocates for and affirms all students from diverse populations regardless of ethnic/racial status, age, economic status, special needs,</td>
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<tr>
<td>- English as a second language or other language group, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.</td>
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<tr>
<td>- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one’s group identities, with special care being given to students who have historically not received adequate educational services: students of color, low socio-economic students, students with disabilities and students with nondominant language backgrounds.</td>
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<td>- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.</td>
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<td>- Each person has the right to privacy and thereby the right to expect the counselor-student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.</td>
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<tr>
<td>- In this document, ASCA specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counseling professionals.</td>
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<tr>
<td>- The purposes of this document are to:</td>
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<tr>
<td>- Serve as a guide for the ethical practices of all professional school counselors regardless of level, area, population served or membership in this professional association;</td>
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<tr>
<td>- Provide self-appraisal and peer evaluations regarding counselor responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and</td>
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<tr>
<td>- Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.</td>
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<table>
<thead>
<tr>
<th>A.1. Responsibilities to Students</th>
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<tr>
<td><strong>The professional school counselor:</strong></td>
</tr>
<tr>
<td>a. Has a primary obligation to the student, who is to be treated with respect as a unique individual.</td>
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<tr>
<td>b. Is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student.</td>
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<tr>
<td>c. Respects the student’s values and beliefs and does not impose the counselor’s personal values.</td>
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<tr>
<td>d. Is knowledgeable of laws, regulations and policies relating to students and strives to protect and inform students regarding their rights.</td>
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<tr>
<th>A.2. Confidentiality</th>
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<tr>
<td><strong>The professional school counselor:</strong></td>
</tr>
<tr>
<td>a. Informs students of the purposes, goals, techniques and rules of procedure under which they may receive counseling at or before the time when the counseling relationship is entered.</td>
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<tr>
<td>b. Disclosure notice includes the limits of confidentiality such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are defined in developmentally appropriate terms to students.</td>
</tr>
<tr>
<td>c. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information be revealed. Counselors will consult with appropriate professionals when in doubt as to the validity of an exception. In absence of state legislation expressly forbidding disclosure, considers 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:</td>
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<td>- Student identifies partner or the partner is highly identifiable</td>
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<td>- Counselor recommends the student notify partner and refrain from further high-risk behavior</td>
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<td>- Student refuses</td>
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<td>- Counselor informs the student of the intent to notify the partner</td>
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<tr>
<td>- Counselor seeks legal consultation as to the legalities of informing the partner</td>
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<tr>
<td>d. Requests of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.</td>
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<tr>
<td>e. Protects the confidentiality of students’ records and releases persona data in accordance with prescribed laws and school policies. Student information stored and transmitted electronically is treated with the same care as traditional student records.</td>
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The professional school counselor:

- Provides students with a comprehensive school counseling program that includes a strong emphasis on working jointly with all students to develop academic and career goals.

- Advocates for counseling plans supporting students right to choose from the wide array of options when they leave secondary education. Such plans will be regularly reviewed to update students regarding critical information they need to make informed decisions.

The professional school counselor:

- Avoids dual relationships that might impair his/her objectivity and increase the risk of harm to the student (e.g., counseling one’s family members, close friends or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or minimize the potential for harm. Such safeguards might include informed consent, consultation, supervision and documentation.

- Avoids dual relationships with school personnel that might infringe on the integrity of the counselor/student relationship.

The professional school counselor:

- Makes referrals when necessary or appropriate to outside resources. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.

The professional school counselor:

- Screens prospective group members and maintains an awareness of participants’ needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.

- Notifies parents/guardians and staff of group participation if the counselor deems it appropriate and if consistent with school board policy or practice.

- Establishes clear expectations in the group setting and clearly states that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, the counselor recognizes the tenuous nature of confidentiality for minors and renders some topics inappropriate for group work in a school setting.

- Follows up with group members and documents proceedings as appropriate.

- Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the student, consistent with the counselor’s ethical obligation.

- Recognizes his/her primary obligation for confidentiality is to the student but balances that obligation with an understanding of the legal and inherent rights of parents/guardians to be the guiding voice in their children’s lives.

A.3. Counseling Plans

The professional school counselor:

- A. Provides students with a comprehensive school counseling program that includes a strong emphasis on working jointly with all students to develop academic and career goals.

- B. Advocates for counseling plans supporting students right to choose from the wide array of options when they leave secondary education. Such plans will be regularly reviewed to update students regarding critical information they need to make informed decisions.

A.4. Dual Relationships

The professional school counselor:

- A. Avoids dual relationships that might impair his/her objectivity and increase the risk of harm to the student (e.g., counseling one’s family members, close friends or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or minimize the potential for harm. Such safeguards might include informed consent, consultation, supervision and documentation.

- B. Avoids dual relationships with school personnel that might infringe on the integrity of the counselor/student relationship.

A.5. Appropriate Referrals

The professional school counselor:

- A. Makes referrals when necessary or appropriate to outside resources. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.

A.6. Group Work

The professional school counselor:

- A. Screens prospective group members and maintains an awareness of participants’ needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.

- B. Notifies parents/guardians and staff of group participation if the counselor deems it appropriate and if consistent with school board policy or practice.

- C. Establishes clear expectations in the group setting and clearly states that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, the counselor recognizes the tenuous nature of confidentiality for minors and renders some topics inappropriate for group work in a school setting.

- D. Follows up with group members and documents proceedings as appropriate.

A.7. Danger to Self or Others

The professional school counselor:

- A. Informs parents/guardians or appropriate authorities when the student’s condition indicates a clear and imminent danger to the student or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals.

- B. Will attempt to minimize threat to a student and may choose to 1) inform the student of actions to be taken, 2) involve the student in a three-way communication with parents/guardians when breaching confidentiality or 3) allow the student to have input as to how and to whom the breach will be made.

A.8. Student Records

The professional school counselor:

- A. Maintains and secures records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.

- B. Keeps sole-possession records separate from students’ educational records in keeping with state laws.

- C. Recognizes the limits of sole-possession records and understands these records are a memory aid for the creator and in absence of privilege communication may be subpoenaed and may become educational records when they 1) are shared with others in verbal or written form, 2) include information other than professional opinion or personal observations and/or 3) are made accessible to others.

- D. Establishes a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Careful discretion and deliberation should be applied before destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.

A.9. Evaluation, Assessment and Interpretation

The professional school counselor:

- A. Adheres to all professional standards regarding selecting, administering and interpreting assessment measures and only utilizes assessment measures that are within the scope of practice for school counselors.

- B. Seeks specialized training regarding the use of electronically based testing programs in administering, scoring and interpreting that may differ from that required in more traditional assessments.

- C. Considers confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.

- D. Provides interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the student(s) can understand.

- E. Monitors the use of assessment results and interpretations, and takes reasonable steps to prevent others from misusing the information.

- F. Uses 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.

- G. Assesses the effectiveness of his/her program in having an impact on students’ academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.
A.10. Technology
The professional school counselor:
  a. Promotes the benefits of and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the student’s individual needs, (2) that the student understands how to use and (3) for which follow-up counseling assistance is provided.
  b. Advocates for equal access to technology for all students, especially those historically underserved.
  c. Takes appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted over electronic media including although not limited to fax, electronic mail and instant messaging.
  d. While working with students on a computer or similar technology, takes reasonable and appropriate measures to protect students from objectionable and/or harmful online material.
  e. Who is engaged in the delivery of services involving technologies such as the telephone, video conferencing and the Internet takes responsible steps to protect students and others from harm.

A.11. Student Peer Support Program
The professional school counselor:
Has unique responsibilities when working with student-assistance programs. The school counselor is responsible for the welfare of student participating in peer-to-peer programs under his/her direction.

B. RESPONSIBILITIES TO PARENTS/GUARDIANS
B.1. Parent Rights and Responsibilities
The professional school counselor:
  a. Respects the rights and responsibilities of parents/guardians for their children and endeavors to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate the student’s maximum development.
  b. Adheres to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties that interfere with the student’s effectiveness and welfare.
  c. Respects the confidentiality of parents/guardians.
  d. Is sensitive to diversity among families and recognizes that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their role and according to law.

B.2. Parents/Guardians and Confidentiality
The professional school counselor:
  a. Informs parents/guardians of the counselor’s role with emphasis on the confidential nature of the counseling relationship between the counselor and student.
  b. Recognizes that working with minors in a school setting may require counselors to collaborate with students’ parents/guardians.
  c. Provides parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.
  d. Makes reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student, and in cases of divorce or separation exercises a good-faith effort to keep both parents informed with regard to critical information with the exception of a court order.

C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES
C.1. Professional Relationships
The professional school counselor:
  a. Establishes and maintains professional relationships with faculty, staff and administration to facilitate an optimum counseling program.
  b. Treats colleagues with professional respect, courtesy and fairness. The qualifications, views and findings of colleagues are represented to accurately reflect the image of competent professionals.
  c. Is aware of and utilizes related professionals, organizations and other resources to whom the student may be referred.

C.2. Sharing Information with Other Professionals
The professional school counselor:
  a. Promotes awareness and adherence to appropriate guideline regarding confidentiality, the distinction between public and private information and staff consultation.
  b. Provides professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.
  c. If a student is receiving services from another counselor or other mental health professional, the counselor, with student and/or parent/guardian consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the student.
  d. Is knowledgeable about release of information and parental rights in sharing information.

D. RESPONSIBILITIES TO THE SCHOOL AND COMMUNITY
D.1. Responsibilities to the School
The professional school counselor:
  a. Supports and protects the educational program against any infringement not in students’ best interest.
  b. Informs appropriate officials in accordance with school policy or conditions that may be potentially disruptive or damaging to the school’s mission, personnel and property while honoring the confidentiality between the student and counselor.
  c. Is knowledgeable and supportive of the school’s mission and connects his/her program to the school’s mission.
  d. Delineates and promotes the counselor’s role and function in meeting the needs of those served. Counselors will notify appropriate officials of conditions that may limit or curtail their effectiveness in providing programs and services.
  e. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.
  f. Advocates that administrators hire only qualified and competent individuals for professional counseling positions.
  g. Assists in developing: (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet students’ developmental needs and (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel.
  h. The counselor is guided by the findings of the evaluation data in planning programs and services.
### D.2. Responsibility to the Community

**The professional school counselor:**
- Collaborates with agencies, organizations and individuals in the community in the best interest of students and without regard to personal reward or remuneration.
- Extends his/her influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.

### E. RESPONSIBILITIES TO SELF

#### E.1. Professional Competence

**The professional school counselor:**
- Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.
- Monitors personal well-being and effectiveness and does not participate in any activity that may lead to inadequate professional services or harm to a student.
- Strives through personal initiative to maintain professional competence including technological literacy and to keep abreast of professional information. Professional and personal growth are ongoing throughout the counselor’s career.
- Expands and develops awareness of how oppression, racism, discrimination and stereotyping affects her/him personally and professionally.
- Acquires educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

#### E.2. Diversity

**The professional school counselor:**
- Affirms the diversity of students, staff and families.
- Expands and develops awareness of his/her own attitudes and beliefs affecting cultural values and biases and strives to attain cultural competence.
- Possesses knowledge and understanding about how oppression, racism, discrimination and stereotyping affects her/him personally and professionally.
- Acquires educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

### F. RESPONSIBILITIES TO THE PROFESSION

#### F.1. Professionalism

**The professional school counselor:**
- Accepts the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.
- Conducts herself/himself in such a manner as to advance individual ethical practice and the profession.
- Conducts appropriate research and report findings in a manner consistent with acceptable educational and psychological research practices. The counselor advocates for the protection of the individual student’s identity when using data for research or program planning.
- Adheres to ethical standards of the profession, other official policy statements, such as ASCA’s position statements, role statement and the ASCA National Model, and relevant statutes established by federal, state and local governments, and when these are in conflict works responsibly for change.
- Clearly distinguishes between statements and actions made as a private individual and those made as a representative of the school counseling profession.
- Does not use his/her professional position to recruit or gain clients, consultees for his/her private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services.
- Actively participates in local, state and national associations fostering the development and improvement of school counseling.
- Contributes to the development of the profession through the sharing of skills, ideas and expertise with colleagues.
- Provides support and mentoring to novice professionals.

#### F.2. Contribution to the Profession

**The professional school counselor:**
- Functionally contributes to the profession.
- Extends his/her influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.
- Clearly distinguishes between statements and actions made as a private individual and those made as a representative of the school counseling profession.
- Does not use his/her professional position to recruit or gain clients, consultees for his/her private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services.

#### G. MAINTENANCE OF STANDARDS

Ethical behavior among professional school counselors, association members and nonmembers, is expected at all times. When there exist serious doubts as to the ethical behavior of colleagues or if counselors are forced to work in situations or abide by policies that do not reflect the standards as outlined in these Ethical Standards for School Counselors, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:

1. The counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.
2. When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.
3. If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA’s Ethics Committee.
4. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
   - state school counselor association
   - American School Counselor Association
   - The ASCA Ethics Committee is responsible for:
     - educating and consulting with the membership regarding ethical standards
     - periodically reviewing and recommending changes in code receiving and processing questions to clarify the application of such standards; Questions must be submitted in writing to the ASCA Ethics chair.
     - Handling complaints of alleged violations of the ethical standards:

At the national level, complaints should be submitted into the ASCA Ethics Committee
c/o the Executive Director American School Counselor Association
1101 King Suite 625
Alexandria, VA 22314
School Counselor Framework Evaluation

Listed below are school counselor roles outlined in the School Counseling Framework. For each area outlined attach documentation that demonstrates that the service was delivered.

Guidance Curriculum
  • Classroom Instruction
  • Interdisciplinary Curriculum Development
  • Group Activities
  • Parent Workshops and Instruction

Individual Student Planning
  • Individual or Small-group Appraisal
  • Individual or Small-group Advisement

Responsive Services
  • Consultation
  • Individual and Small-group Counseling
  • Crisis Counseling
  • Referrals
  • Peer Facilitation
  • Strategic Interventions

System Support:
  • Professional Development
  • Collaboration and Teaming
  • Program Management and Operations
  • Data Analysis
Guidance Counselor Evaluation Summary

GUIDANCE COUNSELOR

Final Evaluation Summary

Name ___________________________ School ___________ Date ___________ Time ___________

Data Sources (for example: conference, observation, etc.)

Supervising Administrator(s)

The proper use of these forms will assist the counselor and administrator in their analysis of performance behaviors and the development of prescriptive measures for the improvement of performance. It is understood that a "needs improvement" or an "unsatisfactory" marking obliges the administrator to work with the guidance counselor to improve performance in the designated area within an agreed upon period of time. Documentation of such improvement is required in all cases.

CODE

S = Satisfactory
NI = Needs Improvement
U = Unsatisfactory
N/A = Not Applicable

Meets or exceeds the district's evaluation standards.
Performance improvement is needed in this area.
The performance does not meet the district's evaluation standards and is unacceptable.
Does not apply to this particular individual or assessment.

EVALUATION GUIDELINES

The appraisal on each standard is marked by placing an X in the appropriate box.

If a standard is marked "satisfactory," supporting comments are encouraged but not required.

If a standard is marked "needs improvement" or "unsatisfactory," appropriate indicators must be identified. Specific supporting comments are required.
**Dublin City Schools**

**School Counseling Framework**

**KEY:**
- S = Satisfactory
- NI = Needs Improvement
- U = Unsatisfactory
- N/A = Does not apply

**DISTRICT EVALUATION STANDARDS:**

1. **Area: GUIDANCE CURRICULUM AND INSTRUCTION**
   The competent guidance counselor demonstrates skills in:
   1.1 Effective use of graded course of study within the context of current staffing and resource allocation.
   1.2 Stating goals and objectives clearly for students.
   1.3 Appropriate selection and use of teaching techniques conducive to student learning.
   1.4 Using assessment data to assist student growth.
   1.5 Providing opportunities for meaningful student participation in guidance-related activities.
   1.6 Taking an active role in substance abuse education.

2. **Area: COUNSELING SKILLS**
   The competent guidance counselor demonstrates skills in:
   2.1 Effectively working/counseling individually with students.
   2.2 Working/counseling with students effectively in groups or in classroom situations.
   2.3 Identifying and dealing professionally with pre-crisis and crisis situations.
   2.4 Recognizing when to consult with colleagues, supervisors, and outside agencies in providing support and safety for counselees.
   2.5 Establishing positive rapport with students, parents, and staff.
   2.6 Reflecting a supportive, nurturing, and compassionate manner with counselees.

3. **Area: RECORDS MANAGEMENT AND ORGANIZATION**
   The competent guidance counselor demonstrates skills in:
   3.1 Maintaining accurate and comprehensive records of student files and personal notes.
   3.2 Completing requested reports promptly and accurately.
   3.3 Working effectively with clerical support and staff concerning the dissemination of informational materials.
   3.4 Organizing resource materials in ways that are convenient and helpful for students, parents, and staff.
   3.5 Providing appropriate registration and orientation for students.
   3.6 Effective planning, organization, and time management.

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<tr>
<th>S</th>
<th>NI</th>
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<th>N/A</th>
<th>Comments</th>
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4. **Area: ACADEMIC AND CAREER ADVISEMENT**
   - The competent guidance counselor demonstrates skill in:
     4.1 Assisting in the identification of students with learning problems and identifying available services.
     4.2 Assisting students with academic planning and progress.
     4.3 Assisting students in career/college exploration and decision-making process.
     4.4 Playing an active role in facilitating career education.

5. **Area: HUMAN RELATIONS & COMMUNICATIONS**
   - The competent guidance counselor demonstrates skills in:
     5.1 Respecting the opinions and cultural backgrounds of students, staff, and parents.
     5.2 Regular communication with students, parents, teachers, and administrators.
     5.3 Good oral and written communication skills.
     5.4 Being perceptive and sensitive to the needs of counselors.

6. **Area: STAFF SUPPORT AND CONSULTATION**
   - The competent guidance counselor demonstrates skill in:
     6.1 Providing helpful and relevant information regarding student matters to staff/administrators.
     6.2 Providing input and assistance concerning scheduling and curriculum matters when requested by administrators.
     6.3 Facilitating the development and maintenance of effective teacher-pupil relationships.
     6.4 Assisting staff in developing plans and procedures to deal effectively with students who have special needs.
     6.5 Assisting with formal assessments.
     6.6 Responding in a timely manner to teacher, parent, and student(self) referrals.

7. **Area: PROFESSIONALISM**
   - The competent guidance counselor demonstrates skills in:
     7.1 Understanding and utilizing relevant professional knowledge such as human development theories, counseling theories, program development models, etc.
     7.2 Adhering to ethical and professional standards.
     7.3 Administering and adhering to Board policies.
     7.4 Working cooperatively with colleagues.
     7.5 Contributing as a member of the building faculty.
     7.6 Attendance: Sick, Professional, Personal, Other.

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Dublin City Schools
School Counselors develop yearly Excellence and Equity Action Plans based on the needs of the school.
References

