

*A Handbook
for
Middle School Counselors*



GUIDING
Tomorrow's Dreams Today

Richmond County Schools
Augusta, Georgia

Revised 2017

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INTRODUCTION

School counselors play a vital role in the operation of schools and the success of students. They work in collaboration with other educators and families to foster the academic, social and career development on our nation's children. Counselors are often facilitators of student academic success and liaisons to the family to help calm and temper times. Each year the demands and expectations of school counselors are impacted by the ever-changing dynamics of society and related legislation. However, the central mission of school counselors - to help students - remains the same.

This Middle School Counselors' Handbook has been prepared to serve as a resource for middle school counselors to guide their day-to-day activities in schools and ultimately promote student development in academic, career and socio-emotional domains. It includes a philosophy, program goals, and counselor responsibilities. It also provides a framework for implementing a comprehensive guidance program which promotes school success through learning support, prevention and intervention activities, as well as career and social/emotional support.

Hopefully, you will find this handbook to be a useful tool and source of reference as you implement a program that will meet the needs of *all* middle school students served by the Richmond County School System.

RICHMOND COUNTY SCHOOL SYSTEM

MISSION STATEMENT

The mission of the Richmond County School System is building a world-class school system through education, collaboration, and innovation.

BELIEFS

We believe that:

- Every person has a right to a quality education.
- Education is the shared responsibility of the individual, home, school and community.
- Every person can learn.
- Respect and acceptance are essential for learning and personal development.
- A safe, healthy and orderly environment is essential to learning.
- Communication is the key to understanding among people.
- Excellence cannot be compromised.

MOTTO

LEARNING TODAY...LEADING TOMORROW

RCSS SCHOOL COUNSELING PHILOSOPHY

The RCSS middle school counseling program is:

- child-centered;
- a prevention/intervention support service;
- designed to aid children in mastering developmental tasks which are essential for positive growth. (i.e. self-understanding, self-acceptance, interpersonal relations);
- accomplished through a focus on direct and indirect services including classroom lessons, group guidance, individual counseling and learning support;
- focused on creating an atmosphere that is conducive for the child to reach his/her fullest potential emotionally, socially and academically; and
- designed to facilitate the ability of children to interact positively with their school environment and achieve academic success

RCSS SCHOOL COUNSELING PROGRAM GOALS

The goals of the RCSS School Counseling program are:

1. To align each professional school counseling program with the American School Counselor Association (ASCA) National Model for Comprehensive School Counseling.
2. To effectively implement school counseling programs that promote overall school improvement in the areas of achievement, behavior, and attendance through the implementation of data-driven counseling interventions.
3. To promote the growth and development of all students in self-understanding, interpersonal relations, career exploration, decision-making, goal setting and problem solving skills.
4. To assist students in understanding, monitoring and directing their academic progress and personal development.
5. To identify and address the immediate needs and concerns of students which impact academic progress through group counseling, individual counseling, consultation, providing information and referral.
6. To facilitate system support activities related to guidance and counseling involving program development, staff development, materials development, parent education, and community relations.

The Role of the School Counselor, Certification and Job Description

Who Are School Counselors?



School counselors, referred to as “guidance counselors” in the past, help every student improve academic achievement, personal and social development, and career planning. School counselors in the 21st century are highly trained educators in pre K—12 settings who uphold ethical and professional standards to design, implement and manage comprehensive, developmental, results-based school counseling programs that promote and enhance student success.

School Counselor Qualifications

School counselors are certified or licensed professionals who possess a master’s degree or higher in school counseling, or a substantial equivalent, meet the state certification/licensure standards and abide by the laws of the states in which they are employed. School counselors are required by most public school systems to successfully complete advanced-degree coursework in the following topics:

- Human growth and development
- Counseling theory
- Individual counseling
- Group counseling
- Social and cultural foundations
- Testing and assessment
- Research and program evaluation
- Professional orientation
- Career development

School counselors also are required to complete a practicum and internship supervised by a certified school counselor in a school setting.

What Do School Counselors Do?

School counselors address the academic and developmental needs of all students, not just those in need, by collaborating with students, parents, school staff and the community. School counseling programs exhibit the following characteristics:

Foundational mission and goals. School counselors design, implement, and maintain guidance programs that align with the educational mission and philosophies of their schools and school districts. These programs help every student develop competencies in academic achievement, personal and social development, and career planning.

Delivery methods. School counselors follow a comprehensive guidance curriculum to work with students in individual, small group and classroom settings. School counselors help students create an academic plan for their education to prepare for successful careers after graduation and help students develop the necessary skills, such as organizational, time-management, and study skills. They also help students overcome obstacles that may form barriers to learning by helping students respond to issues such as divorce or death in their family, as well as developmental issues typical in childhood and adolescence.

Program management. School counselors manage their programs just as teachers manage their curriculum. They collaborate with administrators and other educators to ensure that the school counseling program helps fulfill the mission of the school by setting annual goals and putting mechanisms in place to facilitate the successful and effective delivery of the school

counseling program.

Accountability. School counselors hold their programs accountable for student achievement by monitoring student progress to ensure that the school counseling program meets its desired goals and objectives. School counselors collect, analyze and present statistics about grades, test scores, attendance and disciplinary records, and other information to make data-based and data-driven decisions about the school counseling program.

“The responsibilities of school counselors have increased tremendously over the years. School counselors are an integral part of the whole school community working to help children, teachers and other school personnel and parents. School counselors help children face challenges, tough classes, peer pressure, friendship problems, depression and more – all that can be roadblocks to future success.”

— *Angela Reformato, a school counselor in New York*

How Do School Counselors Impact Student Achievement?

Numerous research studies show that school counselors, implementing a comprehensive school counseling program, can serve a vital role in maximizing student achievement.

A research study of Florida students in 5th through 9th grades found that students in schools with a comprehensive guidance program scored significantly better on state’s standardized test for reading and math.

— *Does Implementing a Research-based School Counseling Curriculum Enhance Student Achievement? (Center for School Counseling Outcome Research, 2004)*

School counselors provide solutions to help curb rates of school failure and dropout by addressing broader contexts that include personal, social, emotional, and career development.

--*An Investigation of a Model of Academic Motivation for School Counseling*, M. Scheel and J. Gonzalez, *Professional School Counseling*, October 2007.

School counselors are in a key position to assist schools in their education reform mandates to reduce the achievement gap among low income and minority children.

-- *Fostering Educational Resilience and Achievement in Urban Schools Through School-Family Community Partnerships*, J. Bryan, *Professional School Counseling*, February 2005.

In working with at-risk youth, a 2004 study of middle school students in Baltimore County showed that school counselors helped increase academic achievement, raise career awareness, and improve overall student self-efficacy.

-- *Impact of Career Intervention on At-Risk Middle School Students' Career Maturity Levels, Academic Achievement, and Self-Esteem*, H.L. Legum, and C. Hoare, *Professional School Counseling*, December 2004.

School counselors, because of their unique training and responsibility, have an influential role of helping students become more engaged in the academic and social arenas within the school.

--*The Multidimensionality of School Engagement and Math Achievement Among Racial Groups*, D. T. Sciarra, and H. J. Seirup, *Professional School Counseling*, April 2008.

The school counselor is an integral system support for the school-family-community relationship that meet the personal/social, academic, and career needs of a large number of students through collaboration, coordination, and consultation with school and community stakeholders.

--*An Examination of School Counselor Involvement in School-Family-Community Partnerships*, J. Bryan, C. Holcomb-McCoy, *Professional School Counseling*, June 2007.



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Research shows comprehensive school counseling programs, as outlined by “The ASCA National Model: A Framework for School Counseling Programs,” have a positive impact on student achievement. The development and implementation of these programs requires leadership from well-trained, highly competent middle school counselors and collaboration with school administrators, classroom teachers, school staff and community stakeholders.

MIDDLE SCHOOL STUDENTS’ DEVELOPMENTAL NEEDS

Middle school is an exciting yet challenging time for students, their parents and teachers. During this passage from childhood to adolescence, middle school students are characterized by a need to explore a variety of interests, connecting their learning in the

classroom to its practical application in life and work; high levels of activity coupled with frequent fatigue due to rapid growth; a search for their own unique identity as they begin turning more frequently to peers rather than parents for ideas and affirmation; extreme sensitivity to the comments from others; and heavy reliance on friends

to provide comfort, understanding and approval.

Identifying students’ academic and social/emotional needs, as well as providing any necessary interventions, is essential in removing barriers to learning and helping students develop skills and behaviors critical for academic achievement. The knowledge, attitudes and skills students acquire during these years build the foundation for future success.

MEETING THE NEED

Middle school counselors are educators uniquely trained in child and adolescent development, learning strategies, self-management and social skills. They implement a comprehensive school counseling program to support students through this important developmental period. The school counseling program provides education, prevention and intervention activities, which are integrated into all aspects of students’ lives. The program teaches students the knowledge, attitudes and skills necessary for academic, career and social/emotional development.

Middle school counselors do not work in isolation; rather they are integral to the total educational program. They provide a proactive program that engages students and includes leadership, advocacy and collaboration with school staff, administration and community/family members in the delivery of programs and activities to help students achieve success. Middle school counselors also collaborate with teachers and parents on early identification and intervention of children’s academic and social/emotional needs, which is essential in removing barriers to learning and developing skills and behaviors critical for academic achievement.

The work of middle school counselors aligns with the school’s mission to support all students’ academic achievement as

they prepare for the ever-changing world of the 21st century. This alignment is accomplished through the design, development, implementation and evaluation of a comprehensive school counseling program. The tools guiding this work are the ASCA Mindsets & Behaviors for Student Success, which address students' academic, career and social/emotional development, and the ASCA National Model, with its data-driven, results-based focus. Research demonstrating the effectiveness of comprehensive school counseling programs continues to grow, and there is evidence of the positive impact these programs have on students' academic and social/emotional development.

MIDDLE SCHOOL COUNSELORS IMPLEMENT A COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Middle school counselors define and focus the comprehensive school counseling program based on the school's academic, attendance and behavioral data. Identifying student needs through this data and consulting with administrators guides program development. Middle school counselors balance their program by addressing students' academic, career and social/emotional development in addition to balancing delivery methods, recognizing that students learn in multiple ways. The end result of this work is reflected in improvement in academic, attendance and behavioral outcomes related to academic development, college and career readiness and social/emotional development.

The ASCA National Model provides a flexible framework middle school counselors use to develop a comprehensive program designed to meet students' unique needs. The delivery of these services includes:

Direct student services including:

- school counseling core curriculum
 - instruction – direct instruction, team teaching, developing learning activities
 - group activities – planned activities outside the classroom promoting academic, career or social/emotional development
- individual student planning
 - appraisal – assist students in evaluating interests abilities, skills and achievement
 - advisement – assist students in goal setting based on academic, career and social/emotional data
- responsive services
 - counseling – in individual or small-group settings school counselors provide planned, short-term and goal-focused counseling. School counselors do not provide therapy or long-term counseling in schools; however, school counselors are prepared to recognize and respond to student mental health needs and to assist students and families seeking resources.
 - crisis response – provide support and assistance to students and families as they navigate crisis and emergency situations

Indirect student services including:

- consultation – share strategies supporting student achievement with parents, teachers, other educators and community organizations
- collaboration – work with other educators, parents and the community to support student achievement
- referrals – support for students and families to school or community resources for additional assistance and information

RESEARCH ON THE EFFECTIVENESS OF SCHOOL COUNSELING

Numerous studies demonstrate the value of school counseling for students in the domains of academic development, college and career readiness and social/emotional development. Results of research about the effectiveness of school counseling can be found at schoolcounselor.org/effectiveness.

THE ASCA NATIONAL MODEL: A FRAMEWORK FOR SCHOOL COUNSELING

For more information about comprehensive school counseling programs based on the ASCA National Model, go to schoolcounselor.org/ascanationalmodel.

(Revised, 2017)

Why Middle School Counselors?

Middle school students are characterized by rapid physical growth, curiosity about their world and an emerging self-identity. Middle school counselors have an impact on these years by implementing a comprehensive school counseling program and collaborating with school staff, parents and the community to create a safe, respectful learning environment whereby young adolescents can maximize personal and academic achievement.

Middle school counselors enhance the learning process and promote academic, career and social/emotional development. School counseling programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set informed career goals and realize full academic potential to become productive, contributing members of the world community.

Middle school counselors hold a master's degree and required state certification in school counseling. Maintaining certification includes ongoing professional development to stay current with education reform and challenges facing today's students. Professional association membership enhances the school counselor's knowledge and effectiveness.

School Counselor Certification and Renewal Information

Effective June 15, 2016

505-2-.144 SCHOOL COUNSELING

(1) Initial Certificate Requirements.

(a) Professional Certificate (See GaPSC Rule 505-2-.05 PROFESSIONAL CERTIFICATE):

1. An applicant is eligible for a Standard Professional certificate in the field of School Counseling based on meeting the following requirements:

(i) Fulfilling one of the following options:

(I) Completion of a state-approved certification preparation program in School Counseling at the master's degree level – level five (5) – or higher;

(II) Completion of a master's degree or higher in a counseling area and submission of a valid National Certified School Counselor (NCSC) credential issued by the National Board of Certified Counselor; or

(III) Completion of a master's degree or higher in a counseling area and submission of a valid State of Georgia Professional Counselor's license issued by the Professional Licensing Boards Division of the Office of the Secretary of State, O.C.G.A. Title 43, and

(ii) Meeting the Special Georgia Requirements (See GaPSC Rule 505-2-.24 SPECIAL GEORGIA REQUIREMENTS) applicable to the field of School Counseling:

(I) Content knowledge assessment– pass the GACE content knowledge assessment at the Professional level;

(II) Special education – course work in the identification and education of children who have special educational needs; and

(III) Standards of conduct.

(b) Induction Certificate (See GaPSC Rule 505-2-.04 INDUCTION CERTIFICATE):

1. An Induction certificate in the field of School Counseling may be issued at the request of an employing Georgia local unit of administration (LUA) in the following circumstances:

(i) An applicant has met all of the requirements for the initial Standard Professional certificate outlined in section (1)(a), above, except that the GACE content assessment has been passed at the Induction level and not the Professional level;

(ii) An applicant does not hold an educator certificate but meets all of the following requirements:

(I) Hold a master's degree or higher from a GaPSC-accepted accredited institution in any counseling area; or a Master of Social Work degree; or a valid State of Georgia Clinical Social Work license issued by the Professional Licensing Boards Division of the Office of the Secretary of State, O.C.G.A. Title 43;

(II) Pass or exempt the Program Admission Assessment;

(III) Pass the GACE content knowledge assessment at the Induction level or higher;

(IV) Be accepted into a state-approved certification preparation program in School Counseling at the master's degree level or higher; and

(V) Meet Georgia's standards of conduct.

(c) Non-Renewable Professional Certificate (See GaPSC Rule 505-2-.09 NON-RENEWABLE PROFESSIONAL CERTIFICATE):

1. Non-Renewable Professional certificates in the field of School Counseling are issued in the following situations at the request of an employing Georgia LUA:

(i) The applicant has satisfied all other requirements for the Standard Professional certificate except that the highest degree held is a bachelor's degree – level four (4) – state-approved certification preparation program in School Counseling, for completion of the options outlined in (1)(a);

(ii) The applicant holds an expired Georgia Standard Professional or Clear Renewable certificate or professional out-of-state certificate in School Counseling at the bachelor's degree level, for completion of the options outlined in (1)(a);

(iii) The applicant holds a renewable professional certificate in any field at the bachelor's degree level – level four (4) – or higher, has completed a master's or higher degree in any counseling area and can submit verification of acceptance into a state-approved certification preparation program in School Counseling for completion of the options outlined in (1)(a);

(iv) The applicant holds a renewable professional certificate in any field at level four (4) or higher and has completed all requirements for the Professional certificate in School Counseling outlined in (1)(a) above, except that the GACE content assessment has been passed at the Induction level but not the Professional level; or

(v) The applicant holds an expired Georgia Clear Renewable or Standard Professional School Counseling Certificate but has not met renewal requirements outlined in section (5) below.

(2) Certificates Not Issued. The GaPSC does not issue the following certificates for this field:

(a) International Exchange certificate (See GaPSC Rule 505-2-.11 INTERNATIONAL EXCHANGE CERTIFICATE);

(b) Permit (See GaPSC Rule 505-2-.10 PERMIT CERTIFICATE); and

(c) Adjunct License (See GaPSC Rule 505-2-.15 ADJUNCT LICENSE).

(3) To Add the Field (See GaPSC Rule 505-2-.34 ADD A FIELD).

(4) To Upgrade the Level (See GaPSC Rule 505-2-.33 CERTIFICATE UPGRADE).

(5) Renewal Requirements (See GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS)

(a) To renew a Standard Professional School Counseling Certificate, an applicant must meet the following requirements:

1. Have the employing Georgia LUA request the renewal. This requirement does not apply to renewal applications submitted prior to July 1, 2015, or renewal of professional certificates held by educators who have at least one (1) year of acceptable educator experience in a Georgia LUA, as outlined in GaPSC Rule 505-2-.25 EXPERIENCE REQUIREMENTS, paragraph (3)(a)1, while holding a valid Georgia renewable, professional certificate; and

2. Fulfill one of the following:

(i) Complete renewal requirements outlined in GaPSC Rule 505-2-.36 RENEWAL REQUIREMENTS);

(ii) Hold a valid National Certified School Counselor (NCSC) credential issued by the National Board of Certified Counselors; or

(iii) Hold a valid State of Georgia Professional Counselor's license issued by the Professional Licensing Boards Division of the Office of the Secretary of State, O.C.G.A. Title 43.

(6) In-Field Statement (See GaPSC Rule 505-2-.40 IN-FIELD ASSIGNMENT)

(a) Individuals certified in School Counseling are in-field to serve as a School Counselor in grades P-12.

Authority O.C.G.A. 20-2-200

505-2-.36 RENEWAL REQUIREMENTS

(1) Purpose. Certificate renewal is an outcome of applying Georgia Professional Standards Commission (GaPSC)-accepted continuing professional learning toward the continued validity of a state certificate or license. While it is essential for individual educators to maintain valid certificates and licenses, professional learning should be focused toward school improvement leading to improved teaching and increased student learning. The goal of certificate renewal and professional learning is for educators within a Georgia local unit of administration (LUA) to work together to enhance established educational goals for the individual educator, the school and the LUA to assist students in meeting state standards for student achievement. Written Professional Learning Plans (PLPs) or Professional Learning Goals (PLGs) shall be required for all certificate holders employed by a Georgia LUA. PLPs outline requirements for the professional growth of educators as well as clearly delineate support the school or school system will provide for the educator's professional growth. PLGs outline identified areas for educator growth for those educators not required to have PLPs. All professional learning approved for certificate renewal shall be designed around national professional learning standards as outlined by Learning Forward (formerly the National Staff Development Council). This requirement applies to the design of school and LUA learning communities, the selection of workshops that support learning communities, and any other professional learning designed for certified educators.

(2) Requirements. Georgia's renewable certificates are the Standard Professional, Performance-Based Professional, Advanced Professional, Lead Professional and Life certificates. Renewable licenses are Adjunct, Educational Interpreter, Non-Instructional Aide, Paraprofessional and Support Personnel. These certificates and licenses are valid for a five (5)-year period (except for the Life certificate), during which time the following requirements must be met:

(a) Employment in a Georgia LUA at the time of renewal application, with the following exception:

1. Renewal of professional certificates held by educators who have at least one (1) year of acceptable educator experience in a Georgia LUA, as outlined in GaPSC Rule 505-2-.25 EXPERIENCE REQUIREMENTS, paragraph (3)(a)1. The educator must have held a valid Georgia renewable, professional certificate at the time the experience was earned;

(b) A criminal record check, unless exempted in section (4) below;

(c) For the Performance-Based Professional certificate, a minimum of two (2) Proficient or Exemplary annual performance ratings earned on the statewide Teacher Keys Effectiveness System (TKES) within five (5) years of the renewal date:

1. Performance-Based Professional certificates may be renewed as Standard Professional certificates if the educator has earned fewer than two (2) Proficient or Exemplary TKES annual performance ratings within five (5) years of the renewal date;

(d) For the Advanced Professional and Lead Professional certificates, a minimum number of Exemplary TKES annual performance ratings earned within five (5) years of the renewal date, and no annual performance ratings below the Satisfactory or Proficient level earned during the most recent five (5) year validity period of the certificate. (The number of Exemplary performance evaluations will be determined when sufficient data on the distribution of TEM ratings on TKES is available.):

1. Advanced Professional and Lead Professional certificates may be renewed as Performance-Based Professional certificates if the educator has the minimum number of Proficient TKES annual performance ratings outlined in section (2)(c) above, but does not meet the minimum required number of Exemplary TKES annual performance ratings or has received one (1) annual performance rating below the Satisfactory or Proficient level during the most recent five (5) year validity period of the certificate;

2. Advanced Professional and Lead Professional certificates may be renewed as Standard Professional certificates if the educator does not meet the minimum required number of Exemplary TKES annual performance ratings or has received one (1) annual performance rating below the Satisfactory or Proficient level during the most recent five (5) year validity period of the certificate and does not have the minimum number of Proficient TKES annual performance ratings outlined in section (2)(c) above.

(e) Certificate and license holders who are employed by a Georgia LUA in a position requiring certification at the time of renewal application must satisfy professional learning requirements as outlined below, with the exceptions noted in section 5 below. Employing LUAs shall document fulfillment of these requirements and verify their completion as part of the renewal application package:

1. Engaging in professional learning on a continuing basis by fully participating in the LUA's professional learning community as documented by the educator's supervisor and described in GaPSC Guidelines accompanying this rule;

2. Setting written Professional Learning Goals (PLGs) or developing a written Professional Learning Plan (PLP) and making acceptable progress, as defined by the employing LUA, toward accomplishing these goals or completing the PLP:

(i) Educators who hold Professional level certification or higher shall engage in continuous improvement by developing PLGs and shall engage in professional learning appropriate for successful completion of these goals, with the following exception:

(I) Educators who are required to develop a PLP as outlined in section (ii) below are not required to develop additional PLGs while the PLP is in effect;

(ii) The following educators shall develop PLPs and shall engage in professional learning appropriate for successful completion of the PLPs:

(I) Educators who hold Induction level certification (Induction certificates are only renewable in the specific circumstances outlined in GaPSC Rule [505-2-.04 INDUCTION CERTIFICATE](#); however, successful completion of professional learning requirements is one of several requirements to move from Induction to Professional certification. Induction is listed here to clarify that Induction is one of several categories of educators who must have PLPs.);

(II) Educators in positions requiring them to hold non-renewable certificates;

(III) Educators who are working in a service or leadership field and have fewer than three (3) years of satisfactory experience in that field;

(IV) Educators who were not employed by a Georgia LUA in a position requiring certification at the time of their most recent certificate renewal and then reenter the profession;

(V) Educators who have less than one (1) year of educator experience in Georgia;

(VI) Educators who have received any unremediated annual summative evaluation ratings of Needs Development, Ineffective, or Unsatisfactory during the previous five (5)-year validity of their certificate. The PLP for these educators shall be included in the remediation plan developed according to procedures outlined in GaPSC Rule [505-2-.43 ANNUAL PERFORMANCE EVALUATION](#).

(iii) PLPs shall remain in effect for one (1) to three (3) years, as determined by the supervisor, for all educators who do not hold Induction certificates; PLPs for Induction certificate holders shall remain in effect for the validity period of the Induction certificate.

(iv) Written PLGs and PLPs will be developed by individual educators based, at a minimum, on annual performance data. Once the educator develops the PLGs or PLP, they are encouraged, but not required, to engage colleagues in reviewing the PLGs or PLP to provide constructive feedback. Then the educator will meet with the supervisor to review the PLGs or PLP and seek approval before beginning implementation;

(v) During the course of the year, educators are encouraged, but not required, to meet with colleagues to review progress on implementation of the PLGs or PLP prior to periodic reviews with the supervisor. Prior to a designated date set by the school system near the end of the school year, the supervisor will determine whether or not the educator has made sufficient progress on implementation of the PLGs or PLP and will attest that this process has been implemented as defined by GaPSC Guidelines. Educators who do not make satisfactory progress will be rated accordingly on the state evaluation instrument;

3. Professional learning is to be primarily job-embedded and done in the context of the school learning community. Other forms of professional learning such as workshops shall be for the purpose of supporting job-embedded learning.

4. With the approval of the educator's supervisor, college course work may be used as professional learning under the following conditions:

(i) Course work that is part of a degree or certification program in the educator's field or in a new field with approval by the educator's supervisor may be used in addition to job-embedded professional learning;

(ii) Final course grades must be "B" or higher; and

(iii) Developmental studies courses and course work that is audited and/or exempted without credit shall not be accepted.

5. The following individuals employed by a Georgia LUA in a position requiring certification may renew their certificates without meeting the professional learning requirements outlined in this section:

(i) Educators who also hold valid National Board for Professional Teaching Standards (NBPTS) certification at the time of renewal in a field comparable to one held on their Georgia educator certificate;

(ii) Educators who also hold valid Georgia Master teacher certification at the time of renewal;

(iii) Educators certified in the service fields of Speech and Language Pathology, Audiology,

School Psychology, School Counseling and School Social Work who meet optional requirements associated with GaPSC-accepted state or national credentials as outlined in the appropriate GaPSC field rules as long as this is approved by the supervisor as appropriate for professional learning;

(iv) Non-Instructional Aides who earn required clock hours of job-related training, as determined by the employing LUA (See GaPSC Rule [505-2-.17 NON-INSTRUCTIONAL AIDE LICENSE](#));

(v) Support Personnel License holders who meet the requirements for renewal outlined in the Individual Development Plan developed by the employing Georgia LUA;

(vi) Educational Interpreters who hold a valid RID Certification or submit official documentation verifying the EIPA assessment has been completed during the validity period established on the license. If the initial license required completion of a bachelor's degree, all degree requirements must be completed before the applicant may apply for renewal (See GaPSC Rule [505-2-.16 EDUCATIONAL INTERPRETER LICENSE](#));

(vii) Permit holders who meet renewal requirements outlined in GaPSC Rule [505-2-.10 PERMIT](#);

(viii) Adjunct License holders who meet renewal requirements determined by the employing Georgia LUA;

(ix) Faculty of Georgia colleges/universities who can document other professional learning as long as there is evidence of continuous engagement in professional learning. Examples include, but are not limited to: special assignment work in P-12 schools that includes teaching, delivery of professional learning to P-12 educators, formal presentations at state/national conferences for P-12 educators, and publication of original work focused on teaching and learning or services in support of teaching and learning. These activities may be verified by a letter, on official letterhead, from the dean of the employing college or university and submitted by the university's certification officer. The teaching of college-level courses shall not be applied toward certificate renewal. Guidelines accompanying this rule provide additional information regarding certificate renewal for higher education faculty;

(x) Educators employed at Georgia private schools may renew their certificates by completing the requirements outlined in Sections (e)1-4 above or by completing the requirements outlined in Section (g) below.

(f) Educators who are no longer employed by Georgia LUAs in positions that require certification, but are employed in Georgia education agencies or organizations may renew certificates as described in Section (e)5(ix) above . These educators will work with their employers to develop PLGs or PLPs. The supervisor will evaluate PLGs or PLPs to determine if the educator makes continuous professional learning progress. These educators may also choose to renew their certificates as outlined in section (g) below without developing PLGs or a PLP.

(g) Educators who no longer work in schools, agencies, or other education organizations in Georgia must satisfy one of the following requirements:

(i) For educators who have been employed by a Georgia LUA in a position requiring certification for at least one (1) school year during the most recent validity period of their certificate, and within five (5) years of the date of renewal application, submit documentation of completion of the professional learning requirements outlined in Section (e) above during at least one (1) qualifying

year of employment.

(ii) Complete any combination of six (6) semester hours of college course work; ten (10) Georgia Professional Learning Units (PLUs) awarded prior to January 1, 2016; ten (10) Continuing Education Units (CEUs); or one hundred (100) clock hours of Bright from the Start (BFTS)-approved training:

(I) College course work must be earned at an institution that meets the accreditation standards outlined in GaPSC Rule [505-2-.31 GaPSC-ACCEPTED ACCREDITATION; VALIDATION OF NON-ACCREDITED DEGREES](#). Final course grades must be "B" or higher. Developmental studies courses and course work that is audited and/or exempted without credit shall not be accepted.

(II) PLUs must be awarded by a State of Georgia education agency, a Regional Educational Services Agency (RESA), a Georgia LUA or a GaPSC-approved college or university. Agencies, RESAs, and LUAs may contract with vendors provided a process is in place that assures the provider designs and implements professional learning that meets Learning Forward standards. Documentation must be maintained that the agency, RESA, or LUA uses an approval process to assure that all professional learning for certificate renewal is standards-based. Only those PLUs awarded prior to January 1, 2016, and within the timeframe outlined in section (2)(h) below, will be acceptable for certificate renewal.

(III) CEUs must be issued by a GaPSC-accepted accredited college or university or a provider authorized by the International Association for Continuing Education and Training (IACET). Ten (10) contact hours are the equivalent of one (1) CEU. These credits must be reflected on CEU transcripts or "certificates of completion" which include the name of the organization issuing the credits, the name of the educator receiving the credits, the title of the course, the date the course began and date of completion, and the number of CEUs being authorized.

(IV) BFTS-approved trainings may be found on the BFTS website at <http://dec.al.ga.gov>.

(iii) Hold valid National Board for Professional Teaching Standards (NBPTS) certification at the time of renewal in a field comparable to one held on their Georgia educator certificate;

(iv) Hold valid Georgia Master teacher certification at the time of renewal;

(v) Have at least one (1) year of acceptable, successful educator experience, as outlined in GaPSC Rule [505-2-.25 EXPERIENCE REQUIREMENTS](#), while working in another state on a valid certificate issued by that state;

(vi) For educators certified in the service fields of Speech and Language Pathology, Audiology, School Psychology, School Counseling and School Social Work, meet optional requirements associated with GaPSC-accepted state or national credentials as outlined in the appropriate GaPSC field rules; or

(vii) Re-take and pass at the Professional level the content assessment approved by the GaPSC at the time of renewal for the field(s) being renewed. This is not an option to renew fields for which there is no GaPSC-approved content assessment at the time of renewal. Only the field(s) for which the educator passes the appropriate assessment will be renewed.

(h) Renewal requirements for certificates that are currently valid must have been completed during the validity period established on the certificate. Renewal requirements for expired certificates must have been completed within the five (5)-year period preceding the date of renewal

application.

(i) Retired Georgia educators, as verified by the Teachers Retirement System (TRS), who do not wish to meet the renewal requirements outlined in this section may apply for a Retired Professional Certificate as outlined in GaPSC Rule [505-2-.44 RETIRED PROFESSIONAL CERTIFICATE](#).

(3) Focus of Renewal Credit.

(a) Certificate holders who are employed by a Georgia LUA in a position requiring certification must have an individual Professional Learning Plan (PLP) or Professional Learning Goals (PLGs) coordinated with their supervisor and employing LUA. These PLPs or PLGs are developed and maintained locally, and must be aligned with individual educator evaluation results as well as with school and school system professional learning plans. To be acceptable for certificate renewal, the PLP or PLGs must be directly associated with the annual personnel evaluation and in addition, may be related to any of the following:

1. Field(s) of certification held;
2. School/District Improvement Plan; and/or
3. State/federal requirements.

(b) The Special Georgia Requirement in Special Education as outlined in GaPSC Rule [505-2-.24 SPECIAL GEORGIA REQUIREMENTS](#) may be required as part of renewal requirements.

(c) The GaPSC and/or GaDOE may periodically conduct an on-site visit to review and verify professional learning and renewal documentation maintained by the LUA.

(4) Criminal Record Check.

(a) A criminal record check shall be required for renewal of all certificates held by educators employed in a Georgia LUA including state chartered special schools and commission charter schools. This requirement does not apply to employees of state agencies.

(b) If the educator has not had an FBI background check (fingerprint) while employed in the present public school system, the FBI background check (fingerprint) is required for renewal. If the educator has satisfactorily completed an FBI background check (fingerprint) at the present public school system of employment, then a Georgia criminal history check will satisfy the renewal requirement. The Georgia criminal history check will satisfy the renewal requirement for private school, chartered special school, and commission charter school employees that do not require certification; such schools that do require certification must meet those requirements listed in (1), (2) and (3) as well as the Criminal Record Check.

(c) The employing Georgia LUA is responsible for ensuring that the appropriate criminal record check is completed during the school year in which the certificate expires. The employer may apply for renewal after the criminal record check or FBI background check has been completed.

(d) If the educator is not employed in a Georgia public school, private school, chartered special school, or commission charter school at the time of renewal, the educator is exempt from the background check requirement until such time as Georgia public or private school employment is resumed.

(5) Renewal Cycle.

(a) Georgia certificates usually have a beginning date of July 1 and an ending date of June 30. Valid certificates may be renewed from October 1 of the calendar year preceding the ending validity date to September 30 of the calendar year in which the certificate expires. The grace period between July 1 and September 30 allows completion of professional learning during the summer period. When renewed within this cycle, the validity period continues with no break in dates.

(b) After October 1 of the calendar year in which the validity period ends, the certificate is considered expired.

1. To renew an expired certificate, the educator must meet all applicable renewal requirements outlined in section (2) above, including any remaining Special Georgia Requirements, and submit an application packet with appropriate documentation to the GaPSC. Specific renewal application procedures for educators may be found on the GaPSC web site at www.gapsc.com;

2. At the request of an employing Georgia LUA, an educator who meets the applicable requirements outlined in section (2)(a), (b), (c) and (d) above but has not met applicable professional learning requirements may be issued a one (1)-year Non-Renewable Professional certificate to allow the educator time to complete all remaining renewal requirements.

(6) Renewal Application Process.

(a) Renewal of certificates held by educators employed by a Georgia LUA in a position requiring GaPSC certification must be submitted electronically by the employing LUA according to procedures established by the GaPSC. Information about the online procedures is available to authorized school system personnel on the GaPSC web site at www.gapsc.org.

(b) Educators not employed by a Georgia LUA in a position requiring GaPSC certification may apply for renewal according to procedures outlined on www.gapsc.com.

(7) Exceptions.

(a) An educator who has received any combination of two (2) Unsatisfactory, Ineffective or Needs Development annual performance evaluations during the previous five (5)-year validity cycle that have not been satisfactorily remediated by the employing Georgia LUA shall not be entitled to any certificate except for a Waiver in any field (See GaPSC Rule [505-2-.43 ANNUAL PERFORMANCE EVALUATION](#)). Waiver certificates must be requested by an employing Georgia LUA and are issued at the discretion of the GaPSC (See GaPSC Rule [505-2-.13 WAIVER CERTIFICATE](#)).

(8) Implementation.

(a) Educators holding professional certificates expiring after July 1, 2015, must be employed by a Georgia LUA for renewal of their certificates unless meeting (2) (a) 1 above. Educators who meet renewal requirements with the exception of employment will be issued a Certificate of Eligibility.

(b) Educators holding professional certificates expiring prior to July 1, 2017, who apply for renewal prior to October 1, 2017, may renew their certificate by meeting the requirements outlined in sections (2)(a), (b) and (c) and the renewal requirements outlined in section (2)(g), regardless of

employment status. These educators will not be required to meet the professional learning requirements outlined in section (2)(e) if they apply for renewal prior to October 1, 2017.

Authority O.C.G.A. 20-2-200

Richmond Cty School Counselor Job Description

Job Details	School Counselor
Title	OFFICIAL TITLE: School Counselor
Description	SUPER: Principal SALARY RANCE: In accordance with RCBOE Salary Schedule TERMS OF EMPLOYMENT: Work Year – 190(+) days

SUMMARY DESCRIPTION:

To serve the students in all areas of guidance and counseling. To serve as a resource for other staff members in the above areas. Under direction, provides a comprehensive developmental program of guidance and counseling to assist students in the area of academic achievement, career/educational decision making, and personal and social development. Acts as consultant, in this regard, to school staff, parents and community members.

PERFORMANCE RESPONSIBILITIES: (Asterisk for essential job duties)

1. Implements/assists in implementing the school-based guidance plan (*)
2. Promotes the school guidance and counseling program to students, school staff, parents and community
3. Conducts individual counseling with students in areas of need
4. Conducts group counseling with students in areas of educational, career and personal need
5. Coordinates with school staff to provide supportive instructional classroom activities that relate to student educational, career and personal needs(*)
6. Interprets results of group and individual tests for students, staff and parents
7. Serves as a member of the Student Support Team
8. Coordinates the group testing program
9. Ensures that students receive appropriate career development assistance(*)
10. Consults with school staff and parents on student problems and concerns as needed or requested
11. Promotes utilization of community resources/services/agencies
12. Participates in professional development activities
13. The employee shall carry out such other and further duties, whether specifically listed above or not, as are assigned or required by such employee's supervisor, other appropriate school personnel, law board policy administrative regulation, department handbook, as are reasonably necessary to the efficient operation of the school system and its mission.

KNOWLEDGE, ABILITIES AND SKILLS:

Thorough knowledge of the RCCS Policies and Procedures, Comprehensive Guidance and Counseling Program and Program of Studies.

Knowledge of growth and development stages of children.

Ability to use a computer and other technological equipment.

Excellent oral and written communication skills with the ability to speak effectively to large and small groups.

Excellent human relations skill with the ability to establish good relationships with many different types of individuals and groups.

EDUCATION, TRAINING AND EXPERIENCE:

Holder of Master’s Degree in Education, Guidance and Counseling. Three years of successful teaching experience is preferred. Must have organizational skills.

CERTIFICATE AND LICENSE REQUIREMENTS:

Meets Georgia state certification requirements for school guidance and counseling.

PHYSICAL DEMANDS:

Requires good physical and mental stamina, physical mobility and some moving of materials and equipment for instructional use.

SPECIAL REQUIREMENT:

None

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the School Board policy on evaluation of personnel.

Date Established

Date(s) Revised: 2/09

This description may be changed at any time. This job description in no way states or implies that these are the only duties to be performed by the employee. The employee will be required to follow any other instructions and to perform any other related duties as assigned by the Board. Richmond County Schools reserves the right to update, revise or change this job description and related duties at any time.

*Essential job duties-the basic job duties that an employee must be able to perform, with or without reasonable accommodation.

Full-Time

RCSS MIDDLE SCHOOL COUNSELING ACTIVITIES

Program Planning & Counselor Evaluation

1. **Submit an individualized comprehensive counseling plan** to the principal and Student Services on or before the designated date.
2. Attend pre-evaluation conference with principal to review School Counselor Evaluation instrument and to discuss guidance plan for the year
3. Attend Annual Evaluation Conference with principal

Direct & Indirect Services to Students

1. **Plan and conduct core curriculum (classroom guidance) activities** to meet the needs of all students in the social/emotional, academic and career planning domains.
2. Counsel students individually and in small groups.
3. Counsel with students, individually and in groups, who either have been referred or are at risk of failure for the school year
4. Assist in the implementation of the Teachers -As-Advisors program.
5. Counsel with students registering for summer school, if applicable.
6. Serve as a member of the RTI team and participate in screening committees designed to identify students with handicapping conditions.
7. Share appropriate reports and recommendations of the social worker and personnel from other agencies/departments with appropriate staff members through case conferences, individual conferences and written report.
8. Publicize school and community summer programs.
9. Confer with the following personnel as needs arise:
 - a. Administrators
 - b. School Social Workers
 - c. School psychologist
 - d. Community agencies and their personnel
10. Provide counseling services as outlined in IEPs and vocational assessment of special education students.
11. Participate in parent and/or teacher conferences, as needed.
12. Coordinate Career Exploration activities in the middle school. This includes at a minimum ensuring the completion of career interest and exploration activities grades 6 - 8 as required by

House Bill 400 (Building Resourceful Individuals to Develop Georgia's Economy – BRIDGE Act) and the College and Career Readiness Index guidelines.

13. Implement a *school-wide bullying prevention program* as part of the Comprehensive School Counseling program.
14. Facilitate/ assist with the coordination of activities for Red Ribbon Week.
15. Coordinate/ assist with transitional activities for students entering middle school and moving to high school and/or magnet schools.
16. Initiate activities to improve students' scores on standardized test activities. Examples:
 - a. participation in a school wide testing by offering study tips through classroom lessons
 - b. creation of bulletin board related to information on testing and careers
17. Arrange or conduct orientations for new students.
18. Assist with the collection, interpretation, and analysis of school test data.

Program Management & Professional Development

19. Attend all professional learning and planned counselor meetings conducted by the Department of Student Services.
20. Maintain an active public relations program for the schools guidance department, including an *up-to-date school counseling website*.
21. Develop a daily schedule
22. Evaluate the effectiveness of counseling and guidance activities.
23. Keep and maintain a daily log of activities. Keep records of services provided, *including verification of classroom guidance sheets*.
24. Submit quarterly reports to the Department of Student Services
25. Follow professional practices consistent with school, system and state policies as well as the American School Counselor Ethical Standards for Counselors.

Other Activities

26. Assist in registering students for the regular school year
27. Assist in coordination of record keeping activities and develop a plan for the maintenance of students' cumulative scholastic records for entering and leaving students.(unless other designee assigned)

505-6-.01 THE CODE OF ETHICS FOR EDUCATORS

(1) Introduction. The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Georgia Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession.

(2) Definitions

(a) "Certificate" refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Georgia Professional Standards Commission.

(b) "Child endangerment" occurs when an educator disregards a substantial and/or unjustifiable risk of bodily harm to the student.

(c) "Educator" is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the Georgia Professional Standards Commission and persons who have applied for but have not yet received a certificate. For the purposes of the Code of Ethics for Educators, "educator" also refers to paraprofessionals, aides, and substitute teachers.

(d) "Student" is any individual enrolled in the state's public or private schools from preschool through grade 12 or any individual between and including the ages of 3 and 17 under the age of 18. For the purposes of the Code of Ethics and Standards of Professional Conduct for Educators, the enrollment period for a graduating student ends on August 31 of the year of graduation.

(e) "Complaint" is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the Georgia Professional Standards Commission alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A "complaint" will be deemed a request to investigate.

(f) "Revocation" is the invalidation of any certificate held by the educator.

(g) "Denial" is the refusal to grant initial certification to an applicant for a certificate.

(h) "Suspension" is the temporary invalidation of any certificate for a period of time specified by the Georgia Professional Standards Commission.

(i) "Reprimand" admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action.

(j) "Warning" warns the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.

(k) "Monitoring" is the quarterly appraisal of the educator's conduct by the Georgia Professional Standards Commission through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check (GCIC). The Commission specifies the length of the monitoring period.

(l) "No Probable Cause" is a determination by the Georgia Professional Standards Commission that, after a preliminary investigation, either no further action need be taken or no cause exists to recommend disciplinary action.

(3) Standards

(a) Standard 1: **Legal Compliance** - An educator shall abide by federal, state, and local laws and statutes. Unethical conduct includes but is not limited to the Commission or conviction of a felony or of any crime involving moral turpitude; of any other criminal offense involving the manufacture, distribution, trafficking, sale, or possession of a controlled substance or marijuana as provided for in Chapter 13 of Title 16; or of any other sexual offense as provided for in Code Section 16-6-1 through 16-6-17, 16-6-20, 16-6-22.2, or 16-12-100; or any other laws applicable to the profession. As used herein, conviction includes a finding or verdict of guilty, or a plea of *nolo contendere*, regardless of whether an appeal of the conviction has been sought; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

(b) Standard 2: **Conduct with Students** - An educator shall always maintain a professional relationship with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:

1. committing any act of child abuse, including physical and verbal abuse;
2. committing any act of cruelty to children or any act of child endangerment;
3. committing any sexual act with a student or soliciting such from a student;
4. engaging in or permitting harassment of or misconduct toward a student that would violate a state or federal law;
5. soliciting, encouraging, or consummating an inappropriate written, verbal, electronic, or physical relationship with a student;
6. furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student; or
7. failing to prevent the use of alcohol or illegal or unauthorized drugs by students who are under the educator's supervision (including but not limited to at the educator's residence or any other private setting).

(c) Standard 3: **Alcohol or Drugs** - An educator shall refrain from the use of alcohol or illegal or unauthorized drugs during the course of professional practice. Unethical conduct includes but is not limited to:

1. being on school or Local Unit of Administration (LUA)/school district premises or at a school or a LUA/school district-related activity while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and
2. being on school or LUA/school district premises or at a school-related activity involving students while under the influence of, possessing, or consuming alcohol. A school-related activity includes, but is not limited to, any activity sponsored by the school or school system (booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum i.e. Foreign Language trips, etc).

(d) Standard 4: **Honesty** - An educator shall exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to, falsifying, misrepresenting or omitting:

1. professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history;
2. information submitted to federal, state, local school districts and other governmental agencies;
3. information regarding the evaluation of students and/or personnel;
4. reasons for absences or leaves;
5. information submitted in the course of an official inquiry/investigation; and
6. information submitted in the course of professional practice.

(e) Standard 5: **Public Funds and Property** - An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:

1. misusing public or school-related funds;
2. failing to account for funds collected from students or parents;
3. submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including fraudulent or purchased degrees, documents, or coursework);
4. co-mingling public or school-related funds with personal funds or checking accounts; and
5. using school or school district property without the approval of the local board of education/governing board or authorized designee.

(f) Standard 6: **Remunerative Conduct** - An educator shall maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:

1. soliciting students or parents of students, or school and/or LUA/school district personnel, to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing board or authorized designee;
2. accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;
3. tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or authorized designee; and
4. coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator's school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or authorized designee. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association. 505-6-.01 Page 4

(g) Standard 7: **Confidential Information** - An educator shall comply with state and federal laws and state school board policies relating to the confidentiality of student and personnel records, standardized test material and other information. Unethical conduct includes but is not limited to:

1. sharing of confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required or permitted by law;
2. sharing of confidential information restricted by state or federal law;
3. violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.; and
4. violation of other confidentiality agreements required by state or local policy.

(h) Standard 8: **Abandonment of Contract** - An educator shall fulfill all of the terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes but is not limited to:

1. abandoning the contract for professional services without prior release from the contract by the employer, and

2. willfully refusing to perform the services required by a contract.

(i) **Standard 9: Required Reports** - An educator shall file reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. §19-7-5), or any other required report. Unethical conduct includes but is not limited to:

1. failure to report all requested information on documents required by the Commission when applying for or renewing any certificate with the Commission;
2. failure to make a required report of a violation of one or more standards of the Code of Ethics for educators of which they have personal knowledge as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner; and
3. failure to make a required report of any violation of state or federal law soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. These reports include but are not limited to: murder, voluntary manslaughter, aggravated assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a child if an educator has reasonable cause to believe that a child has been abused.

(j) **Standard 10: Professional Conduct** - An educator shall demonstrate conduct that follows generally recognized professional standards and preserves the dignity and integrity of the education profession. Unethical conduct includes but is not limited to any conduct that impairs and/or diminishes the certificate holder's ability to function professionally in his or her employment position, or behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.

(k) **Standard 11: Testing** - An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to

1. committing any act that breaches Test Security; and
2. compromising the integrity of the assessment.

(4) Reporting

(a) Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of legal requirements and local policies and procedures for reporting unethical conduct. Complaints filed with the Georgia Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, or other LUA/school district employee, etc.).

(b) The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.

(5) Disciplinary Action

(a) The Georgia Professional Standards Commission is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the holder of a certificate:

1. unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-11 (GaPSC Rule 505-6-.01);
2. disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-11 (GaPSC Rule 505-6-.01);
3. order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. §19-6-28.1 and §19-11-9.3);

4. notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance Corporation (O.C.G.A. §20-3-295);
5. suspension or revocation of any professional license or certificate;
6. violation of any other laws and rules applicable to the profession; and
7. any other good and sufficient cause that renders an educator unfit for employment as an educator.

(b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics. The superintendent and the educator designated by the superintendent/Local Board of Education shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent's designee must hold GaPSC certification. Should the superintendent's certificate be revoked, suspended, or denied, the Board of Education shall be responsible for assuring that the superintendent whose certificate has been revoked, suspended, or denied is not employed or serving in any capacity in their district.

Authority O.C.G.A. § 20-2-200; 20-2-981 through 20-2-984.5

<http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>



AMERICAN
SCHOOL
COUNSELOR
ASSOCIATION

ASCA Ethical Standards for School Counselors

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

Preamble

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

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

All students have the right to:

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

PURPOSE

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

The purpose of this document is to:

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

A. RESPONSIBILITY TO STUDENTS

A.1. Supporting Student Development

School counselors:

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

g. Are knowledgeable of laws, regulations and policies affecting students and families and strive to protect and inform students and families regarding their rights.

h. Provide effective, responsive interventions to address student needs.

i. Consider the involvement of support networks, wraparound services and educational teams needed to best serve students.

j. Maintain appropriate boundaries and are aware that any sexual or romantic relationship with students whether legal or illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student's age. This prohibition applies to both in-person and electronic interactions and relationships.

A.2. Confidentiality

School counselors:

a. Promote awareness of school counselors' ethical standards and legal mandates regarding confidentiality and the appropriate rationale and procedures for disclosure of student data and information to school staff.

b. Inform students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes informed consent and clarification of the limits of confidentiality. Informed consent requires competence, voluntariness and knowledge on the part of students to understand the limits of confidentiality and, therefore, can be difficult to obtain from students of certain developmental levels, English-language learners and special-needs populations. If the student is able to give assent/consent before school counselors share confidential information, school counselors attempt to gain the student's assent/consent.

c. Are aware that even though attempts are made to obtain informed consent, it is not always possible. When needed, school counselors make counseling decisions on students' behalf that promote students' welfare.

d. Explain the limits of confidentiality in developmentally appropriate terms through multiple methods such as student handbooks, school counselor department websites, school counseling brochures, classroom curriculum and/or verbal notification to individual students.

e. Keep information confidential unless legal requirements demand that confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student. Serious and foreseeable harm is different for each minor in schools and is determined by students' developmental and chronological age, the setting, parental rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.

f. Recognize their primary ethical obligation for confidentiality is to the students but balance that obligation with an understanding of parents'/guardians' legal and inherent rights to be the guiding voice in their children's lives. School counselors understand the need to balance students' ethical rights to make choices, their capacity to give consent or assent, and parental or familial legal rights and responsibilities to make decisions on their child's behalf.

g. Promote the autonomy of students to the extent possible and use the most appropriate and least intrusive method to breach confidentiality, if such action is warranted. The child's developmental age and the circumstances requiring the breach are considered, and as appropriate, students are engaged in a discussion about the method and timing of the breach. Consultation with peers and/or supervision is recommended.

h. In absence of state legislation expressly forbidding disclosure, consider the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:

- 1) Student identifies partner, or the partner is highly identifiable
- 2) School counselor recommends the student notify partner and refrain from further high-risk behavior
- 3) Student refuses
- 4) School counselor informs the student of the intent to notify the partner
- 5) School counselor seeks legal consultation from the school district's legal representative in writing as to the legalities of informing the partner

i. Request of the court that disclosure not be required when the school counselor's testimony or case notes are subpoenaed if the release of confidential information may potentially harm a student or the counseling relationship.

j. Protect the confidentiality of students' records and release personal data in accordance with prescribed federal and state laws and school board policies.

k. Recognize the vulnerability of confidentiality in electronic communications and only transmit student information electronically in a way that follows currently accepted security standards and meets federal, state and local laws and board policy.

l. Convey a student's highly sensitive information (e.g., a student's suicidal ideation) through personal contact such as a phone call or visit and not less-secure means such as a notation in the educational record or an e-mail. Adhere to state, federal and school board policy when conveying sensitive information.

m. Advocate for appropriate safeguards and protocols so highly sensitive student information is not disclosed accidentally to individuals who do not have a need to know such information. Best practice suggests a very limited number of educators would have access to highly sensitive information on a need-to-know basis.

n. Advocate with appropriate school officials for acceptable encryption standards to be utilized for stored data and currently acceptable algorithms to be utilized for data in transit.

o. Avoid using software programs without the technological capabilities to protect student information based upon currently acceptable security standards and the law.

A.3. Comprehensive Data-Informed Program

School counselors:

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

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

School counselors:

- a. Collaborate with administration, teachers, staff and decision makers to create a culture of postsecondary readiness
- b. Provide and advocate for individual students' preK–postsecondary college and career awareness, exploration and postsecondary planning and decision making, which supports the students' right to choose from the wide array of options when students complete secondary education.
- c. Identify gaps in college and career access and the implications of such data for addressing both intentional and unintentional biases related to college and career counseling.
- d. Provide opportunities for all students to develop the mindsets and behaviors necessary to learn work-related skills, resilience, perseverance, an understanding of lifelong learning as a part of long-term career success, a positive attitude toward learning and a strong work ethic.

A.5. Dual Relationships and Managing Boundaries

School counselors:

- a. Avoid dual relationships that might impair their objectivity and increase the risk of harm to students (e.g., counseling one's family members or the children of close friends or associates). If a dual relationship is unavoidable, the school counselor is responsible for taking action to eliminate or reduce the potential for harm to the student through use of safeguards, which might include informed consent, consultation, supervision and documentation.

b. Establish and maintain appropriate professional relationships with students at all times. School counselors consider the risks and benefits of extending current school counseling relationships beyond conventional parameters, such as attending a student's distant athletic competition. In extending these boundaries, school counselors take appropriate professional precautions such as informed consent, consultation and supervision. School counselors document the nature of interactions that extend beyond conventional parameters, including the rationale for the interaction, the potential benefit and the possible positive and negative consequences for the student and school counselor.

c. Avoid dual relationships beyond the professional level with school personnel, parents/guardians and students' other family members when these relationships might infringe on the integrity of the school counselor/student relationship. Inappropriate dual relationships include, but are not limited to, providing direct discipline, teaching courses that involve grading students and/or accepting administrative duties in the absence of an administrator.

d. Do not use personal social media, personal e-mail accounts or personal texts to interact with students unless specifically encouraged and sanctioned by the school district. School counselors adhere to professional boundaries and legal, ethical and school district guidelines when using technology with students, parents/guardians or school staff. The technology utilized, including, but not limited to, social networking sites or apps, should be endorsed by the school district and used for professional communication and the distribution of vital information.

A.6. Appropriate Referrals and Advocacy

School counselors:

- a. Collaborate with all relevant stakeholders, including students, educators and parents/guardians when student assistance is needed, including the identification of early warning signs of student distress.
- b. Provide a list of resources for outside agencies and resources in their community to student(s) and parents/guardians when students need or request additional support. School counselors provide multiple referral options or the district's vetted list and are careful not to indicate an endorsement or preference for one counselor or practice. School counselors encourage parents to interview outside professionals to make a personal decision regarding the best source of assistance for their student.
- c. Connect students with services provided through the local school district and community agencies and remain aware of state laws and local district policies related to students with special needs, including limits to confidentiality and notification to authorities as appropriate.
- d. Develop a plan for the transitioning of primary counseling services with minimal interruption of services. Students retain the right for the referred services to be done in coordination with the school counselor or to discontinue counseling services with the school counselor while maintaining an appropriate relationship that may include providing other school support services.
- e. Refrain from referring students based solely on the school counselor's personal beliefs or values rooted in one's religion, culture, ethnicity or personal worldview. School counselors

maintain the highest respect for student diversity. School counselors should pursue additional training and supervision in areas where they are at risk of imposing their values on students, especially when the school counselor's values are discriminatory in nature. School counselors do not impose their values on students and/or families when making referrals to outside resources for student and/or family support.

f. Attempt to establish a collaborative relationship with outside service providers to best serve students. Request a release of information signed by the student and/or parents/guardians before attempting to collaborate with the student's external provider.

g. Provide internal and external service providers with accurate, objective, meaningful data necessary to adequately evaluate, counsel and assist the student.

h. Ensure there is not a conflict of interest in providing referral resources. School counselors do not refer or accept a referral to counsel a student from their school if they also work in a private counseling practice.

A.7. Group Work

School counselors:

a. Facilitate short-term groups to address students' academic, career and/or social/emotional issues.

b. Inform parent/guardian(s) of student participation in a small group.

c. Screen students for group membership.

d. Use data to measure member needs to establish well-defined expectations of group members.

e. Communicate the aspiration of confidentiality as a group norm, while recognizing and working from the protective posture that confidentiality for minors in schools cannot be guaranteed.

f. Select topics for groups with the clear understanding that some topics are not suitable for groups in schools and accordingly take precautions to protect members from harm as a result of interactions with the group.

g. Facilitate groups from the framework of evidence-based or research-based practices.

h. Practice within their competence level and develop professional competence through training and supervision.

i. Measure the outcomes of group participation (process, perception and outcome data).

j. Provide necessary follow up with group members.

A.8. Student Peer-Support Program

School counselors:

a. Safeguard the welfare of students participating in peer-to-peer programs under their direction.

b. Supervise students engaged in peer helping, mediation and other similar peer-support groups. School counselors are responsible for appropriate skill development for students serving as peer support in school counseling programs. School counselors

continuously monitor students who are giving peer support and reinforce the confidential nature of their work. School counselors inform peer-support students about the parameters of when students need to report information to responsible adults.

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

School counselors:

a. Inform parents/guardians and/or appropriate authorities when a student poses a serious and foreseeable risk of harm to self or others. When feasible, this is to be done after careful deliberation and consultation with other appropriate professionals. School counselors inform students of the school counselor's legal and ethical obligations to report the concern to the appropriate authorities unless it is appropriate to withhold this information to protect the student (e.g. student might run away if he/she knows parents are being called). The consequence of the risk of not giving parents/guardians a chance to intervene on behalf of their child is too great. Even if the danger appears relatively remote, parents should be notified.

b. Use risk assessments with caution. If risk assessments are used by the school counselor, an intervention plan should be developed and in place prior to this practice. When reporting risk-assessment results to parents, school counselors do not negate the risk of harm even if the assessment reveals a low risk as students may minimize risk to avoid further scrutiny and/or parental notification. School counselors report risk assessment results to parents to underscore the need to act on behalf of a child at risk; this is not intended to assure parents their child isn't at risk, which is something a school counselor cannot know with certainty.

c. Do not release a student who is a danger to self or others until the student has proper and necessary support. If parents will not provide proper support, the school counselor takes necessary steps to underscore to parents/guardians the necessity to seek help and at times may include a report to child protective services.

d. Report to parents/guardians and/or appropriate authorities when students disclose a perpetrated or a perceived threat to their physical or mental well-being. This threat may include, but is not limited to, physical abuse, sexual abuse, neglect, dating violence, bullying or sexual harassment. The school counselor follows applicable federal, state and local laws and school district policy.

A.10. Underserved and At-Risk Populations

School counselors:

a. Strive to contribute to a safe, respectful, nondiscriminatory school environment in which all members of the school community demonstrate respect and civility.

b. Advocate for and collaborate with students to ensure students remain safe at home and at school. A high standard of care includes determining what information is shared with parents/guardians and when information creates an unsafe environment for students.

c. Identify resources needed to optimize education.

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

A.11. Bullying, Harassment and Child Abuse

School counselors:

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

A.12. Student Records

School counselors:

- a. Abide by the Family Educational Rights and Privacy Act (FERPA), which defines who has access to students' educational records and allows parents the right to review and challenge perceived inaccuracies in their child's records.
- b. Advocate for the ethical use of student data and records and inform administration of inappropriate or harmful practices.
- c. Recognize the difficulty in meeting the criteria of sole-possession records.

- d. Recognize that sole-possession records and case notes can be subpoenaed unless there is a specific state statute for privileged communication expressly protecting student/school counselor communication.
- e. Recognize that electronic communications with school officials regarding individual students, even without using student names, are likely to create student records that must be addressed in accordance with FERPA and state laws.
- f. Establish a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding paper sole-possession records or deleting electronic sole-possession records when a student transitions to the next level, transfers to another school or graduates. School counselors do not destroy sole-possession records that may be needed by a court of law, such as notes on child abuse, suicide, sexual harassment or violence, without prior review and approval by school district legal counsel. School counselors follow district policies and procedures when contacting legal counsel.

A.13. Evaluation, Assessment and Interpretation

School counselors:

- a. Use only valid and reliable tests and assessments with concern for bias and cultural sensitivity.
- b. Adhere to all professional standards when selecting, administering and interpreting assessment measures and only utilize assessment measures that are within the scope of practice for school counselors and for which they are licensed, certified and competent.
- c. Are mindful of confidentiality guidelines when utilizing paper or electronic evaluative or assessment instruments and programs.
- d. Consider the student's developmental age, language skills and level of competence when determining the appropriateness of an assessment.
- e. Use multiple data points when possible to provide students and families with accurate, objective and concise information to promote students' well-being.
- f. Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students and parents/guardians can understand.
- g. Monitor the use of assessment results and interpretations and take reasonable steps to prevent others from misusing the information.
- h. Use caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
- i. Conduct school counseling program evaluations to determine the effectiveness of activities supporting students' academic, career and social/emotional development through accountability measures, especially examining efforts to close information, opportunity and attainment gaps.

A.14. Technical and Digital Citizenship

School counselors:

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

A.15. Virtual/Distance School Counseling

School counselors:

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

B. RESPONSIBILITIES TO PARENTS/ GUARDIANS, SCHOOL AND SELF

B.1. Responsibilities to Parents/Guardians

School counselors:

- a. Recognize that providing services to minors in a school setting requires school counselors to collaborate with students' parents/guardians as appropriate.

- b. Respect the rights and responsibilities of custodial and noncustodial parents/guardians and, as appropriate, establish a collaborative relationship with parents/guardians to facilitate students' maximum development.

- c. Adhere to laws, local guidelines and ethical practice when assisting parents/guardians experiencing family difficulties interfering with the student's welfare.

- d. Are culturally competent and sensitive to diversity among families. Recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children's welfare by virtue of their role and according to law.

- e. Inform parents of the mission of the school counseling program and program standards in academic, career and social/emotional domains that promote and enhance the learning process for all students.

- f. Inform parents/guardians of the confidential nature of the school counseling relationship between the school counselor and student.

- g. Respect the confidentiality of parents/guardians as appropriate and in accordance with the student's best interests.

- h. Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical and legal responsibilities to the student and parent.

- i. In cases of divorce or separation, follow the directions and stipulations of the legal documentation, maintaining focus on the student. School counselors avoid supporting one parent over another.

B.2. Responsibilities to the School

School counselors:

- a. Develop and maintain professional relationships and systems of communication with faculty, staff and administrators to support students.

- b. Design and deliver comprehensive school counseling programs that are integral to the school's academic mission; driven by student data; based on standards for academic, career and social/emotional development; and promote and enhance the learning process for all students.

- c. Advocate for a school counseling program free of non-school-counseling assignments identified by "The ASCA National Model: A Framework for School Counseling Programs" as inappropriate to the school counselor's role.

- d. Provide leadership to create systemic change to enhance the school.

- e. Collaborate with appropriate officials to remove barriers that may impede the effectiveness of the school or the school counseling program.

- f. Provide support, consultation and mentoring to professionals in need of assistance when in the scope of the school counselor's role.

- g. Inform appropriate officials, in accordance with school board policy, of conditions that may be potentially disruptive or

damaging to the school's mission, personnel and property while honoring the confidentiality between the student and the school counselor to the extent feasible, consistent with applicable law and policy.

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

B.3. Responsibilities to Self

School counselors:

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

Role Statements, school board policies and relevant laws. When laws and ethical codes are in conflict school counselors work to adhere to both as much as possible.

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

C. SCHOOL COUNSELOR ADMINISTRATORS/SUPERVISORS

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

- a. Advocating both within and outside of their schools or districts for adequate resources to implement a comprehensive school counseling program and meet their students' needs.
- b. Advocating for fair and open distribution of resources among programs supervised. An allocation procedure should be developed that is nondiscriminatory, informed by data and consistently applied.

- c. Taking reasonable steps to ensure school and other resources are available to provide appropriate staff supervision and training.
- d. Providing opportunities for professional development in current research related to school counseling practice and ethics.
- e. Taking steps to eliminate conditions or practices in their schools or organizations that may violate, discourage or interfere with compliance with the ethics and laws related to the profession.
- f. Monitoring school and organizational policies, regulations and procedures to ensure practices are consistent with the ASCA Ethical Standards for School Counselors.

D. SCHOOL COUNSELING INTERN SITE SUPERVISORS

Field/intern site supervisors:

- a. Are licensed or certified school counselors and/or have an understanding of comprehensive school counseling programs and the ethical practices of school counselors.
- b. Have the education and training to provide clinical supervision. Supervisors regularly pursue continuing education activities on both counseling and supervision topics and skills.
- c. Use a collaborative model of supervision that is on-going and includes, but is not limited to, the following activities: promoting professional growth, supporting best practices and ethical practice, assessing supervisee performance and developing plans for improvement, consulting on specific cases and assisting in the development of a course of action.
- d. Are culturally competent and consider cultural factors that may have an impact on the supervisory relationship.
- e. Do not engage in supervisory relationships with individuals with whom they have the inability to remain objective. Such individuals include, but are not limited to, family members and close friends.
- f. Are competent with technology used to perform supervisory responsibilities and online supervision, if applicable. Supervisors protect all electronically transmitted confidential information.
- g. Understand there are differences in face-to face and virtual communication (e.g., absence of verbal and nonverbal cues) that may have an impact on virtual supervision. Supervisors educate supervisees on how to communicate electronically to prevent and avoid potential problems.
- h. Provide information about how and when virtual supervisory services will be utilized. Reasonable access to pertinent applications should be provided to school counselors.
- i. Ensure supervisees are aware of policies and procedures related to supervision and evaluation and provide due-process procedures if supervisees request or appeal their evaluations.
- j. Ensure performance evaluations are completed in a timely, fair and considerate manner, using data when available and based on clearly stated criteria.
- k. Use evaluation tools measuring the competence of school counseling interns. These tools should be grounded in state and national school counseling standards. In the event no such tool is available in the school district, the supervisor seeks out relevant evaluation tools and advocates for their use.

- l. Are aware of supervisee limitations and communicate concerns to the university/college supervisor in a timely manner.
- m. Assist supervisees in obtaining remediation and professional development as necessary.
- n. Contact university/college supervisors to recommend dismissal when supervisees are unable to demonstrate competence as a school counselor as defined by the ASCA School Counselor Competencies and state and national standards. Supervisors consult with school administrators and document recommendations to dismiss or refer a supervisee for assistance. Supervisors ensure supervisees are aware of such decisions and the resources available to them. Supervisors document all steps taken.

E. MAINTENANCE OF STANDARDS

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

- a. School counselors consult with professional colleagues to discuss the potentially unethical behavior and to see if the professional colleague views the situation as an ethical violation. School counselors understand mandatory reporting in their respective district and states.
- b. School counselors discuss and seek resolution directly with the colleague whose behavior is in question unless the behavior is unlawful, abusive, egregious or dangerous, in which case proper school or community authorities are contacted.
- c. If the matter remains unresolved at the school, school district or state professional practice/standards commission, referral for review and appropriate action should be made in the following sequence:
 - State school counselor association
 - American School Counselor Association (Complaints should be submitted in hard copy to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 310, Alexandria, VA 22314.)

F. ETHICAL DECISION MAKING

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

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

GLOSSARY OF TERMS

Advocate

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

Assent

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

Assessment

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

Boundaries

something that indicates or affixes an extent or limits.

Breach

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

Competence

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

Confidentiality

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

Conflict of Interest

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

Consent

permission, approval or agreement; compliance.

Consultation

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

Conventional Parameters

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

Cultural Sensitivity

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

Data Dialogues

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

Data Informed

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

Developmental Level/Age

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

Disclosure

the act or an instance of exposure or revelation.

Diversity

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

Dual Relationship

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

Empathy

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

Emancipated Minor

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

Encryption

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

Ethics

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

Ethical Behavior

actions defined by standards of conduct for the profession.

Ethical Obligation

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

Ethical Rights

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

Feasible

capable of being done, effected or accomplished.

Gender Expression

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

Gender Identity

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

Harassment

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

Informed Consent

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

Intervention

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

Legal Mandates

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

Legal Rights

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

Mandatory Reporting

the legal requirement to report to authorities.

Minors

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

Perception

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

Peer Helper

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

Peer Support

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

Privacy

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

Privileged Communication

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

Professional Development

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

Relationship

a connection, association or involvement.

Risk Assessment

a systematic process of evaluating potential risks

School Counseling Supervisor

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

Serious and Foreseeable

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

Sole-Possession Records

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

Stakeholder

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

Supervision

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

Title IX of the Education Amendments of 1972

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

Virtual/Distance Counseling

counseling by electronic means.

Source:

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>



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Ethical Tips for School Counselors

1. Act in the best interests of the student clients at all times. Act in good faith and in the absence of malice.
2. Inform student clients of possible limitations on the counseling relationship prior to the beginning of the relationship.
3. Increase awareness of personal values, attitudes and beliefs; refer when personal characteristics hinder effectiveness.
4. Actively attempt to understand the diverse cultural backgrounds of the clients with whom you work, including your own cultural/ethnic/racial identity and its impact on your values and beliefs about the counseling process.
5. Function within the boundaries of personal competence. Be aware of personal skill levels and limitations.
6. Be able to fully explain why you do what you do. A theoretical rationale should undergird counseling strategies and interventions.
7. Encourage family involvement, where possible, when working with minors in sensitive areas that might be controversial.
8. Follow written job descriptions. Be sure what you are doing is defined as an appropriate function in your work setting.
9. Read and adhere to the ethical standards of your profession. Keep copies of the ASCA Ethical Standards for School Counselors on hand, review them periodically and act accordingly.
10. Consult with other professionals (colleagues, supervisors, counselor educators, professional association ethics committee, etc.) Have a readily accessible support network of professionals.
11. Join appropriate professional associations. Read association publications and participate in professional development opportunities.
12. Stay up-to-date with laws and current court rulings, particularly those pertaining to counseling with minors.
13. Consult with a knowledgeable attorney, when necessary. In questionable cases, seek legal advice prior to initiating action.

I. SCHOOL COUNSELING PROGRAMS

School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program that aligns with the ASCA National Model.

I-A: Knowledge

ASCA's position statement, The Professional School Counselor and School Counseling Preparation Programs, states that school counselors should articulate and demonstrate an understanding of:

- I-A-1. The organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices
- I-A-2. The organizational structure and qualities of an effective school counseling program that aligns with the ASCA National Model
- I-A-3. Impediments to student learning and use of advocacy and data-driven school counseling -practices to act effectively in closing the achievement/opportunity gap
- I-A-4. Leadership principles and theories
- I-A-5. Individual counseling, group counseling and classroom guidance programs ensuring equitable access to resources that promote academic achievement; personal, social and emotional development; and career development including the identification of appropriate post-secondary education for every student
- I-A-6. Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student
- I-A-7. Legal, ethical and professional issues in pre-K–12 schools
- I-A-8. Developmental theory, learning theories, social justice theory, multiculturalism, counseling theories and career counseling theories
- I-A-9. The continuum of mental health services, including prevention and intervention strategies to enhance student success

I-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

- I-B-1. Plans, organizes, implements and evaluates a school counseling program aligning with the ASCA National Model
- I-B-1a. Creates a vision statement examining the professional and personal competencies and qualities a school counselor should possess
- I-B-1b. Describes the rationale for a comprehensive school counseling program
- I-B-1c. Articulates the school counseling themes of advocacy, leadership, collaboration and systemic change, which are critical to a successful school counseling program.
- I-B-1d. Describes, defines and identifies the qualities of an effective school counseling program
- I-B-1e. Describes the benefits of a comprehensive school counseling program for all stakeholders, including students, parents, teachers, administrators, school boards, department of education, school counselors, counselor educators, community stakeholders and business leaders
- I-B-1f. Describes the history of school counseling to create a context for the current state of the profession and comprehensive school counseling programs
- I-B-1g. Uses technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program

- I-B-1h. Demonstrates multicultural, ethical and professional competencies in planning, organizing, implementing and evaluating the comprehensive school counseling program
- I-B-2. Serves as a leader in the school and community to promote and support student success
- I-B-2a. Understands and defines leadership and its role in comprehensive school counseling programs
- I-B-2b. Identifies and applies a model of leadership to a comprehensive school counseling program
- I-B-2c. Identifies and demonstrates professional and personal qualities and skills of effective leaders
- I-B-2d. Identifies and applies components of the ASCA National Model requiring leadership, such as an advisory council, management system and accountability
- I-B-2e. Creates a plan to challenge the non-counseling tasks that are assigned to school counselors
- I-B-3. Advocates for student success
- I-B-3a. Understands and defines advocacy and its role in comprehensive school counseling programs
- I-B-3b. Identifies and demonstrates benefits of advocacy with school and community stakeholders
- I-B-3c. Describes school counselor advocacy competencies, which include dispositions, knowledge and skills
- I-B-3d. Reviews advocacy models and develops a personal advocacy plan
- I-B-3e. Understands the process for development of policy and procedures at the building, district, state and national levels
- I-B-4. Collaborates with parents, teachers, administrators, community leaders and other stakeholders to promote and support student success
- I-B-4a. Defines collaboration and its role in comprehensive school counseling programs
- I-B-4b. Identifies and applies models of collaboration for effective use in a school counseling program and understands the similarities and differences between consultation, collaboration and counseling and coordination strategies.
- I-B-4c. Creates statements or other documents delineating the various roles of student service providers, such as school social worker, school psychologist, school nurse, and identifies best practices for collaborating to affect student success
- I-B-4d. Understands and knows how to apply a consensus-building process to foster agreement in a group
- I-B-4e. Understands how to facilitate group meetings to effectively and efficiently meet group goals
- I-B-5. Acts as a systems change agent to create an environment promoting and supporting student success
- I-B-5a. Defines and understands system change and its role in comprehensive school counseling programs
- I-B-5b. Develops a plan to deal with personal (emotional and cognitive) and institutional resistance impeding the change process
- I-B-5c. Understands the impact of school, district and state educational policies, procedures and practices supporting and/or impeding student success

I-C: Attitudes

School counselors believe:

- I-C-1. Every student can learn, and every student can succeed
- I-C-2. Every student should have access to and opportunity for a high-quality education
- I-C-3. Every student should graduate from high school and be prepared for employment or college and other post-secondary education
- I-C-4. Every student should have access to a school counseling program
- I-C-5. Effective school counseling is a collaborative process involving school counselors, students, parents, teachers, administrators, community leaders and other stakeholders

- I-C-6. School counselors can and should be leaders in the school and district
- I-C-7. The effectiveness of school counseling programs should be measurable using process, perception and results data

II: FOUNDATIONS

School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program aligning with the ASCA National Model.

II-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- II-A-1. Beliefs and philosophy of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level
- II-A-2. Educational systems, philosophies and theories and current trends in education, including federal and state legislation
- II-A-3. Learning theories
- II-A-4. History and purpose of school counseling, including traditional and transformed roles of school counselors
- II-A-5. Human development theories and developmental issues affecting student success
- II-A-6. District, state and national student standards and competencies, including ASCA Student Standards
- II-A-7. Legal and ethical standards and principles of the school counseling profession and educational systems, including district and building policies
- II-A-8. Three domains of academic achievement, career planning, and personal and social development

II-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

- II-B-1. Develops the beliefs and philosophy of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level
 - II-B-1a. Examines personal, district and state beliefs, assumptions and philosophies about student success, specifically what they should know and be able to do
 - II-B-1b. Demonstrates knowledge of a school's particular educational philosophy and mission
 - II-B-1c. Conceptualizes and writes a personal philosophy about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission
- II-B-2. Develops a school counseling mission statement aligning with the school, district and state mission.
 - II-B-2a. Critiques a school district mission statement and identifies or writes a mission statement aligning with beliefs
 - II-B-2b. Writes a school counseling mission statement that is specific, concise, clear and comprehensive, describing a school counseling program's purpose and a vision of the program's benefits every student
 - II-B-2c. Communicates the philosophy and mission of the school counseling program to all appropriate stakeholders
- II-B-3. Uses student standards, such as ASCA Student Standards, and district or state standards, to drive the implementation of a comprehensive school counseling program
 - II-B-3a. Crosswalks the ASCA Student Standards with other appropriate standards
 - II-B-3b. Prioritizes student standards that align with the school's goals

- ___ II-B-4. Applies the ethical standards and principles of the school counseling profession and adheres to the legal aspects of the role of the school counselor
- ___ II-B-4a. Practices ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors
- ___ II-B-4b. Understands the legal and ethical nature of working in a pluralistic, multicultural, and technological society.
- ___ II-B-4c. Understands and practices in accordance with school district policy and local, state and federal statutory requirements.
- ___ II-B-4d. Understands the unique legal and ethical nature of working with minor students in a school setting.
- ___ II-B-4e. Advocates responsibly for school board policy, local, state and federal statutory requirements that are in the best interests of students
- ___ II-B-4f. Resolves ethical dilemmas by employing an ethical decision-making model appropriate to work in schools.
- ___ II-B-4g. Models ethical behavior
- ___ II-B-4h. Continuously engages in professional development and uses resources to inform and guide ethical and legal work
- ___ II-B-4i. Practices within the ethical and statutory limits of confidentiality
- ___ II-B-4j. Continually seeks consultation and supervision to guide legal and ethical decision making and to recognize and resolve ethical dilemmas
- ___ II-B-4k. Understands and applies an ethical and legal obligation not only to students but to parents, administration and teachers as well

II-C: Attitudes

School counselors believe:

- ___ II-C-1. School counseling is an organized program for every student and not a series of services provided only to students in need
- ___ II-C-2. School counseling programs should be an integral component of student success and the overall mission of schools and school districts
- ___ II-C-3. School counseling programs promote and support academic achievement, personal and social development and career planning for every student
- ___ II-C-4. School counselors operate within a framework of school and district policies, state laws and regulations and professional ethics standards

III: DELIVERY

School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program aligning with the ASCA National Model.

III-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- ___ III-A-1. The concept of a school counseling core curriculum
- ___ III-A-2. Counseling theories and techniques that work in school, such as solution-focused brief counseling, reality therapy, cognitive-behavioral therapy
- ___ III-A-3. Counseling theories and techniques in different settings, such as individual planning, group counseling and classroom guidance
- ___ III-A-4. Classroom management
- ___ III-A-5. Principles of career planning and college admissions, including financial aid and athletic eligibility
- ___ III-A-6. Principles of working with various student populations based on ethnic and racial background, English language proficiency, special needs, religion, gender and income
- ___ III-A-7. Responsive services

III-A-8. Crisis counseling, including grief and bereavement

III-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

- III-B-1. Implements the school school counseling core curriculum
- III-B-1a. Crosswalks ASCA Student Standards with appropriate guidance curriculum
- III-B-1b. Develops and presents a developmental guidance curriculum addressing all students' needs, including closing-the-gap activities
- III-B-1c. Demonstrates classroom management and instructional skills
- III-B-1d. Develops materials and instructional strategies to meet student needs and school goals
- III-B-1e. Encourages staff involvement to ensure the effective implementation of the school guidance curriculum
- III-B-1f. Knows, understands and uses a variety of technology in the delivery of school counseling core curriculum activities
- III-B-1g. Understands multicultural and pluralistic trends when developing and choosing school counseling core curriculum
- III-B-1h. Understands the resources available for students with special needs

- III-B-2. Facilitates individual student planning
- III-B-2a. Understands individual student planning as a component of a comprehensive program.
- III-B-2b. Develops strategies to implement individual student planning, such as strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or postsecondary planning
- III-B-2c. Helps students establish goals, and develops and uses planning skills in collaboration with parents or guardians and school personnel
- III-B-2d. Understands career opportunities, labor market trends, and global economics, and uses various career assessment techniques to assist students in understanding their abilities and career interests
- III-B-2e. Helps students learn the importance of college and other post-secondary education and helps students navigate the college admissions process
- III-B-2f. Understands the relationship of academic performance to the world of work, family life and community service
- III-B-2g. Understands methods for helping students monitor and direct their own learning and personal/social and career development

- III-B-3. Provides responsive services
- III-B-3a. Understands how to make referrals to appropriate professionals when necessary
- III-B-3b. Lists and describes interventions used in responsive services, such as consultation, individual and small-group counseling, crisis counseling, referrals and peer facilitation
- III-B-3c. Compiles resources to utilize with students, staff and families to effectively address issues through responsive services
- III-B-3d. Understands appropriate individual and small-group counseling theories and techniques such as rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems
- III-B-3e. Demonstrates an ability to provide counseling for students during times of transition, separation, heightened stress and critical change
- III-B-3f. Understands what defines a crisis, the appropriate response and a variety of intervention strategies to meet the needs of the individual, group, or school community before, during and after crisis response
- III-B-3g. Provides team leadership to the school and community in a crisis
- III-B-3h. Involves appropriate school and community professionals as well as the family in a crisis situation

- ___ III-B-3i. Develops a database of community agencies and service providers for student referrals
- ___ III-B-3j. Applies appropriate counseling approaches to promoting change among consultees within a consultation approach
- ___ III-B-3k. Understands and is able to build effective and high-quality peer helper programs
- ___ III-B-3l. Understands the nature of academic, career and personal/social counseling in schools and the similarities and differences among school counseling and other types of counseling, such as mental health, marriage and family, and substance abuse counseling, within a continuum of care
- ___ III-B-3m. Understands the role of the school counselor and the school counseling program in the school crisis plan

- ___ III-B-4. Implements program management and school support activities for the comprehensive school counseling program
- ___ III-B-4a. Creates a program management and school support planning document addressing school counselor's responsibilities for professional development, consultation and collaboration and program management
- ___ III-B-4b. Coordinates activities that establish, maintain and enhance the school counseling program as well as other educational programs
- ___ III-B-4c. Conducts in-service training for other stakeholders to share school counseling expertise
- ___ III-B-4d. Understands and knows how to provide supervision for school counseling interns consistent with the principles of the ASCA National Model

III-C: Attitudes

School counselors believe:

- ___ III-C-1 School counseling is one component in the continuum of care that should be available to all students
- ___ III-C-2 School counselors coordinate and facilitate counseling and other services to ensure all students receive the care they need, even though school counselors may not personally provide the care themselves
- ___ III-C-3 School counselors engage in developmental counseling and short-term responsive counseling
- ___ III-C-4 School counselors should refer students to district or community resources to meet more extensive needs such as long-term therapy or diagnoses of disorders

IV: MANAGEMENT

School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program aligning with the ASCA National Model.

IV-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- ___ IV-A-1. Leadership principles, including sources of power and authority, and formal and informal leadership
- ___ IV-A-2. Organization theory to facilitate advocacy, collaboration and systemic change
- ___ IV-A-3. Presentation skills for programs such as teacher in-services and results reports to school boards
- ___ IV-A-4. Time management, including long- and short-term management using tools such as schedules and calendars
- ___ IV-A-5. Data-driven decision making
- ___ IV-A-6. Current and emerging technologies such as use of the Internet, Web-based resources and management information systems

IV-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

- ___ IV-B-1. Negotiates with the administrator to define the management system for the comprehensive school counseling program
- ___ IV-B-1a. Discusses and develops the components of the school counselor management system with the other members of the counseling staff
- ___ IV-B-1b. Presents the school counseling management system to the principal, and finalizes an annual school counseling management agreement
- ___ IV-B-1c. Discusses the anticipated program results when implementing the action plans for the school year
- ___ IV-B-1d. Participates in professional organizations
- ___ IV-B-1e. Develops a yearly professional development plan demonstrating how the school counselor advances relevant knowledge, skills and dispositions
- ___ IV-B-1f. Communicates effective goals and benchmarks for meeting and exceeding expectations consistent with the administrator-counselor agreement and district performance appraisals
- ___ IV-B-1g. Uses personal reflection, consultation and supervision to promote professional growth and development

- ___ IV-B-2. Establishes and convenes an advisory council for the comprehensive school counseling program
- ___ IV-B-2a. Uses leadership skills to facilitate vision and positive change for the comprehensive school counseling program
- ___ IV-B-2b. Determines appropriate education stakeholders who should be represented on the advisory council
- ___ IV-B-2c. Develops meeting agendas
- ___ IV-B-2d. Reviews school data, school counseling program audit and school counseling program goals with the council
- ___ IV-B-2e. Records meeting notes and distributes as appropriate
- ___ IV-B-2f. Analyzes and incorporates feedback from advisory council related to school counseling program goals as appropriate

- ___ IV-B-3. Collects, analyzes and interprets relevant data, including process, perception and outcome data, to monitor and improve student behavior and achievement
- ___ IV-B-3a. Analyzes, synthesizes and disaggregates data to examine student outcomes and to identify and implement interventions as needed
- ___ IV-B-3b. Uses data to identify policies, practices and procedures leading to successes, systemic barriers and areas of weakness
- ___ IV-B-3c. Uses student data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and the achievement, opportunity and information gap
- ___ IV-B-3d. Understands and uses data to establish goals and activities to close the achievement, opportunity and information gap
- ___ IV-B-3e. Knows how to use and analyze data to evaluate the school counseling program, research activity outcomes and identify gaps between and among different groups of students
- ___ IV-B-3f. Uses school data to identify and assist individual students who do not perform at grade level and do not have opportunities and resources to be successful in school
- ___ IV-B-3g. Knows and understands theoretical and historical basis for assessment techniques

- ___ IV-B-4. Organizes and manages time to implement an effective school counseling program
- ___ IV-B-4a. Identifies appropriate distribution of school counselor's time based on delivery system and school's data
- ___ IV-B-4b. Creates a rationale for school counselor's time to focus on the goals of the comprehensive school counseling program

- IV-B-4c. Identifies and evaluates fair-share responsibilities, which articulate appropriate and inappropriate counseling and non-counseling activities
- IV-B-4d. Creates a rationale for the school counselor's total time spent in each component of the school counseling program

- IV-B-5. Develops calendars to ensure the effective implementation of the school counseling program
- IV-B-5a. Creates annual, monthly and weekly calendars to plan activities to reflect school goals
- IV-B-5b. Demonstrates time-management skills including scheduling, publicizing and prioritizing time and task

- IV-B-6. Designs and implements action plans aligning with school and school counseling program goals
- IV-B-6a. Uses appropriate academic and behavioral data to develop school counseling core curriculum and closing-the-gap action plan and determines appropriate students for the target group or interventions
- IV-B-6b. Identifies ASCA domains, standards and competencies being addressed by the plan
- IV-B-6c. Determines the intended impact on academics and behavior
- IV-B-6d. Identifies appropriate activities to accomplish objectives
- IV-B-6e. Identifies appropriate resources needed
- IV-B-6f. Identifies data-collection strategies to gather process, perception and outcome data
- IV-B-6g. Shares results of action plans with staff, parents and community.

IV-C: Attitudes

School counselors believe:

- IV-C-1. A school counseling program/department must be managed like other programs and departments in a school
- IV-C-2. One of the critical responsibilities of a school counselor is to plan, organize, implement and evaluate a school counseling program
- IV-C-3. Management of a school counseling program must be done in collaboration with administrators.

V: ACCOUNTABILITY

School counselors should possess the knowledge, abilities, skills and attitudes necessary to monitor and evaluate the processes and results of a school counseling program aligning with the ASCA National Model.

V-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- V-A-1. Basic concept of results-based school counseling and accountability issues
- V-A-2. Basic research and statistical concepts to read and conduct research
- V-A-3. Use of data to evaluate program effectiveness and to determine program needs
- V-A-4. Program audits and results reports

V-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

- V-B-1. Uses data from results reports to evaluate program effectiveness and to determine program needs
- V-B-1a. Uses formal and informal methods of program evaluation to design and modify comprehensive school counseling programs
- V-B-1b. Uses student data to support decision making in designing effective school counseling programs and interventions

- ___ V-B-1c. Measures results attained from school counseling core curriculum and closing-the-gap activities
- ___ V-B-1d. Works with members of the school counseling team and with the administration to decide how school counseling programs are evaluated and how results are shared
- ___ V-B-1e. Collects process, perception and outcome data
- ___ V-B-1f. Uses technology in conducting research and program evaluation
- ___ V-B-1g. Reports program results to professional school counseling community
- ___ V-B-1h. Uses data to demonstrate the value the school counseling program adds to student achievement
- ___ V-B-1i. Uses results obtained for program improvement

- ___ V-B-2. Understands and advocates for appropriate school counselor performance appraisal process based on school counselors competencies and implementation of the school counseling core curriculum and agreed-upon action plans
- ___ V-B-2a. Conducts self-appraisal related to school counseling skills and performance
- ___ V-B-2b. Identifies how school counseling activities fit within categories of performance appraisal instrument
- ___ V-B-2c. Encourages administrators to use performance appraisal instrument reflecting appropriate responsibilities for school counselors

- ___ V-B-3. Conducts a program assessment
- ___ V-B-3a. Completes a program assessment to compare current school counseling program implementation with the ASCA National Model
- ___ V-B-3b. Shares the results of the program assessment with administrators, the advisory council and other appropriate stakeholders
- ___ V-B-3c. Identifies areas for improvement for the school counseling program

V-C: Attitudes

School counselors believe:

- ___ V-C-1. School counseling programs should achieve demonstrable results
- ___ V-C-2. School counselors should be accountable for the results of the school counseling program
- ___ V-C-3. School counselors should use quantitative and qualitative data to evaluate their school counseling program and to demonstrate program results
- ___ V-C-4. The results of the school counseling program should be analyzed and presented in the context of the overall school and district performance

SCHOOL COUNSELOR EVALUATION

Introduction to the Counselor Keys Effectiveness System

A comprehensive school counseling program is multi-faceted and designed with continuous evaluation and modification in mind. The CKES aligns with the four components of a comprehensive school counseling program (Foundation, Management, Delivery and Accountability). CKES is an evaluation system that will allow the state to ensure consistency and comparability across districts, based on a common definition of professional school counselor effectiveness.

Primary Purpose of the Counselor Keys Effectiveness System

The primary purpose of CKES is to:

- Optimize student learning and growth.
- Improve the quality of school counseling services by ensuring accountability for professional school counselor effectiveness.
- Contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of Georgia Public Schools.
- Provide a basis for improvement through productive school counselor performance appraisal and professional growth.
- Implement a performance evaluation system that promotes collaboration between the professional school counselor and evaluator and promotes self-growth, program effectiveness, and improvement of overall job performance.

CKES Performance Standards and Rubrics

Performance Standard 1: Professional Knowledge (Foundation System) <i>The professional school counselor demonstrates an understanding of a comprehensive school counseling program by providing relevant learning experiences in the three domains: Academic achievement, career development and social/emotional growth.</i>			
Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The school counselor continually demonstrates an extensive understanding of a comprehensive school counseling program and serves as a professional leader by sharing and contributing to the further development of the counseling profession.	The school counselor consistently demonstrates an understanding of a comprehensive school counseling program and provides relevant learning experiences in the three domains.	The school counselor inconsistently demonstrates an understanding of a comprehensive school counseling program OR intermittently uses the knowledge in practice.	The school counselor inadequately demonstrates an understanding of a comprehensive school counseling program OR does not use the knowledge in practice.
Sample Performance Indicators/Examples of Evidence (Examples may include, but are not limited to)			
The Level III school counselor <ul style="list-style-type: none"> • Identifies the standards in the three domains that are addressed via the comprehensive school counseling program (Mindsets and Behaviors Planning Tool*) • Facilitates activities and interventions within the three domains of academic, career, and social/emotional development • Develops lesson plans that incorporate counseling standards in the three domains • Utilizes professional literature • Displays an understanding of the intellectual, personal/social, and physical development of the age group • Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications • Attends counseling professional development 			
The Level IV school counselor <ul style="list-style-type: none"> • Delivers professional development to local school • Serves as a consultant regarding the development of a comprehensive school counseling program for counselors in their school or district • Presents at the local, state and/or national levels • Demonstrates leadership in local, district, state or national committees or organizations • Contributes to professional literature • Supervises a school counseling practicum or intern student 			

**Performance Standard 2: Instructional Planning
(Management/Foundation Systems)**

The professional school counselor plans a goal-driven, comprehensive school counseling program using curriculum and standards, resources, and data to address the needs of all students.

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The school counselor uses data and evidence-based resources to plan a comprehensive school counseling program and specific program goals that are aligned with the school strategic plan to promote achievement for all students.	The school counselor consistently plans a goal-driven, comprehensive school counseling program using curriculum and standards, resources, and data to address the needs of all students.	The school counselor inconsistently uses curriculum and standards, resources, data, and/or goals to plan a comprehensive school counseling program for all students.	The school counselor does not plan a goal-driven, comprehensive school counseling program OR plans without adequately using curriculum and standards, resources, and/or data.

Sample Performance Indicators/Examples of Evidence (Examples may include, but are not limited to) – See Suggested School Counselor Timeline*

The Level III school counselor

- Collaborates with school administration to develop and adhere to an annual partnership agreement (Annual Partnership Agreement*)
- Analyzes and uses student data, curriculum and resources to develop the school counseling program, effectively incorporating standards
- Sets annual program goals
- Develops annual and weekly calendars, which include classroom lessons, small groups, and interventions, and is able to adapt plans when needed (Calendars/Lesson Plans*)
- Plans for activities and interventions to meet the needs of all students
- Uses an annual program assessment to make changes in the school counseling program for the following year (School Counseling Program Assessment*)

The Level IV school counselor

- Establishes annual goals that are SMART goals (SMART Goal Worksheet*)
- Aligns annual program goals with the school strategic plan
- Utilizes evidence-based resources in program planning
- Designs counseling core curriculum action plans, small group action plans, and closing-the-gap action plans (Action Plan*)
- Incorporates feedback from the advisory council in the development of the comprehensive school counseling program (Advisory Council meeting minutes)

Performance Standard 3: Instructional Strategies (Delivery System)

The professional school counselor promotes student learning by implementing a comprehensive school counseling program by spending 80% of time in school counseling core curriculum, individual student planning, responsive services, and indirect student services and 20% in program planning and school support.

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The school counselor continually promotes student learning by implementing an exemplary comprehensive school counseling program that positively impacts the overall school strategic plan.	The school counselor consistently promotes student learning by implementing a comprehensive school counseling program by spending 80% of time in school counseling core curriculum, individual student planning, responsive services, and indirect student services and 20% in program planning and school support.	The school counselor inconsistently promotes student learning by implementing some components of a comprehensive school counseling program.	The school counselor does not promote student learning by failing to implement a comprehensive school counseling program, which includes core curriculum, individual student planning, responsive services, and indirect student services.

Sample Performance Indicators/Examples of Evidence (*Examples may include, but are not limited to*) – See Delivery System Breakdown*

The Level III school counselor

- Teaches developmentally appropriate classroom and small group lessons in the three domains and are linked to the standards (Lesson Plans*)
- Facilitates individual student planning through appraisal and advisement
- Delivers responsive services through such strategies as counseling and crisis response
- Provides learning activities in the classroom, college/career center and other facilities (Observation Form*)
- Delivers indirect student services through such strategies as referrals, consultation and collaboration
- Spends 80% of time in direct and indirect student services and 20% in program planning and school support (Use of Time Assessment*)

The Level IV school counselor also

- Makes a positive impact on student achievement and supports the school strategic plan via counseling activities and interventions (Results Report*)
- Aligns use of time with the ASCA National Model Recommendations, which may include achieving RAMP status (ASCA Recognition)
- Collaborates with and provides professional development to other educators on comprehensive school counseling programs

Performance Standard 4: Individualized Instruction (Delivery System)

The professional school counselor coordinates individual student planning and responsive services designed to meet student needs on an individual and/or small group basis.

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The school counselor continually facilitates innovative individual and small group interventions that engage students in critical and creative thinking and challenging activities tailored to address individual student needs.	The school counselor consistently coordinates individual student planning and responsive services designed to meet student needs on an individual and/or small group basis.	The school counselor inconsistently coordinates individual student planning and responsive services designed to meet student needs on an individual and/or small group basis.	The school counselor does not coordinate individual student planning and responsive services designed to meet student needs on an individual and/or small group basis.

Sample Performance Indicators/Examples of Evidence (*Examples may include, but are not limited to*)

The Level III school counselor

- Provides opportunities to assist all students with setting academic, career, and social/emotional goals through individual counseling, small groups, or other advisement activities (Action Plan*/Calendar/Use of Time Assessment*/Annual Partnership Agreement*)
- Conducts small groups to address students’ identified needs (Needs Assessment/Data/Action Plan*)
- Follows local school and district protocols for crisis response
- Consistently provides opportunities for all students to participate in peer mediation/conflict resolution as appropriate
- Provides support and assistance for students as they navigate critical and emergency situations (Referrals)

The Level IV school counselor also

- Shares innovative, evidence-based best practices that facilitate small group and individualized instruction at the local, state and/or national level
- Assists students, staff and community in crisis response within the district (Crisis Response Team)

Performance Standard 5: Data Collection (Accountability/Management Systems)

The professional school counselor uses a variety of sources to review and analyze student/school data in order to plan appropriate counseling curriculum, interventions and programs.

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The school counselor continually demonstrates expertise and leadership in the utilization of student/school data in order to facilitate schoolwide change via collaboration with other stakeholders.	The school counselor systematically and consistently uses a variety of sources to review and analyze student/school data in order to plan appropriate counseling curriculum, interventions and programs.	The school counselor inconsistently uses student/school data to guide counseling curriculum, interventions or programs.	The school counselor does not use student/school data to guide counseling curriculum, interventions or programs.

Sample Performance Indicators/Examples of Evidence (Examples may include, but are not limited to)

The Level III school counselor

- Collects student/school data through a variety of sources (Student information reports on behavior, attendance and achievement/Needs Assessment/Pre-Post Surveys/Data Profile*)
- Examine student/school data in order to plan counseling curriculum, interventions and programs

The Level IV school counselor

- Aligns program goals and interventions with student/school data
- Demonstrates expertise and provides leadership in the analyses of student/school data
- Discerns when school/student needs go beyond the scope of a comprehensive school counseling program and collaborates with other stakeholders to influence schoolwide change

Performance Standard 6: Data Evaluation (Accountability/Management Systems)

The professional school counselor evaluates the effectiveness of the counseling curriculum, interventions, and programs in order to assess and further develop the future school counseling program.

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The school counselor continually demonstrates expertise in using data to evaluate the school counseling program, shares program results with stakeholders, and makes data-driven program decisions that bring about systemic change.	The school counselor systematically and consistently uses appropriate data to evaluate the effectiveness of the counseling curriculum, interventions, and programs in order to assess and further develop the future school counseling program.	The school counselor inconsistently uses appropriate data to evaluate and/or further develop the school counseling program.	The school counselor does not use data to evaluate and further develop the school counseling program.

Sample Performance Indicators/Examples of Evidence (Examples may include, but are not limited to)

The Level III school counselor

- Measures process, perception and outcome data that will be used to guide the comprehensive school counseling program
- Evaluates process, perception and outcome data to determine the effectiveness of the school counseling curriculum, programs and interventions
- Uses process, perception and outcome data to support decision making in further developing future curriculum, interventions and programs (Results Report*)

The Level IV school counselor

- Uses data to demonstrate the value of the school counseling program by sharing program results with stakeholders
- Leads others at the local, district, state or national level in the effective use of data
- Uses data effectively to create systemic change in policy, practice or procedure to promote student performance

Performance Standard 7: Positive Learning Environment (Foundation System)

The professional school counselor promotes a safe, positive learning environment which is inclusive of ALL students and advocates for student needs in order to reach their educational goals.

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The school counselor continually promotes a positive learning environment for ALL students by working collaboratively with all stakeholders to remove educational barriers for students and creating systemic change at the local, district or state level.	The school counselor consistently promotes a safe, positive learning environment which is inclusive of ALL students and advocates for student needs.	The school counselor inconsistently promotes a safe, positive learning environment that is inclusive of ALL students and inconsistently advocates on behalf of student needs.	The school counselor inadequately promotes a safe, positive learning environment that is inclusive of ALL students OR does not advocate on behalf of student needs.

Sample Performance Indicators/Examples of Evidence (*Examples may include, but are not limited to*)

The Level III school counselor

- Reflects the mission, vision and beliefs of the school counseling program (Mission, Vision and Beliefs statements)
- Ensures every student receives the benefit of the school counseling program by designing and delivering content curriculum to all students (Action Plan*)
- Participates on leadership or school improvement team
- Facilitates access to appropriate educational learning experiences for all students to reach their educational goals
- Advocates for support services for student subgroups to close achievement gaps

The Level IV school counselor

- Participates on the School Strategic Plan committee to ensure alignment of the school counseling program goals (Agenda/Minutes)
- Participates in school and district leadership opportunities
- Advocates for systemic change, social justice and removal of barriers to achievement

Performance Standard 8: College and Career Readiness Environment (Delivery System)*The professional school counselor creates a student-centered environment which promotes post-secondary planning and the development of soft skills.*

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The school counselor continually creates an innovative environment where students set realistic individual post-secondary goals and develop the skills necessary to reach those goals.	The school counselor consistently creates a student-centered environment which promotes post-secondary planning and the development of soft skills.	The school counselor inconsistently provides a student-centered environment which promotes post-secondary planning and the development of soft skills.	The school counselor does not provide a student-centered environment which promotes post-secondary planning or the development of soft skills.

Sample Performance Indicators/Examples of Evidence *(Examples may include, but are not limited to)*
The Level III school counselor

- Engages all students in college and career readiness activities via classroom lessons or small group activities (BRIDGE/CCRPI Documentation/Observation Form*)
- Delivers social/emotional curriculum that addresses the development of soft skills (Observation Form*)
- Encourages students to explore new ideas and visualize post-secondary goals

The Level IV school counselor

- Plans and delivers innovative activities tailored to enhance realistic individualized post-secondary goal setting
- Collaborates with community and school personnel for innovative delivery of college and career readiness activities

Performance Standard 9: Professionalism (Foundation System)

The professional school counselor exhibits a commitment to professional ethics and the mission, vision and beliefs of the school counseling program and participates in professional growth opportunities.

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The school counselor promotes and facilitates a culture of professionalism and ethical behavior within the counseling and education professions, contributes to the professional development of others AND serves as a model within the school counseling profession.	The school counselor consistently exhibits a commitment to professional ethics and the mission, vision and beliefs of the school counseling program and regularly participates in professional growth opportunities.	The school counselor inconsistently supports the mission, vision and beliefs of the school counseling program OR seldom participates in professional growth opportunities.	The school counselor shows a disregard for professional ethics OR mission, vision and beliefs of the school counseling program OR rarely takes advantage of professional growth opportunities.

Sample Performance Indicators/Examples of Evidence (*Examples may include, but are not limited to*)

The Level III school counselor

- Maintains appropriate confidentiality
- Maintains appropriate professional boundaries with students, parents, and staff
- Follows code of ethics and legal standards (to include district, state and ASCA guidelines)
- Participates in professional development opportunities
- Utilizes professional literature
- Uses mission and vision statements to guide the development of the comprehensive school counseling program

The Level IV school counselor

- Maintains the highest degree professionalism
- Demonstrates leadership at the local, district, state and/or national levels

Performance Standard 10: Communication (Delivery/Management Systems)

The professional school counselor communicates effectively with students, parents/guardians, district and school personnel, and other stakeholders in a way that enhances student learning and improves the comprehensive school counseling program.

Level IV <i>In addition to meeting the requirements for Level III</i>	Level III <i>Level III is the expected level of performance.</i>	Level II	Level I
The school counselor continually uses a variety of communication techniques to proactively inform, network, and collaborate with stakeholders to enhance student learning and improve the comprehensive school counseling program.	The school counselor communicates effectively and consistently with students, parents/guardians, district and school personnel, and other stakeholders in a way that enhances student learning and improves the comprehensive school counseling program.	The school counselor inconsistently communicates with students, parents/guardians, district and school personnel, and other stakeholders OR communicates in ways that only partially enhance student learning or partially improve the comprehensive school counseling program.	The school counselor inadequately communicates with students, parents/guardians, district and school personnel, or other stakeholders by poorly acknowledging concerns, responding to inquiries, or encouraging involvement.

Sample Performance Indicators/Examples of Evidence (*Examples may include, but are not limited to*)

The Level III school counselor

- Uses verbal and non-verbal communication modalities to foster positive interactions
- Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication
- Adheres to school and district policies regarding communication of student information
- Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders
- Provides information throughout the year via newsletters, websites, email blasts, and other forms of communication
- Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style
- Collaborates with school administration to develop and adhere to an annual partnership agreement (Annual Partnership Agreement*)
- Shares mission, vision, program goals, calendar of activities and results with stakeholders

The Level IV school counselor

- Collaborates and networks with colleagues and community to reach educational decisions that enhance student learning and improve the school counseling program (Teacher, Parent or Community Surveys)
- Reviews components of the comprehensive school counseling program, including goals and data, with an advisory council and uses feedback to guide program improvements (Advisory Council Minutes)
- Incorporates 21st century technology to communicate with students, staff, parents/guardians, and stakeholders

* Sample templates provided in resources

Counselor Keys Evaluation Scale

<p>Indicate the level of implementation for each Standard and write the score for that Standard in the column to the right. Make any recommendations for improvement in the column to the right of the Standard. Total the scores for each Standard at the bottom.</p>				
<p>Performance Standard 1: Professional Knowledge (Foundation System) <i>The professional school counselor demonstrates an understanding of a comprehensive school counseling program by providing relevant learning experiences in the three domains: Academic achievement, career development and social/emotional growth.</i></p>				<p>Comments:</p>
Level IV (3)	Level III (2)	Level II (1)	Level I (0)	Standard 1 Score:
<p>Performance Standard 2: Instructional Planning (Management/Foundation Systems) <i>The professional school counselor plans a goal-driven, comprehensive school counseling program using curriculum and standards, resources, and data to address the needs of all students.</i></p>				<p>Comments:</p>
Level IV (3)	Level III (2)	Level II (1)	Level I (0)	Standard 2 Score:
<p>Performance Standard 3: Instructional Strategies (Delivery System) <i>The professional school counselor promotes student learning by implementing a comprehensive school counseling program by spending 80% of time in school counseling core curriculum, individual student planning, responsive services, and indirect student services and 20% in program planning and school support.</i></p>				<p>Comments:</p>
Level IV (3)	Level III (2)	Level II (1)	Level I (0)	Standard 3 Score:
<p>Performance Standard 4: Individualized Instruction (Delivery System) <i>The professional school counselor coordinates individual student planning and responsive services designed to meet student needs on an individual and/or small group basis.</i></p>				<p>Comments:</p>
Level IV (3)	Level III (2)	Level II (1)	Level I (0)	Standard 4 Score:
<p>Performance Standard 5: Data Collection (Accountability/Management Systems) <i>The professional school counselor uses a variety of sources to review and analyze student/school data in order to plan appropriate counseling curriculum, interventions and programs.</i></p>				<p>Comments:</p>
Level IV (3)	Level III (2)	Level II (1)	Level I (0)	Standard 5 Score:
<p>Performance Standard 6: Data Evaluation (Accountability/Management Systems) <i>The professional school counselor evaluates the effectiveness of the counseling curriculum, interventions, and programs in order to assess and further develop the future school counseling program.</i></p>				<p>Comments:</p>
Level IV (3)	Level III (2)	Level II (1)	Level I (0)	Standard 6 Score:
<p>Performance Standard 7: Positive Learning Environment (Foundation System) <i>The professional school counselor promotes a safe, positive learning environment which is inclusive of ALL students and advocates for student needs in order to reach their educational goals.</i></p>				<p>Comments:</p>
Level IV (3)	Level III (2)	Level II (1)	Level I (0)	Standard 7 Score:
<p>Performance Standard 8: College and Career Readiness Environment (Delivery System) <i>The professional school counselor creates a student-centered environment which promotes post-secondary planning and the development of soft skills.</i></p>				<p>Comments:</p>
Level IV (3)	Level III (2)	Level II (1)	Level I (0)	Standard 8 Score:
<p>Performance Standard 9: Professionalism (Foundation System) <i>The professional school counselor exhibits a commitment to professional ethics and the mission, vision and beliefs of the school counseling program and participates in professional growth opportunities.</i></p>				<p>Comments:</p>
Level IV (3)	Level III (2)	Level II (1)	Level I (0)	Standard 9 Score:
<p>Performance Standard 10: Communication (Delivery/Management Systems) <i>The professional school counselor communicates effectively with students, parents/guardians, district and school personnel, and other stakeholders in a way that enhances student learning and improves the comprehensive school counseling program.</i></p>				<p>Comments:</p>
Level IV (3)	Level III (2)	Level II (1)	Level I (0)	Standard 10 Score:
				Total Score:

Overall Rating

Indicate the overall rating based on the total score above.	
Level IV: Total Score of 27 – 30 with NO Level I or Level II Ratings (A score of 27-30 with a Level I or Level II rating results in an overall rating of Level III.)	
Level III: Total Score of 17 – 26 with NO Level I Ratings (A score of 17-26 with an Level I results in an overall rating of Level II.)	
Level II: Total Score of 8 - 16	
Level I: Total Score of 0-7	

Counselor

Signature

Administrator

Signature

Date

Counselor Keys Evaluation System

Glossary of Terminology

Accountability System – Allows school counselors to measure impact of the school counseling program on students.

Action Plan – The plan should include grade level, intended impact on academic, behavior, or attendance, ASCA standard/domain, type of activity to be delivered, resources needed, projected number of participants (process data), evaluation method (perception and outcome data), and project start/end dates. Types include Closing-the-gap, Counseling Core Curriculum and Small Group.

Advisory Council – A representative group of persons appointed to both advise and assist the school counseling program within a school district. Suggested members include teachers, administrators, parents, students, community members, other educators, and business members.

Advisement – School counselors help students make decisions for future plans based on academic, career, and personal/social data.

Annual Calendar – Includes all major school counseling activities delivered or coordinated by the school counselor(s)

Annual Partnership Agreement – The agreement between the school counselor and administration that includes statements of responsibilities specifying the program results. The agreement also includes areas of program responsibility.

Appraisal – School counselors work with students to analyze and evaluate their abilities, interests, skills and achievement.

ASCA (American School Counselor Association) – National organization that provides professional ethics, standards, resources and a Model for a comprehensive school counseling program (www.schoolcounselor.org)

Belief Statements – Statements that serve as the foundation of a comprehensive school counseling program.

Comprehensive School Counseling Program – A school counseling program that is standards-based and data-driven; it includes a curriculum focused on the academic, career, and social/emotional development of students. All students, from kindergarten through grade 12, are served through a delivery system of counseling core curriculum, small group, and individual counseling. A comprehensive school counseling program is preventive in design and contains a foundation, delivery system, management system, and accountability system.

Counseling Core Curriculum – Consists of a written instructional program that is comprehensive in scope, preventive and proactive in nature, developmental in design, coordinated by school counselors and delivered by school counselors and other educators. It is planned, ongoing and systematic and includes a clear explanation of the scope and sequence of its units of instruction. The curriculum is delivered through classroom instruction, interdisciplinary curriculum development and group activities.

Crisis Response – Provides prevention, intervention, and follow-up. Counseling and support are provided to students and families facing emergency situations.

Delivery System – Addresses HOW the school counseling program will be implemented. The delivery system includes direct services and indirect services that comprise 80% of the school counselor's time.

Direct Services – In-person interactions between school counselors and students. Include Counseling Core Curriculum, Individual Student Planning and Responsive Services.

Domains – Broad developmental areas addressed through the school counseling standards. The domains are *Academic, Career and Social/Emotional*.

Foundation System – Framework outlining what every student will know and be able to do as a result of the school counseling program. The foundation includes beliefs, vision, mission, standards and domains of the school counseling program, and program goals.

Indirect Student Services – Services such as referrals, consultation, and collaboration provided on behalf of students.

Individual Student Planning – Consists of school counselors coordinating ongoing systemic activities designed to help individual students establish personal goals and future plans. These activities can be delivered on an individual basis, small groups, or advisement groups.

Management System – Addresses WHEN, WHY, and ON WHAT AUTHORITY the school counseling program will be implemented. The management system includes annual partnership agreement, advisory council, action plans and calendars.

Mindsets and Behaviors Planning Tool – A tool to assist school counselors in identifying the *Standards* that are addressed within the comprehensive school counseling program

Mission Statement – Describes the program's purpose and provides focus for reaching the vision.

Outcome Data – Provides proof that the activity either has or has not positively influenced the students' ability to use attitude, skills, or knowledge to change their behavior. Outcomes are reported in the areas of achievement, attendance, or behavioral data.

Examples: Graduation rates improved by 20%.

The number of students taking AP classes increased by 15%.

Perception Data – Conveys what a student believes, knows, or can demonstrate as a result of a lesson or activity. Collected through surveys such as pre & post-tests, needs assessments, program evaluation surveys or feedback surveys

Examples: 95% of student can identify bullying behavior.

89% of students believe smoking is hazardous to their health.

Process Data – Data that reports how, what, where, when, how many.

Examples: 320 students participated in five, 45 minute sessions over six weeks.

All juniors were seen on an individual basis.

Program Planning and School Support – Consists of management activities that establish, maintain and enhance the total school counseling program and activities that support the school. Program Planning and School Support is provided through program management and operations, data analysis, professional development and fair-share responsibilities.

RAMP (Recognized ASCA Model Program) – A national recognition given to exemplary school counseling programs who have demonstrated full implementation of a comprehensive, data-driven school counseling program

Responsive Services – Consists of activities to meet the immediate needs or concerns of students and families. Responsive serves are delivered through consultation, individual counseling, small group counseling, crisis counseling, referrals, and peer facilitation.

Results Report – Written presentation of the outcomes of counseling program activities; contains process, perception and outcome data. Types include Closing-the-gap, Core Curriculum, and Small Group.

School Counseling Program Assessment – An assessment conducted by the school counseling team that evaluates present functioning, guides future action, and improves future results. A template is provided.

School Counseling Program Goals – Measurable statements about a desirable state toward which the program is willing to devote its resources. Goals can be student-focused or program-focused.

Examples: The tenth grade retention rate will decrease by 10%. (student-focused).

School counselors will spend 35% of their time delivering classroom lessons (program-focused).

SMART Goals – Format for writing program goals that are specific, measurable, attainable, results-oriented, and time bound.

Systemic Change – A change in operation exhibited by practice and belief that increases equitable access and opportunity for educational pursuits to all students

Use of Time Assessment – Assessment which helps the school counselor determine how much time is spent in each of the components of a comprehensive school counseling program

Vision – Describes what the school counselors desire in the future for students and the school community.

Weekly calendar – Provides a detailed plan of the school counselor's activities for the week

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Acknowledgements

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Summary of CKES Performance Standards

Points for Each Rank on the Standards:

Exemplary (3)	Proficient (2)	Needs Development (1)	Ineffective (0)
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- **Performance Standard 1: Professional Knowledge**
ASCA Model Component: Foundation System
The professional school counselor demonstrates an understanding of a comprehensive school counseling program by providing relevant learning experiences in the three domains: Academic achievement, career development and personal/social growth.

- **Performance Standard 2: Instructional Planning**
ASCA Model Component: Management, Foundation System
The professional school counselor plans and develops a goal-driven, comprehensive school counseling program using curriculum and standards, resources, and data to address the needs of all students.

- **Performance Standard 3: Instructional Strategies**
ASCA Model Component: Delivery System
The professional school counselor promotes student learning by implementing a comprehensive school counseling program by spending 80% of time in school counseling core curriculum, individual student planning, responsive services, and indirect student services and 20% in program planning and school support.

- **Performance Standard 4: Individualized Instruction**
ASCA Model Component: Delivery System
The professional school counselor coordinates individual student planning and responsive services designed to meet student needs on an individual and/or small group basis.

- **Performance Standard 5: Data Collection**
ASCA Model Component: Accountability/Management Systems
The professional school counselor uses a variety of strategies and instruments to collect student data in order to guide appropriate counseling interventions and programs.

- **Performance Standard 6: Data Evaluation**
ASCA Model Component: Accountability/Management Systems
The professional school counselor evaluates student data and the effectiveness of the counseling core curriculum, small groups, and closing-the-gap data in order to assess and plan the school counseling program and shares program results with stakeholders.

- Performance Standard 7: Positive Learning Environment**
ASCA Model Component: Foundation System
The professional school counselor promotes a safe, positive learning environment which is inclusive of ALL students (including but not limited to race, color, religion, gender, national origin or disability) and advocates for student needs in order to reach their educational goals.
- Performance Standard 8: College and Career Readiness Environment**
ASCA Model Component: Delivery System
The professional school counselor creates a student-centered environment which promotes post-secondary planning and the development of soft skills.
- Performance Standard 9: Professionalism**
ASCA Model Component: Foundation System
The professional school counselor exhibits a commitment to professional ethics and the mission, vision and beliefs of the school counseling program and participates in professional growth opportunities.
- Performance Standard 10: Communication**
ASCA Model Component: Delivery/Management System
The professional school counselor communicates effectively with students, parents/guardians, district and school personnel, and other stakeholders in a way that enhances student learning and improves the comprehensive school counseling program.

Rating	Score	Other Notes
Exemplary	Total Score of 27 – 30 with NO Needs Development or Ineffective Ratings	A score of 27-30 with a Needs Development or Ineffective results in an overall rating of Proficient.
Proficient	Total Score of 17 – 26 with NO Ineffective Ratings	A score of 17-26 with an Ineffective results in an overall rating of Needs Development.
Needs Development	Total Score of 8 - 16	
Ineffective	Total Score of 0-7	

Planning a Comprehensive School Counseling Program

Comprehensive School Counseling Services

Program Overview

Comprehensive school counseling programs include both guidance and counseling components. This involves helping students by assisting them in making decisions and changing behavior. The purpose of guidance and counseling is to impart specific skills and learning opportunities in a productive and preventive manner which ensures that all students can achieve school success through academic, career, and personal/social development.

Guidance is defined as the help all students receive from parents, teachers, counselors, and others to assist them in making appropriate educational and career choices. **Counseling** is defined as the help some students receive from credentialed professionals to help them overcome personal and social problems which may interfere with learning. Comprehensive programs include both guidance and counseling components

As educational reform efforts increase, guidance counselors will assume more of a responsibility for student growth and thus become more accountable in the process. **The activities that counselors conduct should have a link to defined student competencies – the ASCA Mindsets and Behaviors.**

School counseling has undergone a transformation from a program of entitlement to one of performance and continuous improvement. What is working with and for students? School counselors now focus on improved student results that measure the impact of goals and objectives. **The essential question becomes “How has student academic achievement improved as a result of what counselors do?”**

School counselors must use data to assess student needs, establish measurable goals, and measure the results of guidance and counseling activities. This helps to ensure accountability. Data is collected, disaggregated and analyzed to determine areas of student strength and areas in need of improvement. Gathering and analyzing school data identifies the trends and concerns that establish a proactive school counseling program.

Among possible data sources for counselor use are:

- Standardized test data
- Grade point average
- High school graduation rate
- Retentions
- Enrollment in Honors, AP, college Level Courses
- Participation in support services
- Attendance
- Discipline referrals
- English as a Second language
- Remedial courses taken according to demographic factors
 - Free/Reduced Lunch students
 - Gender
 - Ethnicity
 - Socio-Economic status
 - Students with Disabilities
- Mobility
- Family Status

ASCA NATIONAL MODEL

One fundamental goal of the Richmond County School Guidance and Counseling Program is that programs be aligned to the American School Counselor Association (ASCA) National Model. ASCA has identified four counselor skills that help to articulate the new role of school counselors. They are:

- Leadership
- Advocacy
- Collaboration
- Systemic Change

Counselors are encouraged to create counseling programs that have a solid foundation, various modes of delivery, accountability and a system for management.

According to ASCA components of an effective 21st Century school counseling delivery system are divided into direct and indirect Services:

- **Direct Student Services:** Direct services are in-person interactions between school counselors and students and include the following
 - **School counseling core curriculum:** This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level. The school counseling core curriculum is delivered throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in K-12 classroom and group activities.
 - **Individual student planning:** School counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.
 - **Responsive services:** Responsive services are activities designed to meet students' immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.
- **Indirect Student Services**

Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations

An executive summary of the ASCA National Model is included on the next pages of this handbook.

ASCA National Model

A Framework For School Counseling Programs



Executive Summary

School counselors design and deliver comprehensive school counseling programs that promote student achievement. These programs are comprehensive in scope, preventive in design and developmental in nature. “The ASCA National Model: A Framework for School Counseling Programs” outlines the components of a comprehensive school counseling program. The ASCA National Model brings school counselors together with one vision and one voice, which creates unity and focus toward improving student achievement.

A comprehensive school counseling program is an integral component of the school’s academic mission.

Comprehensive school counseling programs, driven by student data and based on standards in academic, career and personal/social development, promote and enhance the learning process for all students. The ASCA National Model:

- ensures equitable access to a rigorous education for all students
- identifies the knowledge and skills all students will acquire as a result of the K-12 comprehensive school counseling program
- is delivered to all students in a systematic fashion

- is based on data-driven decision making
- is provided by a state-credentialed school counselor

Effective school counseling programs are a collaborative effort between the school counselor, parents and other educators to create an environment that promotes student achievement. Staff and school counselors value and respond to the diversity and individual differences in our societies and communities. Comprehensive school counseling programs ensure equitable access to opportunities and rigorous curriculum for all students to participate fully in the educational process.

School counselors focus their skills, time and energy on direct and indirect services to students. To achieve maximum program effectiveness, the American School Counselor Association recommends a school counselor to student ratio of 1:250 and that school counselors spend 80 percent or more of their time in direct and indirect services to students. School counselors participate as members of the educational team and use the skills of leadership, advocacy and collaboration to promote systemic change as appropriate. The framework of a comprehensive school counseling program consists of four components: foundation, management, delivery and accountability.

FOUNDATION

School counselors create comprehensive school counseling programs that focus on student outcomes, teach student competencies and are delivered with identified professional competencies.

Program Focus: To establish program focus, school counselors identify personal beliefs that address how all students benefit from the school counseling program. Building on these beliefs, school counselors create a vision statement defining what the future will look like in terms of student outcomes. In addition, school counselors create a mission statement aligned with their school's mission and develop program goals defining how the vision and mission will be measured.

Student Competencies: Enhancing the learning process for all students, the ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness for Every Student guide the development of effective school counseling programs around three domains: academic, career and social/emotional development. School counselors also consider how other student standards important to state and district initiatives complement and inform their school counseling program.

Professional Competencies: The ASCA School Counselor Competencies outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession. The ASCA Ethical Standards for School Counselors specify the principles of ethical behavior necessary to maintain the highest standard of integrity, leadership and professionalism. They guide school counselors' decision-making and help to standardize professional practice to protect both students and school counselors.

MANAGEMENT

School counselors incorporate organizational assessments and tools that are concrete, clearly delineated and reflective of the school's needs. Assessments and tools include:

- **School counselor competency and school counseling program assessments** to self-evaluate areas of strength and improvement for individual skills and program activities
- **Use-of-time assessment** to determine the amount of time spent toward the recommended 80 percent



or more of the school counselor's time to direct and indirect services with students

- **Annual agreements** developed with and approved by administrators at the beginning of the school year addressing how the school counseling program is organized and what goals will be accomplished
- **Advisory councils** made up of students, parents, teachers, school counselors, administrators and community members to review and make recommendations about school counseling program activities and results
- **Use of data** to measure the results of the program as well as to promote systemic change within the school system so every student graduates college- and career-ready
- **Curriculum, small-group and closing-the-gap action plans** including developmental, prevention and intervention activities and services that measure the desired student competencies and the impact on achievement, behavior and attendance

APPROPRIATE ACTIVITIES FOR SCHOOL COUNSELORS

- individual student academic program planning
- interpreting cognitive, aptitude and achievement tests
- providing counseling to students who are tardy or absent
- providing counseling to students who have disciplinary problems
- providing counseling to students as to appropriate school dress
- collaborating with teachers to present school counseling core curriculum lessons
- analyzing grade-point averages in relationship to achievement
- interpreting student records
- providing teachers with suggestions for effective classroom management
- ensuring student records are maintained as per state and federal regulations
- helping the school principal identify and resolve student issues, needs and problems
- providing individual and small-group counseling services to students
- advocating for students at individual education plan meetings, student study teams and school attendance review boards
- analyzing disaggregated data

INAPPROPRIATE ACTIVITIES FOR SCHOOL COUNSELORS

- coordinating paperwork and data entry of all new students
- coordinating cognitive, aptitude and achievement testing programs
- signing excuses for students who are tardy or absent
- performing disciplinary actions or assigning discipline consequences
- sending students home who are not appropriately dressed
- teaching classes when teachers are absent
- computing grade-point averages
- maintaining student records
- supervising classrooms or common areas
- keeping clerical records
- assisting with duties in the principal's office
- providing therapy or long-term counseling in schools to address psychological disorders
- coordinating schoolwide individual education plans, student study teams and school attendance review boards
- serving as a data entry clerk

- **Annual and weekly calendars** to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program

DELIVERY

School counselors provide services to students, parents, school staff and the community in the following areas:

Direct Student Services

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

- **School counseling core curriculum:** This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level. The school counseling core curriculum is delivered

throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in K-12 classroom and group activities.

- **Individual student planning:** School counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.
- **Responsive services:** Responsive services are activities designed to meet students' immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.

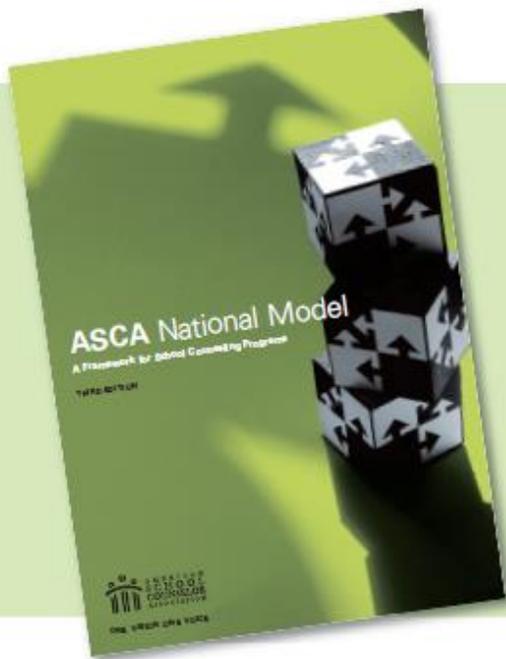
Indirect Student Services

Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consulta-

tion and collaboration with parents, teachers, other educators and community organizations.

ACCOUNTABILITY

To demonstrate the effectiveness of the school counseling program in measurable terms, school counselors analyze school and school counseling program data to determine how students are different as a result of the school counseling program. School counselors use data to show the impact of the school counseling program on student achievement, attendance and behavior and analyze school counseling program assessments to guide future action and improve future results for all students. The performance of the school counselor is evaluated on basic standards of practice expected of school counselors implementing a comprehensive school counseling program.



ORDERING INFORMATION

"The ASCA National Model: A Framework for School Counseling Programs (third edition)" is \$34.95 for ASCA members or \$44.95 for nonmembers. Bulk pricing of \$29.95 is available for 10 copies or more. Order no. 289325.

Four easy ways to order:

Online: www.schoolcounselor.org
Phone: (800) 401-2404
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Timeline for Middle School Counselor College and Career Ready Activities

Introduction

The following timelines suggested for middle school counselors are intended to serve as a guide to assist in planning guidance, counseling, and advisement activities for the school year. The suggested timelines are based on effective school counselor activities from across the state and national successful school counselor program examples. Several of these activities are based on requirements of the HB 400 (BRIDGE) legislation that must be incorporated into the school counseling program. A number of activities are repeated to account for the differences in local system schedules and thus may or may not be conducted in the identified months on the activity list.

Note: The required BRIDGE activities are identified with an asterisk. (*)
The required College Credit Now (Dual Enrollment) activities are identified with a double asterisk. (**)

August

- Develop and present a Professional School Counselor Program and a Plan of Action services to middle school students, administrators, all teachers, and parents that include BRIDGE legislation implementation to highlight guidance, counseling, career interests, and advisement services.
- Consult with the teacher advisor (if applicable) to coordinate guidance and advisement activities.
- Evaluate student transcripts and assist in scheduling.
- Ensure all students including Exceptional Education, Accelerated Learner and At-Risk students have created a selected on-line career information system account that meets their educational and career goals that are identified in their Individual Graduation Plan (IGP) and IEP.*

September

- Provide information to parents and students regarding career interest inventories and assessments and the selected on-line student career information accounts.*
- Inform parents, guardians, and students of the time line, scheduling, and preparation of individual graduation plans necessary for eighth grade students.
- Continue to monitor the creation of student selected on-line career information system accounts.
- Evaluate student transcripts and assist in scheduling.
- Conduct appropriate counseling for “Closing the Achievement Gap” identified students.

October

- Provide counseling, and advisement on career exploration, career pathways, and career interest inventories through classroom guidance activities to sixth, seventh, and eighth grades.*
- Review summary of selected on-line career information system reports to identify any students who have not completed an Individual Graduation Plan.*
- Assist students complete any on-line student accounts that have not been created.*
- Provide individual counseling as needed.
- Team and consult with counselor supported teacher advisor with classroom activities (if applicable). Video: “**Making the Georgia Connection** “(for parents) or ‘**Making the Georgia Connection**” (for students).
- Team and consult with CTAE teacher to provide classroom guidance for middle school career development activities that help meet the Middle School Performance Standards.
 1. Sixth Grade Career Awareness
 2. Seventh Grade Career Discovery
 3. Eighth Grade Career Management
- Begin eighth grade individual parent and student conferences to develop Individual Graduation Plan (**Must be completed before the end of second semester of eighth grade**).*
- Collaborate and meet with counselors of feeder high schools for transition planning.
- Conduct appropriate counseling for “Closing the Achievement Gap” targeted students.
- Conduct guidance and counseling to students on issues such as diversity, bullying prevention, and peer relationships.

November

- Continue with classroom guidance and advisement activities
- Continue with group guidance and individual counseling.
- Review summary of selected on-line career information system reports to identify any students who have not completed an Individual Graduation Plan.
- Continue with eighth grade individual parent and student conferences to develop individual graduation plans (**Must be completed before the end of second semester of eighth grade**).*
- Prepare high school transition activities with eighth students.
- Team and consult with counselor supported teacher advisor with classroom activities (if applicable). Video:” **Making the Georgia Connection**” (for students).
- Provide information to eighth grade parents and students regarding Dual Enrollment opportunities.
- Conduct guidance and counseling to students on issues such as diversity, bullying prevention, and peer relationships.

December

- Continue classroom guidance and individual counseling.
- Review summary of selected on-line career information system reports for data reporting and to identify any students who have not completed an Individual Graduation Plan.*
- Review and assess counselor supported teacher as advisor activities with teacher advisor (if applicable).
- Ensure, review, and evaluate student on-line career information system account data necessary for reporting.*

January

- Continue with eighth grade parent and student conferences to develop Individual Graduation Plans. (**Must be completed before the end of second semester of eighth grade**).*
- Review summary of selected on-line career information system reports to identify any students who have not completed an Individual Graduation Plan.*
- Continue with group classroom guidance and individual counseling.
- Team and consult with counselor supported teacher as advisor with guidance and advisement activities on middle school career development topics (if applicable). Video: “**Paying for Postsecondary Education** (for parents).
- Share College Credit Now (Dual Enrollment) information to eighth grade students.** **Note: February 1st Deadline!**
- Evaluate student transcripts and assist in scheduling.

February

- Review, conduct, and complete appropriate follow up with eighth parents and students who have not scheduled for individual counseling appointments for development of individual graduation plans. (**Must be completed before the end of second semester of eighth grade**).*
- Consult and coordinate with school social worker for follow up assistance with parents and students with attendance related issues.
- Review summary of selected on-line career information system reports to identify any students who have not completed an Individual Graduation Plan.*
- Team and collaborate with counselor supported teacher advisor in advisement activities (if applicable).
- Collaborate and meet with counselors of feeder high schools for transition planning.*
- Conduct appropriate counseling for “Closing the Achievement Gap” identified students.
- Share College Credit Now (Dual Enrollment) information to eighth grade students.** **Note: February 1st Deadline!**

March

- Consult with parents of students with academic and career interest deficiencies.
- Prepare high school transition activities with eighth students.
- Review summary of selected on-line career information system reports to identify any students who have not completed an Individual Graduation Plan.*
- Collaborate and meet with counselors of feeder high schools for transition planning.*
- Continue individual or group guidance and counseling activities.

- Conduct guidance and counseling to students on issues such as diversity, bullying prevention, and peer relationships.
- Assist with the planning for statewide test administration.
- Review and conduct appropriate follow up with eighth parents and students who have not scheduled individual counseling appointments for development of individual graduation plans. **(Must be completed before the end of second semester of eighth grade).***
- Provide information to 8th grade parents and students regarding Dual Enrollment opportunities.

April

- Assist with statewide testing activities.
- Review summary of selected on-line career information system reports to identify any students who have not completed an Individual Graduation Plan.*
- Review and analyze post “Closing the Achievement Gap data.
-

May

- Review summary of selected student on-line career information system reports for data reporting to identify any students who have not completed an Individual Graduation Plan.*
- Review and finalize student re-enrollment for next year.
- Meet with school administration to discuss and review results of Plan of Action and School Counseling Program data and BRIDGE data.
 - Submit required student on-line career information

CORE CURRICULUM



ASCA Mindsets & Behaviors for Student Success:

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

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career Readiness for Every Student describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts. These standards are the next generation of the ASCA National Standards for Students, which were first published in 1997.

The 35 mindset and behavior standards identify and prioritize the specific attitudes, knowledge and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential. The ASCA Mindsets & Behaviors can be aligned with initiatives at the district, state and national to reflect the district's local priorities.

To operationalize the standards, school counselors select competencies that align with the specific standards and become the foundation for classroom lessons, small groups and activities addressing student developmental needs. The competencies directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the school's academic mission.

Research-Based Standards

The ASCA Mindsets & Behaviors are based on a review of research and college- and career-readiness documents created by a variety of organizations that have identified strategies making an impact on student achievement and academic performance. The ASCA Mindsets & Behaviors are organized based on the framework of noncognitive factors presented in the critical literature review "Teaching Adolescents to Become Learners" conducted by the University of Chicago Consortium on Chicago School Research (2012).

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

Organization of the ASCA Mindsets & Behaviors

The ASCA Mindsets & Behaviors are organized by domains, standards arranged within categories and subcategories and grade-level competencies. Each is described below.

Domains

The ASCA Mindsets & Behaviors are organized in three broad domains: academic, career and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definitions of each domain are as follows:

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

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

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

Standards

All 35 standards can be applied to any of the three domains, and the school counselor selects a domain and standard based on the needs of the school, classroom, small group or individual. The standards are arranged within categories and subcategories based on five general categories of noncognitive factors related to academic performance as identified in the 2012 literature review published by the University of Chicago Consortium on Chicago School Research. These categories synthesize the "vast array of research literature" (p. 8) on noncognitive factors including persistence, resilience, grit, goal-setting, help-seeking, cooperation, conscientiousness, self-efficacy, self-regulation, self-control, self-discipline, motivation, mindsets, effort, work habits, organization, homework completion, learning strategies and study skills, among others.

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

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

a. Learning Strategies: Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.

b. Self-management Skills: Continued focus on a goal despite obstacles (grit or persistence) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).

c. Social Skills: Acceptable behaviors that improve social interactions, such as those between peers or between students and adults.

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

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

Category 1: Mindset Standards School counselors encourage the following mindsets for all students.		
1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being 2. Self-confidence in ability to succeed 3. Sense of belonging in the school environment 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes 6. Positive attitude toward work and learning		
Category 2: Behavior Standards Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.		
Learning Strategies	Self-Management Skills	Social Skills
1. Demonstrate critical-thinking skills to make informed decisions	1. Demonstrate ability to assume responsibility	1. Use effective oral and written communication skills and listening skills
2. Demonstrate creativity	2. Demonstrate self-discipline and self-control	2. Create positive and supportive relationships with other students
3. Use time-management, organizational and study skills	3. Demonstrate ability to work independently	3. Create relationships with adults that support success
4. Apply self-motivation and self-direction to learning	4. Demonstrate ability to delay immediate gratification for long-term rewards	4. Demonstrate empathy
5. Apply media and technology skills	5. Demonstrate perseverance to achieve long- and short-term goals	5. Demonstrate ethical decision-making and social responsibility
6. Set high standards of quality	6. Demonstrate ability to overcome barriers to learning	6. Use effective collaboration and cooperation skills
7. Identify long- and short-term academic, career and social/emotional goals	7. Demonstrate effective coping skills when faced with a problem	7. Use leadership and teamwork skills to work effectively in diverse teams
8. Actively engage in challenging coursework	8. Demonstrate the ability to balance school, home and community activities	8. Demonstrate advocacy skills and ability to assert self, when necessary
9. Gather evidence and consider multiple perspectives to make informed decisions	9. Demonstrate personal safety skills	9. Demonstrate social maturity and behaviors appropriate to the situation and environment
10. Participate in enrichment and extracurricular activities	10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

Grade-Level Competencies

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

ASCA Mindsets & Behaviors align with specific standards from the Common Core State Standards through connections at the competency level. This alignment allows school counselors the opportunity to help students meet these college- and career-readiness standards in collaboration with academic content taught in core areas in the classroom. It also helps school counselors directly align with academic instruction when providing individual and small-group counseling by focusing on standards

and competencies addressing a student's developmental needs. School counselors working in states that have not adopted the Common Core State Standards are encouraged to align competencies with their state's academic standards and can use the competencies from the ASCA Mindsets & Behaviors as examples of alignment.

ASCA Mindsets & Behaviors Database

The grade-level competencies are housed in the ASCA Mindsets & Behaviors database at www.schoolcounselor.org/studentcompetencies. School counselors can search the database by keyword to quickly and easily identify competencies that will meet student developmental needs and align with academic content as appropriate. The database also allows school counselors to contribute to the competencies by sharing other ways to meet or align with a specific standard.

Citation Guide

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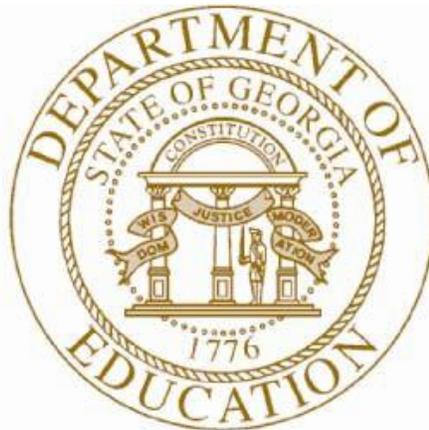




ASCA MINDSETS & BEHAVIORS: PROGRAM PLANNING TOOL

This form is a tool you can use in planning your overall school counseling curriculum. Indicate the grade level you plan to address any standard in the cells below. It isn't necessary to address each standard each year.

Mindsets	Grade Level		
	Academic	Career	Social/Emotional
1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being			
2. Self-confidence in ability to succeed			
3. Sense of belonging in the school environment			
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success			
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes			
6. Positive attitude toward work and learning			
Behavior: Learning Strategies			
1. Demonstrate critical-thinking skills to make informed decisions			
2. Demonstrate creativity			
3. Use time-management, organizational and study skills			
4. Apply self-motivation and self-direction to learning			
5. Apply media and technology skills			
6. Set high standards of quality			
7. Identify long- and short-term academic, career and social/emotional goals			
8. Actively engage in challenging coursework			
9. Gather evidence and consider multiple perspectives to make informed decisions			
10. Participate in enrichment and extracurricular activities			
Behavior: Self-Management Skills			
1. Demonstrate ability to assume responsibility			
2. Demonstrate self-discipline and self-control			
3. Demonstrate ability to work independently			
4. Demonstrate ability to delay immediate gratification for long-term rewards			
5. Demonstrate perseverance to achieve long- and short-term goals			
6. Demonstrate ability to overcome barriers to learning			
7. Demonstrate effective coping skills when faced with a problem			
8. Demonstrate the ability to balance school, home and community activities			
9. Demonstrate personal safety skills			
10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities			
Behavior: Social Skills			
1. Use effective oral and written communication skills and listening skills			
2. Create positive and supportive relationships with other students			
3. Create relationships with adults that support success			
4. Demonstrate empathy			
5. Demonstrate ethical decision-making and social responsibility			
6. Use effective collaboration and cooperation skills			
7. Use leadership and teamwork skills to work effectively in diverse teams			
8. Demonstrate advocacy skills and ability to assert self, when necessary			
9. Demonstrate social maturity and behaviors appropriate to the situation and environment			



Dr. John D. Barge, State School Superintendent
“Making Education Work for All Georgians”

Middle School Guidance Document

Grades 6-8

Revision 1

Revision History

December, 2012—Initial Release

College and Career Ready Performance indicators:

- Percent of students completing 2 or more state defined career related assessments/inventories by the end of grade 8
- Percent of students with a complete state defined Individual Graduation Plan (IGP) by the end of grade 8

Introduction

The Individual Graduation Plan (IGP) is a four-year plan for students and their parents/guardians for use in grades 9-12. The student's IGP is developed by the end of grade 8 based on self-awareness and educational and career explorations. Once the student reaches high school, every effort should be made to assist the student with his/her future planning to include all possible options to reach education and career goals, including dual enrollment and virtual school. To minimize limitations on the student's effort to explore his/her options, the entire course catalog should be available for students to consider course selections while in the middle grades and continuing on in high school. Local schools should determine a delivery method for completion of the IGP which includes two career-related assessments. Data is collected at the end of grade 8 for the IGP. Local schools maintain a paper copy of the IGP as a form of documentation.

As a result of previous legislation (HB 400) and Georgia Department of Education State Board Rule 160-4-08-.09, Georgia has identified specific tasks at grades 6, 7, and 8 to assist students and their parents/guardians in the educational and career planning process. This process will guide students in the development of the Individual Graduation Plan.

For accountability purposes, the College and Career Ready Performance (CCRPI) indicators are identified in the list below with recommended timelines to meet requirements:

- All 6th graders should complete one (1) career-related assessment from the approved list (see page 4) and record his/her scores in their electronic portfolios (CCRPI Indicator)
- All 7th graders should complete one (1) career-related assessment from the approved list (see page 4) and record his/her scores in their electronic portfolios (CCRPI Indicator)
- All 8th graders should complete an Individual Graduation Plan by the end of the second semester and record in their portfolios prior to the transitional parent/student conference or student-led parent conference (CCRPI Indicator)

NOTE: The College and Career Ready Performance Indicators require that the two (2) career related assessments listed in grades 6 and 7 must be completed by the end of 8th grade.

Other tasks identified by the legislation listed above are as follows:

- All 6th graders should have accounts/portfolios created in a system selected career-information system
- All 7th graders should identify three (3) clusters/concentrations of interest and record in their electronic portfolios
- All 8th graders should explore at least three (3) occupations and record the occupational information in their portfolios prior to the transitional parent/student conference or student-led parent conference

A completed Individual Graduation Plan (IGP) includes the following required items:

- *The Individual Graduation Plan includes a pathway/focus area of study.*

Students who enrolled in the 9th grade in the fall of 2008-2009 will select coursework based on Georgia's CTAE career pathways and/or fine arts and/or modern world language focused areas of study. (See [High School Graduation Requirements IHF \(6\) 160-4-2-.48](#)) Beginning in fall of 2013-2014, first year freshmen will follow the same requirements as outlined in the rule. However, they will choose from the newly-defined career pathways which are aligned to the seventeen career clusters. These pathways will be finalized and adopted by the State Board of Education during Spring 2013.

- *The Individual Graduation Plan includes provisions of a student's Individualized Education Program (IEP), where applicable.*

Students with disabilities should receive assistance, if applicable, when completing the Individual Graduation Plan that includes appropriate assessments and coursework as reflected in their Individual Education Plan (IEP). The IGP should act as a companion piece to the IEP during the annual evaluation with approval of parents/guardians. Parents may approve the individual graduation plan during that session. (See page 5 for more information)

- *The Individual Graduation Plan includes educational and broad career goals and contains both academic and career pathway coursework including advanced academic, fine arts, and modern world languages focused area of study.*

Students will begin to define and re-define their choices in the narrowing process from clusters, to pathways including advanced academic, fine arts and modern world languages, to specific occupations. In addition, the plan should include the students' coursework required for postsecondary admissions.

- *The Individual Graduation Plan should include flexibility to change a career focus, but continue to meet graduation requirements for graduation and postsecondary admissions.*

For students who enrolled in the school year 2008-2009, the plan should have at least 23 units recorded and/or the system's required units for graduation. Local systems should review and edit, if needed, the plan at one time each year in grades 9-12. Students and their families should be made aware of postsecondary admission requirements and HOPE scholarship requirements and encouraged to plan accordingly for transition to postsecondary education, including two years of the same foreign language in order to attend University System of Georgia Institutions. For additional information regarding postsecondary admissions at University System of Georgia institutions, access *Staying on Course* at http://www.usg.edu/student_affairs/documents/Staying_on_Course.pdf. See the admissions requirements for Technical System of Georgia institutions at <https://tcsgeu/admissions.php> In addition, students and their families must be made aware of dual credit opportunities that earn both high school and college credit simultaneously while in high school and HOPE Scholarship Rigor requirements can be found at http://www.gsfc.org/main/publishing/pdf/2011/hope_rigor_requirements.pdf.

- The Individual Graduation Plan should be completed in consultation with a counselor/advisor.

The counselor/advisor should consult and approve the plan to ensure all grade 8 students have a completed Individual Graduation Plan. The counselor/advisor should acknowledge approval electronically on the selected career information system.

- The Individual Graduation Plan should be approved by the parent/guardian.

The parent/guardian should have the opportunity to analyze, question and/or edit the plan. The parent/guardian should indicate approval of the plan electronically on the selected career information system.

Students should complete at least two (2) Georgia defined career-related assessments before the end of grade 8.

The local school system is responsible for administering two (2) career-related assessments at the middle school level. This task will assist students educational and career planning that culminates in the Individual Graduation Plan by the end of grade 8. A completed assessment has the student’s recorded scores in the electronic portfolio in the system-selected comprehensive career-information system. Data is collected at the end of grade 8.

Gacollege411 Assessments FREE	Georgia Career Information System Assessments (GCIS)	Career Cruising Assessments
State-Defined Career-related Assessments for 6th and/or 7th grades:		
Career Cluster Survey	Career Cluster Inventory (by Careers)	Learning Style
Interest Profiler	O*Net Interest Profiler	Career Matchmaker
Additional Assessments to Enhance the Program		
Career Keys	Work Importance Locator	My Skills
Basic Skills Survey	Reality Check	Abilities Profiler
Transferable Skills Checklist		
Work Values Sorter		

Additional Information for Career-Related Assessments

- Georgia has “defined” specific career-related assessments based on vendor calculations of Lexile scores at the middle school level; “additional” assessments may be utilized to enhance the local school program as needed (see the chart above).
- Local systems should select assessments from the “defined list.” Students should complete one assessment at grade 6 and one at grade 7.
- Student assessment data should be posted to the electronic portfolio if the information does not save automatically.

- Local systems should utilize the data reporting process of the system's career-related information system to manage and analyze student data results from the assessments.
- For each assessment at grades 6 and 7, local schools should determine a delivery method utilizing the electronic format in the system's electronic career-information system.
- Students with significant disabilities, designated GAA, who cannot be assessed using the assessments on the approved list, may be assessed through identified Georgia alternate assessments. Local school case managers should work with local data collectors to record assessment completion at grade 6 and grade 7 for designated GAA students. Additional information on selection of appropriate transition assessments, including sample instruments, can be found on the National Secondary Transition Technical Assistance Center (NSTTAC) website at: http://www.nsttac.org/content/age-appropriate-transition-assessment-toolkit#how_to_select_instruments.

DISCLAIMER

The sources and web links listed in the activities may be of help to you as you consider the career awareness activities. While these sources are provided to assist you in your search, it is your responsibility to investigate them to determine their value and appropriateness for your situation and needs. These sources are provided as a sample of available resources and are for informational purposes only. THE GEORGIA DEPARTMENT OF EDUCATION DOES NOT MONITOR, EVALUATE, OR ENDORSE THE CONTENT OR INFORMATION OF THESE RESOURCES. NONE OF THESE RESOURCES SHOULD BE CONSIDERED THE ADVICE OR GUIDANCE OF THE GEORGIA DEPARTMENT OF EDUCATION.

BRIDGE Law

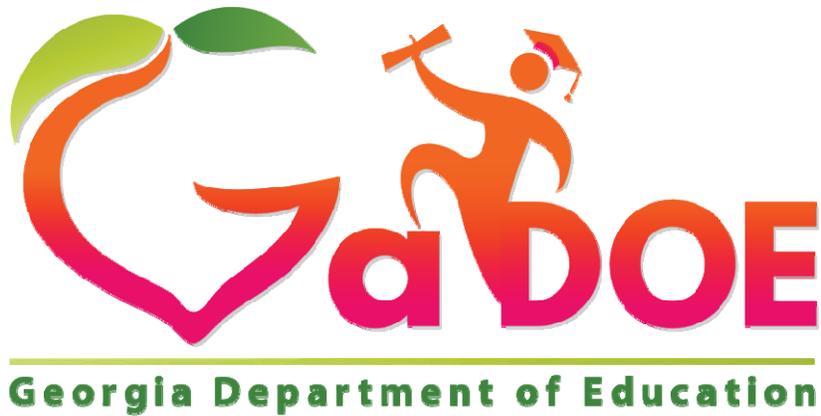
Georgia Department of Education and Georgia Career Information Center ADVISEMENT CHECKLIST

Evaluation Process for measuring effective advisement utilizing the Georgia Career Information System (GCIS) and Georgia Career Information System Junior (GCIS Junior) as primary tools for education and career planning in phases:

➤ **Year 6/2015-16 - 100%**

GCIS and GCIS Junior (www.gcic.peachnet.edu) - Utilize Administration Tools for GCIS and GCIS Junior to track your students' progress. The state, individual systems, and local schools will have the capacity to measure effective advisement by:

	% of 6th graders who have <u>portfolio accounts</u> with GCIS or GCIS Junior
	of 6th graders who have taken and saved in their portfolios the <u>Career Cluster Inventory (80 Questions)</u> or <u>Career Cluster Inventory (48 Questions)</u>
	% of 7th graders who have taken and saved in their portfolios the <u>Reality Check</u> or <u>Interest Profiler (60 Questions)</u>
	of 7th graders who explored at least three career clusters and saved the career clusters in their portfolios
	of 8th graders who explored at least three occupations and saved the occupational information in their portfolios, prior to the transitional parent/student conference or student led conference
	of 8th graders who have completed the "Course Planner (Individual Graduation Plan)" to be utilized during the transitional conference between middle and high school
	of 9th graders who have explored and investigated at least three additional occupations prior to the annual student/family conference
	of 10th graders who have been made aware of "Move on When Ready (MOWR)" programs
	of 11th graders who have explored and saved in their portfolios at least three postsecondary schools that match their Individual Graduation Plan
	of 12th graders who have identified and saved their next step: college, military, apprenticeship, workforce (self-reported)



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Middle School Guidance for Career Cluster Activities
Tracking Form
Revision 1

Revision History

May, 2013--Initial Release

May, 2013—Revised

January, 2017-Revised

As a result of the HB 400 legislation (BRIDGE) and Georgia Department of Education State Board Rule 160-4-08-.09, Georgia identified specific tasks at grades 6, 7, and 8 to assist students and their parents/guardians in the educational and career planning process. This process also guides students with the development of the Individual Graduation Plan (IGP). The Individual Graduation Plan is a four year plan for students and their parents/guardians to assist them in college and career planning in grades 9-12. It is a plan and if necessary can be changed with approval with the student, parent/guardian, and counselor or advisor.

For accountability purposes, the College and Career Ready Performance Index (CCRPI) indicators are identified below:

- Percent of students completing two (2) or more state defined career related assessments/inventories by the end of grade 8
- All 8th grade students should complete and Individual Graduation Plan by the end of the second semester and record the plan in their electronic portfolios prior to the parent/student conference or student- led parent conference (CCRPI Indicator).

As an additional resource, The Georgia Department has created a ***Middle School BRIDGE (HB 400) Tracking Form*** to assist local school systems in tracking completed and uncompleted career activities for transferring students. The form will provide documentation and accountability for students if they move from one Georgia school system to another. It also provides a checklist for the completed and uncompleted required assessments and Individual Graduation Plan.

It is recommended that a designated person keep a record of completed activities as documentation, so that when a student transfers to a new school, the completed and uncompleted activities can be tracked and listed and the tracking form will follow the student to the new school. The tracking form helps with a consistency of record keeping for the local school systems as local schools need to maintain rolls per grade level of those students who have participated in career awareness activities. In addition, the tracking form is an accountability document for the College and Career Ready Performance Indicator requirement of two (2) career related assessments that must be completed by the end of the 8th grade.

The tracking form can serve as a resource in scheduling students into appropriate courses without major interruptions in meeting graduation requirements. This process will help to ensure that the legislative mandate of BRIDGE (HB 400) is being met to enable students to graduate with a vision that will lead them into successful careers. Please remember that appropriate documentation should be maintained as a **reporting** requirement of the College and Career Readiness Performance Index with:

- Percent of students completing two (2) or more state defined career related assessments/inventories by the end of grade 8
- Percent of students with a completed state defined Individual Graduation Plan (IGP) by the end of grade 8

Student Name: (Please Print) _____

Grade Level _____

Name of Current Enrolled School _____

System _____

Name of Receiving School _____

Name of School Official Completing Form: (Please Print) _____

Title: _____

Phone Number _____

Signature _____

Email Address _____

GCIS Username _____

Password _____

Instructions: Please check the appropriate box for completed and not completed activities

Grade 6 Career Related Assessments <input type="checkbox"/> Completed
Grade 7 Career Related Assessments <input type="checkbox"/> Completed
Grade 8 Individual Graduation Plan <input type="checkbox"/> Completed Note: If completed, include a copy with transferring document.

For questions, please contact Dr. Myrel Seigler, Program Manager for School Counselors, at mseigler@doe.k12.ga.us or 404-657-8324.

Sample Calendar for Implementing an Middle School Core Curriculum

The topics below should be addressed through the middle school core curriculum. The lessons can be delivered by counselors in classroom sessions or some (ex. Career lessons) may be delivered by teachers. Counselors may vary the order of the topics as needed; however, they should be addressed in the counseling program. Additionally, counselors are to include lesson topics that are specific to the needs of their particular school population.

Month	Topic
August	Introduction to the Counselor/Counseling Services/ Goal-Setting
September	Learning About Myself/Self-Esteem/Personal Strengths
October	Peer Pressure/ Drug Awareness/Making Positive Decisions
November	Anti-Bullying/ Interpersonal Relationships
December	Study Skills (including promotion requirements)
January	Anger Management/Dealing with Feelings
February	Career Exploration (Inventories, Career Clusters)
March	Study Skills/ Test Anxiety/ Test Preparation
April	Soft Skills/ Respecting myself and others/ Interpersonal Relationships
May	Transition/ Planning for the Future/Individual Graduation Plan

Sample Calendar for Implementing an Middle School Curriculum

SAMPLE CALENDAR SCHOOL COUNSELING CURRICULUM, GRADES 6-8			
MONTH	Topics by Grade		
	6	7	8
September	Transition to Middle School (P/S) (A)	Self-Awareness - Identify Unique Characteristics, Abilities, Skills and Strengths (P/S) (A)	Analyzing Skills and Interests (C)
October	Communication and Relationship Skills (P/S)	↓	Respecting Differences (P/S)
November	Responsibilities of a Student in the School Environment (A)	Monitoring My Study Time (A)	Skills for Future Success (P/S)
December	Resolving Conflicts - Peer Pressure (P/S)	Peer Pressure - Analyze Pressure Felt From Peers (P/S)	Conflict Resolution Skills that Improve Relationships with Others (P/S)
January	Making Effective Decisions about School (A)	Decision Making and Conflict Resolution (P/S)	Decision Making Alternatives and Options (A) (P/S)
February	Effective Study Skills (A)	Interest Inventory (C)	Educational Planning for High School - Developing a Four-Year Plan (A)
March	Importance of Setting Goals (A)	Career Clusters (C)	↓
April	Forming a Career Identity (C)	CAREER FAIR (C)	↓
May	Relationships between Interests and Abilities (P/S)	Influence of Adult Work on Life at Home (C)	Transition to High School (A)
June	Planning for the Future (P/S) (C)	Identifying Tentative Career and Educational Goals (A) (C)	↓

Adapted from the Connecticut Comprehensive School Counseling Program Guide, 2008

TEACHERS-AS-ADVISORS

STUDENT ADVISEMENT PROGRAM

Student Advisement Program is a guidance delivery system whereby students are divided into smaller groups and each group is facilitated by an adult in the school. These adults (advisors) meet with the students (advisees) on a regular basis throughout the school year for the purpose of academic, career, and personal/social advisement. The overall purpose of this program is to encourage a connection with a caring adult to help students better understand themselves, their strengths and to plan for their future. GaDOE.com

The Richmond County School System is dedicated to the success of all students. This is a collective responsibility, premised on helping each student transition through each grade level to high school and selecting a career path. Following the successful completion of high school, students will be encouraged to continue on to post-secondary educational opportunities, which will ultimately lead to a career.

Students need to feel safe, valued, respected, and most importantly, connected to someone who genuinely cares about them and their future. Therefore, this guide is designed to assist each school in implementing an *Advisement Program*. While these activities are not exhaustive, they represent a foundation that may be built upon. Please feel free to edit, re-designed and use to fit the needs of your students and school.

Mission

The mission of the Student Advisement Program in the Richmond County School System is to ensure that all students are assigned to one adult in the school that will serve as a special support person for that student.

Goal

The primary goal of this program is to provide an ongoing mentor relationship between students and advisor that will promote a systemic, scheduled process for advising students in academic and career planning and to enlighten students to their individual post-secondary options.

More specific information regarding the implementation of the Teachers-As-Advisors Program is available in the Richmond County TAA manual. This manual is available online at the RCBOE site.

LAWS/ STATE POLICIES

What is the College and Career Ready Performance Index (CCRPI)?

CCRPI is a comprehensive school improvement, accountability, and communication platform for all educational stakeholders that will promote college and career readiness for all Georgia public school students.

Taken from : <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Pages/default.aspx>



2017 CCRPI Indicators

2016-2017 School Year

- Indicators displayed in black are benchmarked at 100%.
- Indicators displayed in green are benchmarked at the 95th percentile based on state level data.
 - Middle School and Elementary School indicator #6 will be benchmarked at 65%.



2017 College and Career Ready Performance Index Elementary School Grades K - 5

CONTENT MASTERY

1. Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones English Language Arts EOG (required participation rate \geq 95%)
2. Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones mathematics EOG (required participation rate \geq 95%)
3. Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones science EOG (required participation rate \geq 95%)
4. Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones social studies EOG (required participation rate \geq 95%)

*Developing Learners are weighted at 0.5, Proficient Learners are weighted at 1.0, and Distinguished Learners are weighted at 1.5.

POST ELEMENTARY SCHOOL READINESS

5. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs
6. Percent of Students With Disabilities served in general education environments at least 80% of the school day
7. Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650 on the Georgia Milestones ELA EOG
8. Percent of students in grade 5 achieving a Lexile measure equal to or greater than 850 on the Georgia Milestones ELA EOG
9. Percent of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 Career Clusters
10. Percent of 5th grade students with a complete career portfolio by the end of grade 5
11. Percent of students missing fewer than 6 days of school

PREDICTOR FOR HIGH SCHOOL GRADUATION

12. Percent of students' assessments scoring at Proficient or Distinguished Learner on all Georgia Milestones EOGs

Exceeding the Bar Indicators

In addition to the twelve (12) items within the College and Career Ready Performance Index, elementary schools may earn additional points for these supplemental indicators.

1. Percent of students in grades 3 – 5 earning a passing score in above grade level core courses (ELA, reading, mathematics, science, social studies) and scoring at Proficient Learner or above on all Georgia Milestones EOGs
2. Percent of students earning a passing score in world language courses or earning a passing score in fine arts courses
3. School has earned a Georgia Science, Technology, Engineering and Math (STEM) or Science, Technology, Engineering, Arts and Math (STEAM) Program Certification
4. Percent of teachers utilizing the Statewide Longitudinal Data System (SLDS)
5. School or LEA-defined **innovative practice** accompanied by data **supporting improved student achievement**: examples include but are not limited to Charter System, Georgia College and Career Academy, Striving Reader initiative, dual language immersion program, Literacy Design Collaborative (LDC) and/or Mathematics Design Collaborative (MDC), Response to Intervention (RTI), Positive Behavioral Interventions & Supports (PBIS), local instructional initiatives, etc. Practice must be reported via the CCRPI Data Collection application.
6. School or LEA **Research/Evidence-based Program/Practice** designed to facilitate a **personalized climate** in the school: examples include but are not limited to Teachers as Advisors program; mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning program; peer mediation; conflict mediation.

To be included after statewide implementation:

School's performance on the Georgia Teacher Effectiveness Measure (TEM)

School's performance on the Georgia Leader Effectiveness Measure (LEM)

School Counselors and RTI

Some school counselors are wondering if RTI stands for “real time interruption.” They cry out questions such as, “Here I am trying to implement a comprehensive school counseling program, how do I now attend to yet another initiative?” “Isn’t this just another educational fad? How long will this one last?” “Isn’t RTI another way to screen and refer students to special education?” “Isn’t this a non-counseling duty?” “How will I ever work with kids when I have to sit behind a computer looking at data all day?”

The reality, and the good news, is that the response to intervention (RTI) process is not another initiative that will add on to the already high expectations of school counselors and all educators. RTI is not a special education pre-referral system or duty that will require all-day data crunching. And, although education has certainly witnessed some fads that have come and gone, we don’t believe RTI is going away anytime soon. In fact, once you get to know the RTI process, you will realize that it is highly consistent with all the components of comprehensive school counseling programs as espoused by the ASCA National Model.

In fact, if you have been conducting closing-the-achievement-gap activities as part of your school counseling program, you are already engaged in the RTI process. You can even recognize various ASCA National Model components (e.g., data-driven decision making; continuum of interventions; student achievement, collaboration/teaming, monitoring progress and advocacy) throughout the RTI literature and within the definition of RTI.

According to the National Center on Response to Intervention, RTI integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student’s responsiveness and identify students with learning disabilities or other disabilities.

Another popular RTI definition is that of the RTI Action Network: Response to intervention is a multi-tiered approach to help struggling learners. Students’ progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education or both.

RTI and School Counseling

Essentially, RTI represents a theoretical approach to identifying students who are struggling in reading, mathematics or behavior through action research, during which appropriate interventions are provided and continually assessed to determine whether or not they are working and what should be done to best support and the student and have the greatest impact. In terms of

practicality, RTI involves the participation of various school personnel including administrators, teachers, school counselors, specialists, as well as parents, who comprise the RTI team. The RTI team identifies each struggling student's needs, develops a plan to address those needs, determines the appropriate tier (or level of intervention) necessary and meets to review data and plan the next course of action for the student.

RTI's central purpose is to resolve academic or behavioral challenges through preventive measures so the student experiences success and is able to achieve developmental and grade level goals. In short, RTI is an effective, efficient, data-driven and highly collaborative process that takes advantage of the collective expertise and experiences of the parents, RTI team and the student.

In essence, RTI can actually help school counselors garner support and promote buy-in from other stakeholders for further developing, managing, enhancing and being accountable for their comprehensive school counseling programs.

Taken from : "Making it Work", American School Counselor Association, 2010
<http://www.schoolcounselor.org/magazine/blogs/may-june-2010/make-it-work>

Counselor Interventions on the RTI Pyramid

TIER 4 (1-5%)

- ✓ OUTSIDE REFERRAL (*intensive treatment*)
- ✓ Targeted students are referred to intensive services from government, non profits, and /or private agencies for interventions to address chronic issues that impede learning.
- ✓ Examples: Behavioral Treatment Facilities, Group Homes, Juvenile justice System

PBIS

- ✓ Intensive academic and behavior support
- ✓ Intensive social skills training Multi agency collaboration
- ✓ Alternatives to suspension and expulsion
- ✓ Individual student assessments

TIER 3 (5-10%)

SCHOOL COUNSELING PROGRAM INTERVENTION (*more serious needs – May also by SST Driven*)

- ✓ Targeted students participate in activities that are in addition to Tier 1 and Tier 2, but also include specific short term interventions designed for individual needs.
- ✓ Example: Brief solution focused counseling, crisis intervention or response
- ✓ Referral for specialty designed counseling intervention if needed (social worker, MFT or outside resources)

TIER 2 (1-5%)

INTENTIONAL GUIDANCE AND COUNSELING (*1st level intervention – some kids need more*):

- ✓ Targeted students participate in specific counseling intervention activities that address data driven needs in attendance, behavior or achievement.
- ✓ Formalized, systemic process of determining students in need of intervention (e.g. query data quarterly)
- ✓ Responsive services designed to address specific needs (barriers to learning): include brief individual or group counseling, consultation, parent involvement etc.
- ✓ Greater frequency in monitoring of student progress
- ✓ May include brief counseling
- ✓ Academic counseling
- ✓ Positive Behavior Intervention (PBIS)
- ✓ Some students at risk (PBIS)

TIER 1 STANDARDS AND COMPETENCY BASED SCHOOL COUNSELING (80-90%) PROGRAM (*what do all students receive because?*)

- ✓ Implementation of the School Guidance Curriculum Common- Core curriculum aligned with ASCA National Standards (Academic, Career and Personal/Social Development) and College and Career Ready Performance Index through research-based practices
- ✓ Use differentiation of instruction based on data driven needs (prevention education based on site youth behavior surveys for example)
- ✓ Individual Graduation Plan for every student that includes a Career Pathway
- ✓ Accountability of competency attainment and student progress.

What is the school counselor's role in supporting CCRPI data expectations in academic growth and student behavior?

- ✓ The school counseling curriculum through responsive services to students and parents ensures appropriate and timely responses to academic, career, and personal/social concerns. Prevention and intervention services are delivered in collaboration with teachers, administrators and student support staff.

Effective Practices

- ✓ Performance Data
- ✓ Attendance Data
- ✓ Individual Graduation Plan (IGP)
- ✓ Response to Intervention
- ✓ Positive Behavior Intervention Supports (PBIS)
- ✓ Middle Grades Career Interest Inventory and Career Assessments
- ✓ Course Numbers, Pathways, and Industry Recognized
- ✓ Post-Secondary Requirements: ACT/SAT/COMPASS
- ✓ Safe and Drug Free Survey
- ✓ Elementary Career Cluster Activities

Benefits of PBIS/RTI

- ✓ School climate and current school problems are analyzed
- ✓ Data based decision making
- ✓ Team decision making (builds consensus)
- ✓ Decreases SST referrals
- ✓ All students, including those with IEP's are expected to have positive behavior supports in place
- ✓ Students who need support are more likely to be identified and receive support
- ✓ Students are more likely to access individuals they are familiar with

HB 131 - "The End to Cyberbullying Act"

In 2015, the Georgia General Assembly expanded the definition of bullying through House Bill 131, also known as "**The End to Cyberbullying Act**". HB 131 modifies the definition of bullying to include acts of cyberbullying which occur through the use of electronic communication, whether or not such electronic act originated on school property or with school equipment. School systems should revise their local policies to comply with the new provisions of HB 131.

O.C.G.A. 20-2-751.4

(a) As used in this Code section, the term "bullying" means an act that is:

(1) Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so;

(2) Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or

(3) Any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:

(A) Causes another person substantial physical harm within the meaning of Code Section 16-5-23.1 or visible bodily harm as such term is defined in Code Section 16-5-23.1;

(B) Has the effect of substantially interfering with a student's education;

(C) Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or

(D) Has the effect of substantially disrupting the orderly operation of the school.

The term applies to acts which occur on school property, on school vehicles, at designated bus stops, or at school related functions or activities or by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology of a local school system. The term also applies to acts of cyberbullying which occur through the use of electronic communication, whether or not such electronic act originated on school property or with school equipment, if the electronic equipment

1. is directed specifically at students or school personnel,
2. is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school, and
3. creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose.

For purposes of this Code Section, electronic communication includes but is not limited to any transfer of signs, signals, writings, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system.

(b) No later than August 1, 2011:

(1) Each local board of education shall adopt a policy that prohibits bullying of a student by another student and shall require such prohibition to be included in the student code of conduct for schools in that school system;

(2) Each local board policy shall require that, upon a finding by the disciplinary hearing officer, panel, or tribunal of school officials provided for in this subpart that a student in grades six through 12 has committed the offense of bullying for the third time in a school year, such student shall be assigned to an alternative school;

(3) Each local board of education shall establish and publish in its local board policy a method to notify the parent, guardian, or other person who has control or charge of a student upon a finding by a school administrator that such student has committed an offense of bullying or is a victim of bullying; and

(4) Each local board of education shall ensure that students and parents of students are notified of the prohibition against bullying, and the penalties for violating the prohibition, by posting such information at each school and by including such information in student and parent handbooks.

(c) No later than January 1, 2011, the Department of Education shall develop a model policy regarding bullying, that may be revised from time to time, and shall post such policy on its website in order to assist local school systems. Such model policy shall include:

(1) A statement prohibiting bullying;

(2) A requirement that any teacher or other school employee who has reliable information that would lead a reasonable person to suspect that someone is a target of bullying shall immediately report it to the school principal;

(3) A requirement that each school have a procedure for the school administration to promptly investigate in a timely manner and determine whether bullying has occurred;

(4) An age-appropriate range of consequences for bullying which shall include, at minimum and without limitation, disciplinary action or counseling as appropriate under the circumstances;

(5) A procedure for a teacher or other school employee, student, parent, guardian, or other person who has control or charge of a student, either anonymously or in such person's name, at such person's option, to report or otherwise provide information on bullying activity;

(6) A statement prohibiting retaliation following a report of bullying; and

(7) Provisions consistent with the requirements of subsection (b) of this Code section.

(d) The Department of Education shall develop and post on its website a list of entities and their contact information which produce anti-bullying training programs and materials deemed appropriate by the department for use in local school systems.

(e) Any person who reports an incident of bullying in good faith shall be immune from civil liability for any damages caused by such reporting.

(f) Nothing in this Code section or in the model policy promulgated by the Department of Education shall be construed to require a local board of education to provide transportation to a student transferred to another school as a result of a bullying incident.

(g) Any school system which is not in compliance with the requirements of subsection (b) of this Code section shall be ineligible to receive state funding pursuant to Code Sections 20-2-161 and 20-2-260.

Richmond County Schools

Policy JGI: Child Abuse or Neglect

All employees of the Board of Education, as well as persons who attend to a child pursuant to their duties as a volunteer for the School System, who suspect that a child is being or has been abused, shall report that abuse immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused, in accordance with Georgia law and the protocol for handling child abuse cases for Richmond County, Georgia.

Under no circumstances shall the principal or designee to whom report of child abuse has been made exercise any control, restraint, modification or make other change to the information provided by a mandated reporter, although the reporter may be consulted prior to the making of a report and may provide any additional, relevant and necessary information when making the report.

NOTE: Please refer to the Administrative Procedures for the details of how to report suspected child abuse and for access to the forms for reporting.



The Richmond County Board of Education

Memorandum

TO: School Personnel

SUBJECT: Procedure for Reporting Suspected Child Abuse/Neglect

Georgia Law requires all persons who suspect child abuse/neglect to report it to the proper authority which is the Department of Family and Children Services. As the law relates to school institutions, it requires the observer to report it directly to DF ACS **and** specified school personnel (See Form Attached). Any person or official required to report a suspected case who knowingly and willfully fails to do so shall be guilty of a misdemeanor and upon conviction thereof shall be punished for a misdemeanor. The procedure is as follows:

The staff member suspecting child abuse/neglect is responsible for reporting suspected child abuse to DFACS and to the building administrator. An option to this reporting method is that the report to DFACS is made by the employee in the presence of the administrator.

1. Report (immediately) the suspected child abuse/neglect (see **Attachment #1**)(**new form & phone number**) to
 - a. the principal or his/her designee
 - b. an intake worker at the Department of Family and Children Services

Note: If the principal or his/her designee is not available, the report should be made to Public Safety and DFACS intake worker.

2. Complete the report form (See Attachment #2) and send to designated personnel. (The individual making the report needs to describe specifically the injuries seen. The severity of the injury is very important in setting the priority response time).
3. Request that the nurse or counselor assist in making the report if you cannot reach an intake worker. This step is not required if any administrator is available to assist.
4. Expect a follow-up from personnel at DFACS - a letter will be received noting that an investigation is/is not underway.

NOTE: The reporting person will know the results only if there is follow-up treatment which will involve the school. Otherwise, he/she will know only that DF AC is addressing the problem. In terms of the DFACS worker making contact, it should be noted that there is a priority list (see Attachment #3).

5. The observer is bound by law to report any instances of suspected child abuse to DFACS. Notifying the principal does not eliminate that legal expectation.

(Forms are available at RCBOE site under Staff Resources section, "Frequently Used Forms")

**RICHMOND COUNTY BOARD OF EDUCATION
GEORGIA CHILD PROTECTIVE SERVICES MANDATED REPORTER FORM**

<p>The reporter is the RCBOE mandated reporter. Mandated reporters are individuals who work or volunteer in agencies or organizations that serve children and families. Georgia Code O.C.G.A. § 19-7-5 requires mandated reporters to contact the Division of Family and Children Services (DFCS) if they have reasonable cause to believe that a child known to them is suspected of being abused or neglected. Calls should be made to 1-855-422-4453. Completing this form and routing it to appropriate parties is required but is not acceptable as the first report to Georgia Child Protective Services.</p>	<p>REFERRAL DOCUMENTATION Reported to: 1-855-422-4453 Time: <input type="text"/> Date: <input type="text"/> Name of Call Manager receiving report: <input type="text"/> Signature of Reporter:</p>
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Georgia Child Protective Services Mandated Reporter Form

A report can be made by calling **1-855-422-4453**, 24 hours a day, 7 days a week, 365 days per year. A phone agent will respond to your call quickly and gather necessary information that an intake specialist will need to assess the child's safety.

Mandated Reporters also have the choice of three options for submitting this completed form electronically.

Option One: E-mail to cpsintake@dhr.state.ga.us. You will receive an auto-reply stating that the CPS report has been received. You will receive an automatic reply indicating your report has been received. You will also receive a return phone call within 2 hours to acknowledge your report and collect any additional information needed. This return phone call satisfies the legal requirement to speak with a DHS employee. Please include on the report a number where you can be reached.

Option Two: Fax to **229-317-9663**. You will receive an automatic reply indicating your report has been received. You will also receive a return phone call within 2 hours to acknowledge your report and collect any additional information needed. This return phone call satisfies the legal requirement to speak with a DHS employee. Please include on the report a number where you can be reached.

Please note that you may be called for additional information regarding this report.

Specific Concern What are your specific concerns about the child(ren)?

Provide a detailed description of your specific concern.

Has something happened to the child? Yes No

If so, what happened?

When and where did it occur and who was involved?

Was an object used and if so, what type of object?

How serious is the harm to the child?

RICHMOND COUNTY BOARD OF EDUCATION
GEORGIA CHILD PROTECTIVE SERVICES MANDATED REPORTER FORM

Date: _____ Time: _____ County where child resides: _____

Location of child at time of report: _____

Reporter's Name, Title, Telephone, & email address: _____

Reporter's Organization and Organization address: _____

Primary Caretaker of Child: _____

Address of Primary Caretaker: _____

Reporter's relationship to Child: _____

Additional person (and contact information) who can be contacted if you, the reporter, are not available and additional information is needed: _____

If you are the designated reporter for your agency (i.e. school counselor, law enforcement dispatch...), please indicate the primary staff-person in your organization who has firsthand knowledge of the suspected child maltreatment and/or knows the child and family. DFCS's ability to speak directly with those having firsthand knowledge of the suspected child maltreatment and/or knows the child and family is critical for assessment of short and long term safety and well-being of the alleged victim child.

Name, Contact Information and Best Time to Reach Staff-person with firsthand knowledge of child/family: _____

Family Name/Who has custody of child(ren): _____

Mother's Name: _____ RACE: _____ DOB: _____ SSN: _____

Mother's Residence: _____

Mother's Employment: _____

Mother's Telephone Number: _____ Marital Status: _____

Father's Name: _____ RACE: _____ DOB: _____ SSN: _____

Father's Residence: _____

Father's Employment: _____

Father's Telephone Number: _____ Marital Status: _____

Language: _____ ALT Contact Info: _____

If a school reporter, please indicate all Emergency Contact Information on file with the school and date this information was obtained from family: _____

**RICHMOND COUNTY BOARD OF EDUCATION
 GEORGIA CHILD PROTECTIVE SERVICES MANDATED REPORTER FORM**

CHILDREN:

Child's Name	Victim	Sex	Race	DOB	SSN	Grade Level

OTHER HOUSEHOLD MEMBERS:

Name	RELATIONSHIP To Primary Caretaker	LANGUAGE	MARITAL STATUS	Race	DOB	SSN

OTHER ADULTS OF SIGNIFICANCE NOT RESIDING IN HOME:

Name	RELATIONSHIP To Primary Caretaker	LANGUAGE	MARITAL STATUS	Race	DOB	SSN

*Would you like to be notified if an investigation is completed and whether abuse is substantiated or unsubstantiated?
 Please indicate Yes or No*

Reporter: _____ Date: _____ School: _____

THE REPORTER MUST GIVE A PHOTO COPY OF THIS COMPLETE PACKET (PAGES 1-3) TO THE PRINCIPAL.

PRINCIPALS, PLEASE SEND A PHOTO COPY OF THIS COMPLETED REFERRAL TO THE SUPERINTENDENT AND TO L. O. FLETCHER, 3529 WALTON WAY EXT., AUGUSTA, GEORGIA 30909 (BY MAIL OR INTEROFFICE/PONY MAIL ONLY).

Looking Out for Georgia's Youth: EDUCATION CAN MAKE A DIFFERENCE

INTRODUCTION

After attending the **Looking Out for Georgia's Youth: Education Can Make a Difference** training and reading this packet, you should be better able to:

- Understand how the mandated reporting laws affect you
- Define four types of abuse and related indicators
- Describe the process for responding to a disclosure of child abuse
- Follow the basic procedure for reporting suspected of child abuse
- Identify protective factors and strategies for preventing child abuse

DID YOU KNOW?

Nationally in 2010, reports from education personnel and law enforcement made up the largest percentages of alleged child abuse reports, at 16.4 % and 16.7% respectively.

MANDATED REPORTERS

Section 19-7-5 of the Official Code of Georgia Annotated, relating to reporting of child abuse, designated several categories of individuals as **mandated reporters**, who "having reasonable cause to believe that a child has been abused shall report or cause reports of that abuse to be made."

All child service organization personnel are mandated reporters.

(The complete section of the Georgia Code is on file at your school)

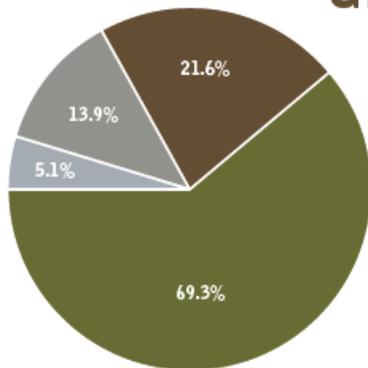
Child service organization personnel' means persons employed by or volunteering at a business or an organization, whether public, private, for profit, not for profit, or voluntary, that provides care, treatment, education, training, supervision, coaching, counselling, recreational programs, or shelter to children.

- O.C.G.A. 19-7-5(b)(5)

A report of alleged child abuse is made in Georgia every 14 minutes.*

*38,578 reports in FFY 2010

OVERVIEW OF CHILD ABUSE IN GEORGIA*



VICTIMS OF CHILD ABUSE (REPORTED)



NEGLECT IS ABUSE?

Not only are there more reports of neglect and more substantiated cases of neglect than all the other types of abuse combined, but 430 of child fatalities in the U. S. were attributed to neglect alone.

* FFY 2010

Physical Abuse

The non-accidental physical injury of a child. Physical abuse is the most visible and widely recognized form of child abuse.

INDICATORS

- Has unexplained burns, bites, bruises, broken bones, or black eyes
- Has fading bruises or other marks noticeable after an absence from school
- Seems frightened of the parents and protests or cries when it is time to go home
- Shrinks at the approach of adults
- Reports injury by a parent or another adult caregiver

In Georgia, Corporal Punishment is legal. Abuse is not.

Corporal punishment is any physical punishment of a child to inflict pain as a deterrent to wrongdoing. It may produce transitory pain and potential bruising. If pain and bruising are not excessive or unduly severe and result only in short-term discomfort, this is not considered maltreatment.

-Georgia DFCS

Neglect

The failure of a parent, guardian, or other caregiver to provide for a child's basic needs.

Neglect may be:

- The failure of a parent, guardian, or other caregiver to provide for a child's basic needs, including safety from harm or danger (failure to protect).
- Physical (e.g., failure to provide necessary food or shelter, or lack of appropriate supervision this also includes the failure to protect a child from harm/danger.)
- Medical (e.g., failure to provide necessary medical or mental health treatment)
- Educational (e.g. failure to educate a child or attend to special education needs)
- Emotional (e.g., inattention to a child's emotional needs, failure to provide psychological care, or permitting the child to use alcohol or other drugs)

INDICATORS

- Is frequently absent from school
- Begs or steals food or money
- Lacks needed medical or dental care, immunizations, or glasses
- Is consistently dirty and has severe body odor
- Lacks sufficient clothing for the weather
- Abuses alcohol or drugs
- States that there is no one at home to provide care

Child Protective Services guidelines for supervision:

- Children eight years or younger should not be left alone;
- Children between the ages of nine years and twelve years, based on level of maturity, may be left alone for brief (less than two hours) periods of time; and,
- Children thirteen years and older, who are at an adequate level of maturity, may be left alone and may perform the role of babysitter, as authorized by the parent, for up to twelve hours.

These guidelines assume that the child's age is equivalent with his or her developmental level. A child's maturity should **ALWAYS** factor into how much supervision is needed.

Sexual Abuse

The exploitation of a child for the sexual gratification of an adult or older child. Sexual abuse is most commonly perpetrated by an individual known to the victim, rarely is the offender a stranger. One-third of all sexual abuse is perpetrated by another child.

Sexual abuse includes touching offenses: fondling, sodomy, rape; and non-touching offenses: child prostitution, indecent exposure and exhibitionism, utilizing the Internet as a vehicle for exploitation.

INDICATORS

- Has difficulty walking or sitting
- Suddenly refuses to change for gym or to participate in physical activities
- Reports nightmares or bedwetting
- Experiences a sudden change in appetite
- Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behavior
- Becomes pregnant or contracts a sexually transmitted disease
- Runs away
- Reports sexual abuse by a parent or another adult caregiver

Up to 50 percent of those who sexually abuse children are under the age of 18.

(Hunter, J.A., Figueredo, A., Malamuth, N.M., & Becker, J.V. (2003). Juvenile sex offenders: Toward the Development of a typology. *Sexual Abuse: A Journal of Research and Treatment*, (2003) Volume 15, No. 1).

Commercial Sexual Exploitation Of Children

The buying, selling or trading of sex acts with a child

If you suspect a child is a victim of commercial sexual exploitation, please contact the Georgia Care Connection Office at 404-602-0068.

Calling the GCCO links the family to supportive services but does not fulfill mandatory reporting of child sexual exploitation as required by Senate Bill 09.

INDICATORS

- Branding or tattooing: victims branded by their pimp with tattoos that include a male name or initials, street name, gang or money symbols; these are often found on legs, neck, chest, hands or arms (this is one of the ways that pimps maintain physical and psychological control over emotionally vulnerable girls)
- An older boyfriend or male friend or relative
- Withdrawn and uncommunicative
- Possession of large amounts of money (girls turn money over to the pimp)
- Poor personal hygiene and/or inappropriate dress
- Runaway or lack of adult supervision/support

An estimated 300 girls are commercially exploited in Georgia every month (and we are still learning how to track the boys). Atlanta has been identified by the FBI as one of the 14 cities with the highest incidence of commercial sexual exploitation of children. However, victims of exploitation come from all over the state and 45% of those referred to Georgia Care Connection lived outside of Fulton and DeKalb counties.

Emotional Abuse

A pattern of behavior that impairs a child's emotional development or sense of self-worth.

It frequently occurs as verbal abuse, but can also include the following: rejection, terrorizing, shameful forms of punishment, withholding physical and emotional contact; developmentally inappropriate expectations.

INDICATORS

- Shows extremes in behavior, such as overly compliant or demanding behavior, extreme passivity, or aggression
- Inappropriately adult (parenting other children, for example) or inappropriately infantile (frequently rocking or head-banging, for example)
- Is delayed in physical or emotional development
- Has attempted suicide
- Reports a lack of attachment to the parent

Suicide

Many of the indicators of abuse are common to multiple categories of abuse. Indicators like running away, school problems, aggression, depression, anxiety, withdrawal, excessive worries, substance abuse, self injury, and suicidal thoughts or actions could be a response to any type of abuse. Deciding why a child needs help is less important than acting on your concern that a child is in harm's way.

If the child you are concerned about has attempted suicide in the past or your concern is about the danger that the child represents to him or herself, you may want to contact the Suicide Prevention Lifeline 1-800-273-TALK (8255) to learn more. Some of the warning signs that someone is at high risk include:

- Talking about wanting to die or kill oneself
- Looking for a way to kill oneself, such as searching online or buying a gun
- Talking about feeling hopeless or having a reason to live
- Talking about feeling trapped or in unbearable pain
- Talking about being a burden to others
- Increasing the use of alcohol or drugs
- Acting anxious or agitated; behaving recklessly
- Sleeping too little or too much
- Withdrawing or feeling isolated
- Showing rage or talking about seeking revenge
- Displaying extreme mood swings

EXPLANATION

Many children believe something very negative will happen if they break the secret of abuse. The child may have been threatened by the offender to ensure his or her silence. Let the child know that there are some secrets that you just can't keep. Assure the child that your job is to protect the child and keep him/her safe. Let the child know you will keep it as confidential as possible but that you are required by law to make a report.

What to do When a Child Discloses

1. Find a private place to talk with the child

2. Reassure the child

- "I believe you."
- "I am glad you told me."
- "It is not your fault this happened."
- "(Sexual) abuse is wrong."

3. Listen openly and calmly.

Try to keep your own emotions and nonverbal cues neutral. Don't comment on the child's situation as being "good" or "bad." Let the child tell his or her own story.

4. Write down the facts and words as the child has stated them.

Leave out your own assumptions and value judgments.

5. Report the disclosure to the designated reporter in your school/system/agency or your local child protection agency or law enforcement entity.

6. Respect the child's need for confidentiality...

...by not discussing the abuse with anyone other than those required by school/agency policy and the law.

7

If a child does make a disclosure, *don't* try to get all the details. Listen attentively and ask him/her if he/she wants to say anything else. Believe in the child and be supportive. If she or he chooses to say nothing more, then proceed to notify DFCS or your designated reporter. Also, write down the actual words used in the disclosure and your interaction with the child. This first statement made spontaneously has forensic significance to the investigators and the exact words can be important.

Above all, MINIMIZE the number of questions you ask the child and avoid the use of leading questions (questions that suggest an answer).

MAKING A REPORT

In Georgia, you may fulfill the mandate by reporting to a **designated reporter**. However, there may be situations when you feel more comfortable making a report directly to DFCS.

During regular business hours (8 a.m. to 5 p.m.), you should call the DFCS office in the county in which the child lives. You can look that up online at <http://dfcs.dhs.georgia.gov/complete-list-all-county-offices> or contact **Georgia's Child Protective Services office** at (404) 657-3400.

Between 5 p.m. and 8 a.m, Monday through Friday and on weekends, holidays, and furlough days, you can call **1-855-GA CHILD (1-855-422-4453)**. This number is staffed 24 hours a day.

When You Suspect a Child is Being Maltreated

- Report your concerns to the designated reporter in your school or to a supervisor
- Follow up with your designated reporter to assure that a report is made to child protective services
- Remember, to make a report or cause a report to be made, mandated reporters only need to have "reasonable suspicions," not direct evidence
- School officials do have the authority to photograph injuries

To Whom Do You Report?

An oral report must be made within 24 hours by telephone or in person to the DFCS office providing protective services in the county in which the child lives.

Your program, agency or facility may have an internal child maltreatment reporting protocol. Know this protocol. It is strongly recommended that each staff person involved in the reporting process receive confirmation when a report is made. When unable to reach DFCS, a report must be made to local law enforcement or district attorney in the county in which the child lives. If the child is in immediate danger, call 911. Follow-up with your local DFCS as soon as possible to make an official report to their office.

8

Rights of the Mandated Reporter

Mandated reporters who report in "good faith" are protected by law, even if the report is not substantiated.

- ***Anonymity or confidentiality.***
All reports are confidential, and the reporter may remain anonymous. It is, however, most helpful to the child if the reporter provides his or her contact information. It is also impossible to prove that you fulfilled the mandate to report if you do so anonymously.
- ***Knowledge of the outcome only of a report.***
Mandated reporters who provide their name at the time of filing the child maltreatment report may request information from DFCS on the outcome of a report. Legally DFCS cannot share any information other than the outcome. Mandated reporters are supposed to receive a letter of acknowledgment, acceptance for investigation or screen-out of the case. If you have reported before and not received a letter, you may want to follow-up to get that documentation.

What are the Penalties for NOT Reporting?

Any person or official required by Georgia law to report suspected cases of child maltreatment and who knowingly and willfully fails to do so shall be guilty of a misdemeanor.

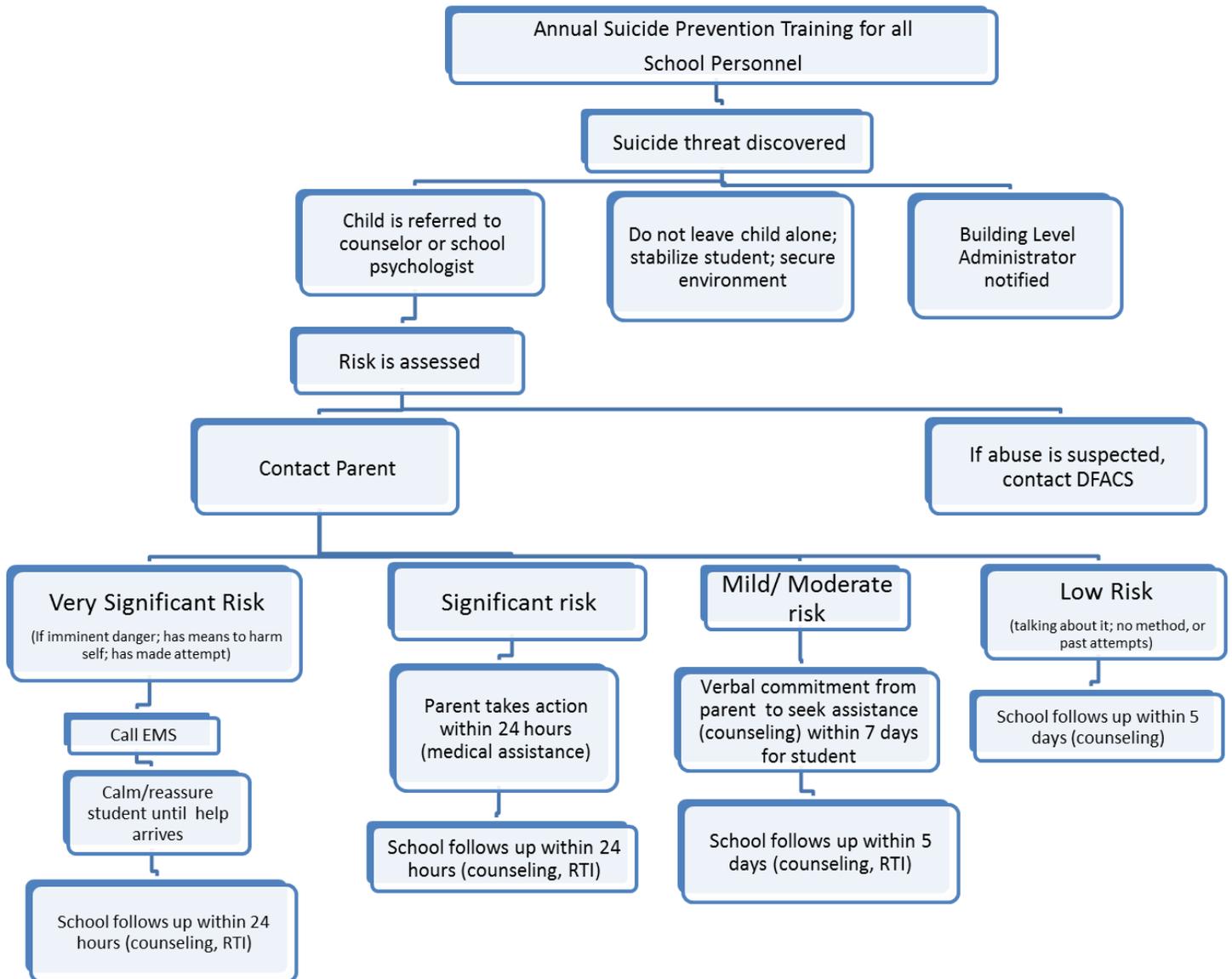
THE ROLE OF CHILD PROTECTIVE SERVICES

The Division of Family and Children Services (DFCS) provides a number of services to communities in Georgia. Child Protective Services (CPS) is a term for those services related to child abuse and neglect, but you may hear DFCS and CPS used interchangeably.

- Interview the child and parents/caregivers
- Arrange for child's medical examination, if necessary
- Assess parents/caregivers' abilities to care for/protect the child
- Provide support for services to parents/caregivers
- Request immediate temporary custody of child from judge in juvenile court when abuse/ neglect is substantiated
- Petition court for permanent custody when parents/ guardians (when given support) fail to demonstrate ability or willingness to care for the child

Suicide Prevention Protocol

Counselors play an important role in the prevention of suicide. Richmond County has a protocol (below) for intervening when a student is in crisis. Please see the RCSS Crisis Intervention Manual for more detailed information on suicide prevention and crisis response.



GEORGIA'S ATTENDANCE LAW

State Laws Regarding Attendance

Enrolling in School

Georgia law requires that children must be five years old on or before September 1 to enroll in kindergarten and six years old on or before September 1 to enroll in first grade in the public schools. A child who has lived in another state for at least two years before moving to Georgia and who was legally enrolled in a public kindergarten or first grade in that state may enroll in a Georgia public school kindergarten or first grade, provided the child will be five for kindergarten and six for first grade by December 31. Pre-kindergarten programs are available for preschoolers at 30 elementary schools and 3 community centers. To qualify for Pre-K, children must be four (4) years old by September 1.

Compulsory Attendance

Georgia law requires that students attend a public or private school or a home study program from their sixth to their 16th birthdays. Public Kindergarten is available in every school system, but it is not mandatory

Source: <http://www.gadoe.org/External-Affairs-and-Policy/AskDOE/Pages/New-Student-Requirements.aspx>

OPERATION:

Student Registration

Notes on RCSS Registration for Counselors

Registration is the perfect time to demonstrate excellent customer service skills!

General Information:

Students should be registered by a **parent** or **legal guardian**. In certain circumstances (i.e., parent incarceration, death of parent, hardship), grandparents may utilize the *Georgia Grandparents Power of Attorney Form* to register a child.

Online registration (OLR) is available! 3 types of Online Registration

- Current Students and Parents have an Infinite Campus Login (login into the IC Parent Portal)
- Current Students and Parents do not have an Infinite Campus Login (Parents will be directed to a link to set up a portal account)
- New Students (Parents will be directed to OLR and they will need a valid email to complete the process)

The OLR site allows us to collect the Language Survey, 504 information, Health Information, Photo Release and the BYOT information and other beginning of the year information. The site has the ability for parents to upload proof of residency, birth certificates and immunization information.

Of course, parents can still register with paper at your school and as always new student residency and other official documents must be verified whether on paper or from the upload. When existing students change addresses Data Clerks will receive an alert to verify documents for proof of residency. Parents will be able to keep addresses and telephone numbers and other information updated throughout the year.

A registration day will not be held at the beginning of the school year. Schools will hold an open house prior to school starting to give parents and students a chance to visit their teachers classroom and get ready for the start of school.

Parents will be able to register online or at the school throughout the summer. 12 Month Principals and Clerical Staff should coordinate Summer Vacation Schedules so that the school is open during the summer. Parents at elementary, middle and high schools can register on Tuesday and Thursday 8-4 throughout beginning June 7 until July 21. After June 9 we will have elementary registration on site at the central office until Elementary Principals and Clerical Staff return.

Dates for Registration:

June 7 – July 21

(After June 9, elementary parents should report to the Board of Education)

Forms (available online and should be at your school):

- Registration Form
- Health Cards
- Immunization Letters (for students who do not provide it) – Check with your nurse
- Other school specific information
- English Language Survey

Please see the chart below for documents students need when enrolling in the Richmond County School System.

Documents for Students Enrolling in Richmond County Schools

Georgia state law allows a grace period for new entrants and students from out of state for the Certificates of Immunization, the Eye, Ear and Dental Certificates. Additionally, state law allows a grace period for the Birth Certificate. Richmond County's procedure is consistent with state law and policy.

DOCUMENT	WHO NEEDS IT	DUE DATE	STATE/COUNTY GRACE POLICY
Immunization Certificate Form #3231	All students	Time of registration	30-days for new entrants (entering Georgia school for the first time or after having been absent for more than 12 months or one year); 90 days for out-of-state students with documentation showing process begun and date of completion. Includes second MMR, Hepatitis B series, two varicella shots or history of chicken pox.
Eye, Ear, Dental Certificate Form #3300	All students entering a Georgia school for the first time	Time of registration	Any child admitted to school without a certificate must present one within 120 calendar days. Forms may be obtained and completed at the local public health departments or physician offices.
Birth Certificate	Kindergarten and 1 st grade students	Time of registration	Certificate required within 45 days of registration for students entering kindergarten or 1st grade for the first time.
Most Recent Report Card or Transcript	Transferring students within County or new to County	Time of registration	N/A
Social Security Card	All Students	Time of Registration	Parents may decline to provide the number, but must provide a statement. A student identification number will be assigned.
Proof of Residence	All Students	Time of Registration	N/A
I.E.P.	Students with disabilities who are new to the county	Time of registration	N/A

For circumstances in which proof of residence documents cannot be provided, refer to the information below.

Other Acceptable Documentation for Proof of Residence

A. **Documentation from a state agency** indicating that parent/legal guardian and child are living at the said address. (DFACS can provide such documentation/statement of benefits).

B. **If a parent/legal guardian states that he/she is living with a relative/friend:**

The registering parent/guardian must provide the following documentation:

- Relative/friend must be present at registration.
- **A notarized statement** signed by both parties stating that the parent/legal guardian and student are living with relative/friend; **and**
- **Proof of residence** from the relative/friend.

C. If the student is living with someone else who is NOT a parent:

- Person with whom the student resides must be present at the registration and provide a proof of residence.
- Ask for proof of legal guardianship
 - Must be a court document
 - Can also provide court documentation that shows a petition to obtain legal guardianship has been filed
- If the documentation is provided, register the student.
- If the documentation is not provided, the student cannot register.
 - Direct the student and the person with whom he/she resides to the superior court to begin the process of securing legal guardianship.
 - When the student returns with documentation, he/she can be registered.

D. If a student says he/she is homeless (unaccompanied):

- Create a list and record the:
 - name of the student
 - contact information
- Complete the **Student Enrollment Questionnaire** (attached) and forward a copy to your school's data collections specialist, the school social worker, and the Student Services Department.
- Refer the student to your school social worker or Kathy Chinn (Homeless Case Manager – Student Services Department)

E. If a family says they are homeless:

- Ask the parent/legal guardian if they have documentation that they are homeless (i.e. information from DFACS, Salvation Army, letter from school social worker, etc.)
- If they provide documentation, register the student. Refer to school social worker if they have not already made contact to be registered with the homeless case manager.
- If they cannot provide documentation, refer the parent to the homeless case manager or school social worker.

****In compliance with the McKinney-Vento Federal Act, please remember to handle all homeless situations with extreme sensitivity.***

OBTAINING A BIRTH CERTIFICATE

Birth Certificates for persons born in GA can be obtained from the local Department of Health.

Vital Records Department

1916 North Leg Road
Augusta, GA 30909
Hours of Operation: 8:00 a.m.- 5:00 p.m.
Phone: (706) 667-4335

Online ordering is also available by going to <http://ecphd.com/birth-and-death-certificates/>. The

The cost is \$25.00

What should a parent do if he/she cannot obtain a Birth Certificate from the local Department of Health?

For a child born in Georgia, the parent should send the child's full name, date and place of birth, father's full name and mother's full maiden name along with an U.S. Postal money order to:

Georgia Department of Vital Records
2600 Skyland Dr. NE
Atlanta, GA 30319-3640
Fee: \$25.00

For children born in a foreign country whose parents are citizens of the United States, write to:

United States Department of Justice
Passport Correspondence Branch
Washington, DC 20524

For children born in a foreign country (aliens and adopted by parents who are citizens of the United States) write to:

Immigration and Naturalization Services (INS)
United States Department of Justice
Washington, DC 20536
Form INS-G350

Parents must present picture identification when requesting child's birth certificate. The birth certificate will be issued only to the parent listed on the birth certificate. Grandparents, stepparents or guardians must present custody papers to certify their guardianship.

Authority O.C.G.A. § 20-2-150(d); 20-2-240.
Adopted: July 10, 1997

Effective: August 14, 1997

PROCEDURE FOR REQUESTING STUDENT SOCIAL SECURITY NUMBERS

(1) PURPOSE.

The purpose of this rule is to establish uniform statewide procedures for obtaining Social Security numbers from students and the procedure for waiving this requirement.

(2) REQUIREMENTS

(a) No student shall be denied enrollment in any public school of this state for declining to provide a Social Security number to the local unit of administration (LUA) or for declining to apply for such number.

(b) Each LUA shall adopt and implement a procedure consistent with this rule for providing the public notice of the information required of each student under its jurisdiction prior to the beginning of each school year. This notice shall include the statement in (2)(a).

The procedure of each LUA shall require that the notice be provided in English and any other language prevalent in the school district.

(c) Each LUA, at the time of initial enrollment or at the beginning of a school year for a student already enrolled but who has not provided a Social Security number, shall, in a language appropriate for the parent, guardian, student or person enrolling the student:

Request the Social Security number.

Give notice that providing the Social Security number is voluntary.

State the purpose for which the Social Security number shall be used.

Cite the provision of law which authorizes the LUA to request the provision of the student Social Security number.

(f) Each LUA shall provide a temporary alternate number to a student who is applying for a Social Security number or a permanent number if a Social Security will not be provided.

(d) Each LUA shall provide a form for the individual in (2)(c) to sign stating that the individual does not wish to provide the Social Security number.

(e) Upon receipt of a student's Social Security number, the LUA shall make said number part of the student's record to be treated in the same manner as all other records in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974.

- b. Stay in the school for the remainder of the academic year if the student becomes permanently housed during the academic year; or
- c. Attend their school for the duration of homelessness if the student becomes homeless between academic years.

C. TRANSPORTATION:

Transportation will be provided to and from the school of origin if requested by the parent/guardian where required by federal law at 42 U.S.C. § 11432(g)(1)(J)(iii). In the case of an unaccompanied youth, the transportation request will be made by the Homeless Liaison ([Form JBC\(1\)-3](#) [Procedure for Transportation]).

D. DISPUTE RESOLUTION:

1. If the System denies the school of origin request, the parent/guardian shall be provided with a written explanation of the System's decision, including the right to appeal. In the case of an unaccompanied youth, the Homeless Liaison will provide written notification to such youth including the right to appeal ([Form JBC\(1\)-4](#) [Written Notification and Dispute Resolution Form]).
2. If a parent/guardian or unaccompanied youth disputes the System's decision:
 - a. The student shall be immediately admitted to the school in which he/she is seeking enrollment, pending resolution of the dispute;
 - b. The dispute shall be referred to the System's Homeless Liaison who will consult with the Executive Director for Student Services for resolution within 7 business days of receipt of the Dispute Resolution Form;
 - c. If the matter is not resolved at that level, the Superintendent shall issue the System's decision within 10 business days of second dispute by parent/guardian.
- d. If the matter is not resolved at that level, the local Board of Education shall issue a decision within 10 business days of third dispute by parent/guardian.
 - e. If the matter is not resolved at that level, the parent/guardian may contact the Georgia Department of Education state homeless coordinator.

E. ENROLLMENT/WITHDRAWAL OF HOMELESS STUDENTS INCLUDING UNACCOMPANIED YOUTH:

1. A homeless student should be enrolled immediately even if the student lacks records normally required for enrollment.
2. The Principal or designee shall notify the Homeless Liaison when a homeless student is identified by having a parent/guardian complete a [Form JBC\(1\)-1](#) (Student Enrollment Questionnaire).
3. The school shall provide the parent/guardian a copy of [Form JBC\(1\)-5](#) (Information for Parents).
4. If a homeless student arrives at school without a parent/guardian, the unaccompanied youth shall be enrolled immediately and the designated School Social Worker (SSW) notified. The SSW shall contact the parent/guardian and complete the enrollment process. Students must meet the State's age eligibility criteria for enrollment.
5. Homeless students qualify for free breakfast and lunch ([Form JBC\(1\)-6](#) [Procedure for Free Lunch]).
6. When students enroll without records (i.e., transcripts/grade reports, birth certificate, immunizations/health records) the Principal or designee shall:
 - a. Contact the former school to request the student's records and discuss immunization information and tentative placement;
 - b. Create a cumulative record if it is determined that the records are not available;
 - c. Refer the student to public health and provide follow-up to ensure that the student has been immunized, if there are no immunization records; and
 - d. Contact the Homeless Liaison for additional assistance.
7. Parents/guardians shall provide the school with contact information.
8. **Withdrawal:**

Homeless students, including unaccompanied youth, often leave school without officially withdrawing. If the school is contacted by another System for a homeless student's records, requested information shall be provided and school records sent within 15 days to the receiving School System.

F. ROLE OF THE HOMELESS LIAISON:

The role of the System's Homeless Liaison is to ensure that:

1. Homeless students and unaccompanied youth:
 - a. Are timely identified by school personnel:

- b.** Are immediately enrolled in and have an equal opportunity to succeed in school;
 - c.** Receive educational services for which they are eligible;
 - d.** Are referred to the designated SSW, if other support resources are needed.
2. Parents/guardians of homeless students are made aware of educational and related opportunities available to their children and are provided with a meaningful opportunity to participate in their children's education;
 3. Public notices of the educational rights of homeless students are disseminated in schools and such places as family shelters;
 4. Enrollment disputes are mediated in accordance with the McKinney-Vento Homeless Assistance Act and the System's procedures;
 5. Parents/guardians and unaccompanied youth are informed of the transportation services provided by the System, including transportation to the school of origin, when required;
 6. Students who do not have immunization or medical records are assisted;
 7. Collaborate and coordinate with State Coordinators for the Education of Homeless Children and Youth and community and school personnel responsible for providing education and related support services to homeless children and youth.

*Student Enrollment Questionnaire
School Referral*

School _____ Date _____

Name of Student _____ Grade _____

Current Address _____ Phone _____

Last Permanent Address _____

Parent/Guardian/Adult Registering Student _____

Relationship to Student _____

Other Contact(s) _____

Do you have the following enrollment documents?

- Yes No Verification of Residency
- Yes No Birth Certificate
- Yes No Social Security Card
- Yes No Verification of Guardianship
- Yes No Georgia Immunization Certificate
- Yes No Georgia Eye, Ear & Dental Certificate
- Yes No Report Card

Please check any that apply:

- Do not have a permanent address and/or permanent housing
- Share housing with relatives or others because you lost your housing or cannot afford housing
- Live in a campground, car, abandoned building, or other inadequate shelter
- Live in temporary foster care
- Lack of stable and safe living environment
- Live on the street
- Migrant as a result of seasonal employment

School personnel completing referral form:

Name _____ Title _____ Date _____

Please return completed form to:
Richmond County Board of Education
School Social Work Services
864 Broad Street – 1st Floor
Augusta, GA 30901
Phone: (706) 826-1139
Fax: (706) 826-4625

For Office Use Only 1-Shelter 2-Doubled Up 3-Unsheltered 4-Hotels/Motels
--

White-Data Specialist Yellow-Student Services Pink-IT Department Gold-School Social Workers

Richmond County School System Attendance Protocol “Non-Negotiables”

1. At the beginning of the academic year, all schools must pre-set Infinite Campus system notifications (shout points calls, emails, texts) for **ALL** absences.
2. Attendance shall be taken daily (code accurately in Infinite Campus)
3. High and middle schools shall take attendance every period (code accurately in Infinite Campus)
4. All schools shall create an Attendance Review Committee/Team to oversee attendance
 - a. Provide meeting dates
 - b. Discuss matters of attendance
5. Schools shall form attendance review teams
6. At the beginning of the academic year, schools’ Response-To-Intervention (RTI) teams will identify students with chronic absenteeism. **RTI team will:**
 - a. Identify students with chronic absenteeism from the previous academic year
 - b. Monitor students who have most severe cases
 - c. Document interventions, results, monitoring and tracking strategies, and next steps
7. Parents must sign compulsory school attendance law letter proving that they received knowledge of the law

Attendance Matrix of Intervention	Action(s)	Personnel Responsible	Follow-Up/Documentation
6 th – 9 th unexcused	<ul style="list-style-type: none"> • after the 6th unexcused absence, an attendance review team member or designee should start scheduling parent conferences with parent(s) and students • notify school social worker of scheduled parent conferences 	attendance review team should consist of: Administrator(s), School Social Worker, Family Services Facilitator or Parent Facilitator, School Counselor	Upload to Infinite Campus: <ul style="list-style-type: none"> • school social worker/truancy documentation form • parent conference notes (including specific plans for attendance) • attendance contract (between student, parents, and school)
10 th unexcused	<ul style="list-style-type: none"> • school social worker makes home visit(s) • school social worker makes a truancy officer referral • Begin preparation for court referral 	school social worker (accompanied by Truancy Officer upon request)	<ul style="list-style-type: none"> • school social worker email, DJJ, and truancy information packet
11 th -15 th unexcused	<ul style="list-style-type: none"> • truancy officer makes home visit(s) 	truancy officer	<ul style="list-style-type: none"> • truancy information
16 th – 20 th unexcused	<ul style="list-style-type: none"> • Hearing and DJJ interventions 	school social worker & truancy officer intervene as needed	

ADMINISTRATIVE PROCEDURE

RATIONALE/OBJECTIVE:

The Curriculum, Instruction and Assessment Division of the Richmond County School System shall devise a grading system, which shall be used to report student progress toward academic standards to parents/guardians and to record this progress in each student's educational record.

The administration is also authorized to establish differentiated quality points based upon the academic demands of specified high school courses.

PROCEDURE:

In 2015-16, this rule will apply to all students in grades K-10. In 2016-17, to all students K-11 and 2017-18, all K-12 students.

The following grading systems shall be used in the District:

A. GENERAL GUIDELINES:

1. Assignment of Grades:

While the Richmond County School System's grading system has been developed cooperatively between the Curriculum, Instruction and Assessment Division and local school educators, the final evaluation of students and the assignment of grades is the responsibility of teachers and school administrators. The following guidelines shall be followed in the calculation of grades:

a. Courses with state-required end-of-course Georgia Milestone assessments will count this test as the only comprehensive final exam and must calculate the score as 20% of the final grade.

b. Grade Changes:

In accordance with O.C.G.A. § 20-2-989.20, no classroom teacher shall be required, coerced, intimidated, or disciplined in order to change the grade of a student. This Rule shall not apply when a teacher has failed to comply with the grading Policies or Procedures adopted by the System or written procedures established by a school within the Richmond County School System that are applicable to the grading process unless such a Policy, Rule, or Procedure would require a student be given a grade different than the actual grade achieved. Under these circumstances a teacher may be disciplined.

Nothing in this Rule shall be construed to prevent a principal or other school administrator from discussing the grade of a student with a classroom teacher. Further, this Rule shall not be construed to prevent a central office administrator, Superintendent, or other System

administrator from changing a student's grade. Any grade change made by a person other than the classroom teacher must be clearly indicated in the student's school records and must indicate the person responsible for making such grade change.

2. Late Enrollment:

Students enrolling in the System when two weeks or less remain in the evaluation period shall receive evaluation marks based on the transcript from the sending school. Parents/guardians shall be notified of this procedure.

3. Notification of Failure:

The Principal shall follow the established system procedures requiring parent/guardian notification prior to a student's receiving a failing grade as a final grade for an evaluation period.

4. Accommodations/Modifications:

a. Accommodations are changes in instruction that enable students to demonstrate their classroom abilities. They provide equity, not advantage. Appropriate accommodations for disabled students do not reduce or lower the standards or expectations for content and do not invalidate assessment results. Therefore, students with accommodations may earn the same credit as those not receiving accommodations. Accommodations will adhere to the State Special Education Accommodations Manual and the decisions of the IEP/504 Team.

b. Modifications according to the IEP or 504 Plans are alterations that change, lower, or reduce learning expectations. These modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Consistent use of modifications could adversely affect students throughout their educational career. Modifications on statewide assessments may invalidate the results and may not be appropriate or allowed on statewide assessments.

c. The report card shall designate modified curriculum by the assigned special education-designated course number.

B. ELEMENTARY SCHOOL:

1. Kindergarten – 3rd Grade

a. Students shall be evaluated on one scale that reflects the implementation of the curriculum in Academic Areas and Behaviors that Support Learning.

b. Academic Areas:

Performance in some academic areas shall be marked on the following scale:

- 4 = Exceeds Standards-in addition to meeting standards, makes applications and inferences beyond expectations;
 - 3 = Meets Standards-consistently and independently;
 - 2 = Progressing toward meeting the standards;
 - 1 = Emerging; Limited progress toward mastery of the standards;
- and
ND = Not yet demonstrated.

c. Behaviors that Support Learning:

Behaviors that Support Learning shall be marked on the following scale:

- 4 = Exceeds the expected learning skill and behaviors;
 - 3 = Meets expected learning skills and behaviors;
 - 2 = Progressing toward meeting expected learning skills and behaviors;
 - 1 = Emerging toward mastery of expected learning skills and behaviors;
- ND = Not yet demonstrated.

2. Grades 4-5

a. Students in grades4-5 shall be evaluated in all courses by means of numerical grades. These numerical grades represent the following letter grades:

- A Shall represent an average of 90-100
- B Shall represent an average of 80-89
- C Shall represent an average of 75-79
- D Shall represent an average of 70-74
- F Shall represent an average of below 70

b. In grades 4 - 5 a letter grade of D or above shall indicate that the student's academic performance complies with the Georgia Board of Education Rule 160-4-2.13 now written or hereafter amended Grading Systems, which establishes 70 as a minimum passing score.

c. Conduct and Study/Work Habits shall be evaluated as:

- A Shall represent an average of 90-100
- B Shall represent an average of 80-89
- C Shall represent an average of 75-79
- D Shall represent an average of 70-74
- F Shall represent an average of below 70

3. Honor Roll:

At the end of each nine week grading period and at the end of the year, students in grades 4 and 5 meeting the following criteria will be recognized as follows:

a. Academic

ALL "A/B" ACADEMIC ACHIEVEMENT HONOR ROLL

Criteria: "A" or "B" in each subject and "S" in all categories requiring a grade of "S" or "U" with the exception of conduct.

ALL "A" ACADEMIC ACHIEVEMENT HONOR ROLL

Criteria: "A" in each subject and "S" in all categories requiring a grade of "S" or "U" with the exception of conduct.

b. Academic and Conduct

DISTINGUISHED SCHOLARS

Criteria: "A" in each subject area and "S" in all categories requiring "S" or "U" including conduct.

C. MIDDLE SCHOOL:

1. Grades:

All subjects shall be graded by means of numerical grades. These numerical grades represent the following letter grades:

A Shall represent an average of 90-100

B Shall represent an average of 80-89

C Shall represent an average of 75-79

D Shall represent an average of 70-74

F Shall represent an average of below 70

2. All high school rules and procedures shall apply to high school courses taken in middle school, including, but not limited to grading, withdrawing, and scheduling. Courses that students received credit for in Middle School, will NOT be used to calculate the high school GPA.

3. Honor Roll:

At the end of each nine week grading period and at the end of the year, students meeting the following criteria will be recognized as follows:

a. Academic

ALL "A/B" ACADEMIC ACHIEVEMENT HONOR ROLL

Criteria: "A" or "B" in each subject and "S" in all categories requiring a grade of "S" or "U" with the exception of conduct.

ALL "A" ACADEMIC ACHIEVEMENT HONOR ROLL

Criteria: "A" in each subject and "S" in all categories requiring a grade of "S" or "U" with the exception of conduct.

b. Academic and Conduct

DISTINGUISHED SCHOLARS

Criteria: "A" in each subject area and "S" in all categories requiring "S" or "U" including conduct.

D. HIGH SCHOOL:

1. Grades: Student performance shall be recorded on the permanent record using numerical grades. These numerical grades represent the following letter grades.

A Shall represent an average of 90-100

B Shall represent an average of 80-89

C Shall represent an average of 75-79

D Shall represent an average of 70-74

F Shall represent an average of below 70

2. Exams: Final Exams will count for 20% of the overall grade for each high school course.

Georgia Milestone Assessments and other state mandated assessments may not be exempt. Final Exams for students in grades 9-12 may be exempted provided students meet the following requirements:

- a. 90 average or above in the course
- b. No more than 6 non-school related absences for a year-long course and 3 for a semester course.

3. AWARDING UNITS OF CREDIT

- A. Students shall be awarded credit only for courses that include concepts and skills based on the state adopted curriculum for grades K-12 approved by the State Board of Education (SBOE) in accordance with the provision for each program or course described in the State Board Rules(s) and State Department Guidelines.
- B. The Board shall award units of credits for middle school courses that are based on the state adopted curriculum for grades 9-12 and approved by the Richmond County Board of Education.
- C. The Superintendent or designee is authorized to establish procedures whereby a student may earn course credit by demonstrating subject area competency without regard to the amount of instructional time the student spends in the course.
- D. An eligible student may earn course credit by "testing-out", which means scoring at the "Distinguished" level on a state End of Course Test (EOC) prior to taking the course. Students attempting to test out must have parent permission and their parent shall be informed of potential costs prior to the EOC administration. Course credit earned through testing-out shall be reported in the same way as credit earned through course completion. A student's numerical grade for a course in which the student tests out shall be determined by converting the student's EOC scale score to a prorated numerical score using state EOC conversion scale for the subject. Student eligibility criteria for earning credit for EOC "testing-out" and information regarding grade assignment and collection of any associated fees shall be included in the student handbook and/or advisement materials.
- E. Military dependents shall be awarded course credit in accordance with OGCA 20-17-2.

4. ACCEPTING TRANSFER CREDIT AND GRADES FROM ACCREDITED INSTITUTIONS

- A. Carnegie unit credit received from the schools accredited by a designated regional or state accrediting agency will be accepted as established by Georgia Board of Education Rules and Richmond County School System.
- B. The Board will not substitute course and exempt students from the required secondary minimum core curriculum unless the student transferred from an accredited secondary school or the courses presented for credit include concepts and skills based on the state-adopted curriculum for grades 9-12 approved by the SBOE.
- C. For student transcript purposes, grades for courses taken by transferring students will be accepted as recorded on the transcript from the issuing school or program. Grades of students transferring from schools accredited by a designated regional or state accreditation agency will be recorded as numerical grades. Letter grades for high school transfers will be converted to numerical grades using either a

conversion scale provided by the prior school or, if a scale is not available, using a conversion formula established by the Superintendent or designee.

5. ACCEPTING TRANSFER CREDIT FROM NON-ACCREDITED, NON-TRADITIONAL EDUCATION CENTERS AND/OR HOME SCHOOLS:

Transfer credit shall be validated for courses taken at non-accredited schools, home study programs, and non-traditional educational centers

A. Elementary and Middle School

Elementary and middle school students transferring from home study program, non-accredited schools or non-traditional education center will be placed at the appropriate grade level in a probationary placement based on the student's records in the prior schools or programs. Final placement will be determined by performance on district course assessment and satisfactory performance in the district for one grading period.

B. High School

High school students transferring from home study programs, non-accredited schools or non-traditional educational centers will have a probationary placement of no longer than three weeks in a 9th grade homeroom until the credits are validated. The student may be enrolled in appropriate level courses based on a review of the transcript until the probationary period ends. High school transfer students must take any state-mandated assessments, including applicable End of Course tests. Units of credit shall be granted for courses that meet state-adopted curriculum standards for grades 9-12 as evidenced by the validation process.

The process for validating credits reported from non-accredited home study programs, non-accredited schools or non-traditional educational centers includes:

- i. Administration of EOC Assessment or system assessment for courses that have one associated and,
- ii. For courses that have no EOC or standardized assessment associated, a review of the transferred courses must occur.

C. Validation by the administration of End-of-course Assessment or other standardized assessments

A student must take and pass mandatory state testing course assessment, EOC or a district assessment, with a minimum of 70 grade conversion to receive credit for the course. A student enrolling from a non-accredited school will receive one test administration opportunity to demonstrate proficiency in order to earn credit for a course that requires the EOC. If the student does not pass the EOC on that administration, the student will not receive credit for that course. If the course is required to receive a high school diploma, the student shall enroll in the course and take the EOC at the completion of the course. Upon earning a passing score on the EOC or standardized assessment, the grade on shown on the transcript from the non-accredited school, non-traditional education center or from a home school will be awarded.

D. Review of transferred courses

Students transferring from a non-accredited school, non-traditional education center or from a home study program will provide official transcript and other documentation (course syllabus) for review of skills and concepts to determine whether transfer courses meet the state-adopted curriculum. Review of course will be conducted by the Curriculum Department or Superintendent's designee. Courses for which there is no alignment to the state-adopted curriculum will not be awarded credit.

6. Reporting Transferred Grades and Credits from Accredited (Including Post-Secondary Institutions) and Non-Accredited Schools:

District Procedures to correspond to the State Rule 160-5-1-.15

A. Course Titles:

Transfer course titles will be changed to the appropriate Richmond County course titles for courses in English, mathematics, science, social studies, foreign language, health, and the specific course Personal Fitness. Transfer elective course titles will be changed to broad categorical titles, such as physical education, business education and other appropriate categories to best meet the description of the appropriate course. Titles for courses taken through the Move on When Ready/ Dual Enrollment Program will be listed on the high school transcript according to the course name described in the MOWR/ Dual Enrollment Course Directory.

B. Grade Conversion:

- i. Student grades will be subject to the following conversion scale if the transferring school has not assigned a numerical average.
- ii. In cases where the issuing school uses a grading scale different from Richmond County's the numerical grade to be recorded will be derived by the following steps:
 - a. Converting the transferred numerical grade to a letter grade according to the issuing school's grading scale, and then,
 - b. Assigning a numerical grade based on the preceding conversion scale.
- iii. If grades of pass or fail are received, the following procedure must be applied:
 - a. Fail will be recorded as "F", and no course credit will be included in the calculation of the cumulative average;
 - b. Pass will be recorded as "P", and course credit will be awarded however, this course will not be included in the calculation of the cumulative average.
- iv. If a situation occurs where the above procedures adversely affects the academic standing of the student, a request for transcript review may be made to the school administration. If dissatisfied with the decision of the school administrator a written request may be made to the School

Principal for an appeal to the Richmond County Transcript Review Committee. A Review Committee consisting of two counselors, Director of Student Services, Director of Curriculum, and the Assistant Superintendent of Instruction will make the final determination. The Review Committee will meet on a quarterly basis to review requests.

7. Repeated Courses:

- a. Once a student has received credit for a course, he/she may not repeat the course for additional credit or to improve his/her grade.
- b. A student may repeat for credit a course in which he/she has received an F. Both grades must be recorded on the cumulative record and figured in the grade point average.

8. Grade Point Average:

A student's grade point average (GPA) is based on quality points (See Chart Below regular High School courses 4.0 scale and AP, IB and College/University Courses 5.0 scale) awarded for each grade earned. High School Student Transcripts include the GPA, Class Rank and Numerical Average.

QUALITY POINTS	
Regular Courses	Advanced Placement (AP), International Baccalaureate (IB) and College/University courses
A = 4 Quality Points	A = 5 Quality Points
B = 3 Quality Points	B = 4 Quality Points
C = 2 Quality Points	C = 3 Quality Points
D = 1 Quality Points	D = 2 Quality Points
F = 0 Quality Points	F = 0 Quality Points

9. Honor Roll:

At the end of each nine week grading period and at the end of the year, students meeting the following criteria will be recognized as follows:

ALL "A/B" ACADEMIC ACHIEVEMENT HONOR ROLL

Criteria: "A" or "B" in each subject

ALL "A" ACADEMIC ACHIEVEMENT HONOR ROLL

Criteria: "A" in each subject

10. Class Rank:

- a. An official class rank should be compiled for each grade based on the students' quality point GPA. It will be computed at the end of the year. Averages are to be carried out to three decimal places. The final averages are not rounded.
- b. When two or more students have the same average, they shall be given the same rank in class, but each student shall be counted as though he/she were occupying a separate station in the ranking. For example: Students A, B, and C have a GPA of 3.729. The immediately preceding average is 3.750 which ranks number 8 in the class. Students A, B, and C are assigned rank number 9. Student D, with a GPA of 3.695 is assigned rank number 12.
- c. After the final computation of averages, Honor Graduates shall be only the students with a grade point average of 3.500 or better after the third nine weeks

11. Valedictorian/Salutatorian:

The Valedictorian is the student with the highest average in the senior class and Salutatorian is the student with the second highest rank in the senior class. These students should be selected at the end of the third nine weeks of their senior year based on the students' quality point GPA. Valedictorian and Salutatorians must attend their representative high school their Junior and Senior years prior to receiving this honor. If students vying for Valedictorian or Salutatorian have identical grade point averages, the fourth nine weeks shall be considered. If a tie remains, the student with the highest SAT verbal and math total or the ACT equivalent will be Valedictorian or Salutatorian.

Adopted: 4/15, 83, 8/8/2002
Revised: 7/27/04, 8/9/04, 2/1991, 4/16/92
Reclassified an Administrative Rule: 07/14/2015

Legal Reference

- O.C.G.A. 20-2-989.2 Grade Integrity
- O.C.G.A 20-2-2190 Procedures for Timely Graduation
- O.C.G.A. 20-2-157 Uniform Reporting System (Post-Secondary Op, HOPE, other Financial Aid Eligibility and Scholarships)
- Rule 160-3-1-.07 Testing Programs-Student Assessment
- Rule 160-4-2-.11 Promotion, Placement and Retention
- Rule 160-4-2-.13 Statewide Passing Score
- Rule 160-5-1-.15 Awarding Units of Credit and Acceptance of Transfer Credit and/or Grades

K-8 Promotion Requirements

ELEMENTARY (K-5)

A student shall be promoted when, in the professional judgment of the teacher/s and the principal and other professional school staff, he/she has successfully mastered the identified instructional standards of Georgia Public Schools (K-5) and Richmond County Board of Education.

State Promotion Requirements

- o No third grade student shall be promoted to the fourth grade that does not achieve grade level on the state-adopted assessment and meet the local promotion standards and criteria established by The Richmond County Board of Education.*
- o No fifth grade student shall be promoted to the sixth grade that does not achieve grade level on the state-adopted assessment and meet the local promotion standards and criteria established by The Richmond County Board of Education.*

Additional Richmond County Promotion Requirements

Kindergarten

To meet promotion requirements, a student must master essential standards for Language Arts and essential standards for Mathematics as identified on the Richmond County Board of Education report card.

Grades First and Fifth

In addition to State Promotion Requirements in grades third and fifth, students in grades first-fifth must:

- a) Obtain a passing grade on the report card in
 - Mathematics
 - Language Arts
- b) Obtain a passing grade on the report card in two of the following:
 - Social Studies
 - Science
 - Health

MIDDLE SCHOOL (6-8)

A student shall be promoted when, in the professional judgment of the teacher/s and the principal and other professional school staff, he/she has successfully mastered the identified instructional standards of Georgia Public Schools and Richmond County Board of Education.

State Promotion Requirements

- o No eighth grade student shall be promoted to the ninth grade that does not achieve grade level on the state-adopted assessment and meet the local promotion standards and criteria established by The Richmond County Board of Education.*

Additional Richmond County Promotion Requirements

To meet promotion requirements students in grades six-eighth must:

- a) Obtain a passing grade on the report card in:
 - Mathematics

- Language Arts
- b) Obtain a passing grade on the report card in one of the following:
 - Social Studies
 - Science
- c) Obtain a passing average in at least half of all connections courses.

Communication for Grades K-8

If a student is not meeting the above requirements, the parent/guardian will be notified in the following manner:

- I. Midway through the first nine weeks (4 1/2 weeks of instruction): A parent conference should be held to discuss strengths and weaknesses and offer suggestions for student improvement. A parent conference shall be scheduled to develop an educational plan for each student experiencing difficulties.
2. End of second nine weeks (18 weeks of instruction): At the end of the second nine weeks, the report card and the report card envelope will indicate with a check mark when the student is not making satisfactory progress toward promotion. The report card envelope will also indicate promotion difficulties. A parent conference must be held for each student not making satisfactory progress toward promotion.
3. End of third nine weeks (27 weeks of instruction): At the end of the third nine weeks, the report card and report card envelope will indicate with a check mark when the student is not making satisfactory progress toward promotion. The report card will also indicate promotion difficulties. A parent-teacher conference shall be held at this time to evaluate student progress in order to determine improvement needed to meet promotion requirements.
4. End of the school year-fourth nine weeks (36 weeks of instruction): Conference must be scheduled for all students who are not meeting promotion requirements. The parent/guardian of a student who has been retained will be notified in the final report card.

HOME SCHOOL

General Information

Home School Statutes: Ga. Code Ann. § 20-2-690(c).

1. Parents must submit a declaration of intent to home study to the local superintendent thirty days after the establishment of the home study program and by Sept. 1 every year thereafter. This declaration must include the names and ages of students, the location of the home school, and the time the parents designate as their school year. Ga. Code Ann. § 20-2-690(c)(2).
2. The home school must provide "a basic academic educational program." Ga. Code Ann. § 20-2-690(c)(4). (see "subjects" above).
3. Each school day must consist of four and one-half hours. Ga. Code Ann. § 20-2-690(c)(5).
4. Attendance records must be kept and submitted to the superintendent each month. The records will "not be used for any purpose except providing necessary attendance information." Ga. Code Ann. § 20-2-690(c)(6)
5. Parent must write an annual progress report and retain it for three years. Ga. Code Ann. § 20-2-690(c)(8).
6. "Parents or guardians may teach only their own children in the home study program... but the parents or guardians may employ a tutor who holds at least a high school diploma or GED to teach such children." § 20-2-690(c)(3). No specific amount of hours required for tutor to teach.
7. According to the Attorney General of Georgia, the local superintendent does not have the authority to require parents to affirmatively produce evidence of their continuing compliance with the law in the operation of home study programs or require the production of documents. Although the superintendent has the authority to "request" such materials, he cannot require parents to submit them. 1986 Op. Att'y. Gen. No. U86-19.
8. This statute resulted from a home school decision by the Georgia Supreme Court, *Roemhild v. Georgia*, 251 Ga. 569, 308 S.E.2d 154 (Ga. 1983), which found the former law to be "unconstitutionally vague." *Roemhild*, 308 S.E. 2d at 159. The court reasoned: "...we conclude that the statute is not sufficiently definite to provide a person of ordinary intelligence, who desires to avoid its penalties, fair notice of what constitutes a "private school..." *Roemhild* at 158. "Furthermore, the statute violated a second due process value in that it impermissibly delegates to local law enforcement officials, judges, and juries the policy decision of what constitutes a private school." *Id.*

Teacher Qualifications: The "teaching parent" must have at least a high school diploma or a GED. Or the parents may employ a private tutor who has a high school diploma or GED. Ga. Code Ann. § 20-2-690(c)(3).

Standardized Tests: Children must take a national standardized achievement test every three years beginning at the end of the third grade. "Test scores are not required to be submitted to public school authorities." Ga. Code Ann. § 20-2-690(c)(7). Parent must write an annual progress report and retain it for three years. Ga. Code Ann. § 20-2-690(c)(8).

Parents or guardians must annually submit to the superintendent of the local school district in which the program is located a Declaration of Intent to utilize a Home Study Program by September 1 or within 30 days after a program is established. The local school superintendent will provide a form upon request for this purpose to be returned to that office. The Declaration must include the names and ages of the students, the address where the program is located, and the dates of the school year.

Parents or guardians may teach only their own children in the home study program provided the teaching parent or guardian possesses at least a high school diploma or a general education

development equivalency diploma, but the parents or guardians may employ a tutor who holds at least a baccalaureate college degree to teach such children.

The home study program must include, but is not limited to: Instruction in reading, language arts, mathematics, social studies, and science.

The school year must include the equivalent of 180 days of at least 4.5 (four and one-half) hours of instruction per day unless the child is physically unable to comply with this requirement. Monthly attendance reports must be sent to the local superintendent at the end of each month. The local school superintendent will upon request, provide the reporting forms. (Contact Linda Heggs from the School Social Workers Department at 706-826-1139.

Students in home study programs shall be subject to an appropriate nationally standardized testing program administered in consultation with a person trained in the administration and interpretation of norm-referenced tests. The student must be evaluated at least every three years beginning at the end of the third grade. Records of such tests shall be retained.

The instructor shall write an annual progress assessment report in each required subject area for each student. These reports shall be retained for at least three years.

Frequently Asked Questions

Q. What are the basic provisions of the compulsory attendance law?

A. Every parent, guardian, or other person residing within this state having control or charge of any child(ren) between their sixth and sixteenth birthdays must enroll and send such child(ren) to a public school, a private school or a home study program that meets requirements.

Q. Who can operate a home study program?

A. Parents or guardians may operate a home study program for their child(ren) only, provided the parents or guardians meet specific requirements of the law.

Q. Who is responsible for the enforcement of the law?

A. It is the duty of the local board of education and each local school superintendent to enforce the law.

Q. According to the law, what is the first step in establishing a home study program?

A. Within 30 days after a program is established and by September 1. Annually thereafter, the parents or guardian must file a Declaration of Intent with the local school superintendent. The Declaration must include the names and ages of the students, the address where the program is located and the dates of the school year. Upon request, the local school superintendent should provide the parent with the proper form.

Q. Are there any qualifications required for the parent who teaches the child?

A. Yes, if the teacher is a parent or guardian, she/he must have a high school diploma or general equivalency diploma (G.E.D.).

Q. Does the law address curriculum requirements for home study programs?

The program must provide a basic academic educational program which includes (but is not limited to) instruction in reading, language arts, mathematics, social studies and science. It is

recommended that home school students follow an accredited program; however, if there is any desire to return to a public school program.

Q. Is a home study program required by law to be operated within specified hours?

A. No. The law only requires the program to operate the equivalent of 180 days or at least 4.5 (four and one-half) hours of instruction per day unless the child is physically unable to comply with this requirement.

Q. Does the law specify any promotion requirements, testing or record keeping by the home study program?

A. The law does not specify any promotion requirements, however, it does stipulate that an “appropriate” nationally standardized testing program be administered in consultation with a person trained in the administration and interpretation of norm-referenced tests. The law further states that the student must be evaluated at least every three years beginning at the end of the third grade and that records of such tests be retained.

Q. Are progress reports or report cards required of home study programs?

A. The law states that the instructor must write an annual progress assessment report in each required subject area for each student and that the reports must be retained for at least three years.

Q. Are home study programs required to keep attendance records?

A. Yes. The law requires that monthly attendance reports be submitted to the local school superintendent at the end of each month. Forms are available from your local school superintendent.

Q. Should officials of the local public school system attempt to monitor the curriculum, the test program, student assessment process, students records of instruction time of home study programs?

A. No

Q. Are there any requirements in the law pertaining to facilities or health and safety standards?

A. No

Q. Are public school systems required by law to furnish for home study programs instructional materials, textbooks or services such as testing?

A. No

Q. Are there any state rules, regulations or guidelines concerning the grade placement of students or validation of credits earned by students in home study programs who are entering or returning to the public schools?

A. Local boards of education are required to adopt policies and procedures for validating credit for courses taken in a home study program. The procedures at a minimum must include the following:

- probationary placement and satisfactory performance for one or more grading

- periods or acceptable scores on tests focused on group placement, subject area and/or grade level.

Q. Will high school students entering the public schools from home study programs be required to meet all state board rules concerning graduation requirements?

A. Yes. All students graduating from any state-supported Georgia high schools must meet all state requirements in regard to attendance, Carnegie Units and passing scores on the *state assessment requirements*.

Q. What is the penalty for being in violation of this law?

A. Any person in violation of this law is guilty of a misdemeanor and upon conviction shall be punished by a fine not to exceed \$100 (one hundred dollars).

Q. What steps should a local school superintendent take when a violation occurs?

A. The law requires the local school superintendent to notify the parent or guardian of the child and then to report to the juvenile or other court having jurisdiction.

<http://www.doe.k12.ga.us/communications/homeschool.html>

There is no provision in the law that requires public school systems to participate in or contribute to home study programs. Neither does the law prohibit a school system from assisting parents and students on a voluntary basis.

The mandate placed on the public education system calls for each local school superintendent to enforce the compulsory attendance of all children between the ages of six and sixteen in a public school, a private school or a home study program that meets legal requirements. Therefore, the Declaration of Intent form and the monthly attendance form must be completed for each student enrolled in a home school and submitted to the office of the local school superintendent.

NOTE: some private school administrators may be willing to assist home study parents in obtaining and administering the required tests. However, state law does not require public school systems to provide testing services. If a local school system voluntarily offers a service

to parents for testing students not enrolled in that school system, then the test instruments and materials used for these students should not be a part of the state testing program which is purchased with state funds. In addition, careful consideration should be given to keeping this test data separate from that of the public school system so that validity will not be compromised in any way.

STUDENT RECORDS

General Records Information, Storing Records & Inactive Records

Please refer to the RCSS Student Records Manual for more detailed and complete information on Student Records.

Given the importance of student records, precautions must be taken to ensure their safe keeping and maintenance of student confidentiality.

In your school:

- Records should always be kept in the vault
- Records should be kept in a fireproof file cabinet.
- Teachers should only have access to student records of the students who are in their charge.
- Records should be signed out and back in during the school day. (utilize a sign-in/sign-out sheet)
- Do not allow teachers to keep student records in their classrooms overnight.
- Encourage teachers to check records for the students in their classrooms. Important information may be overlooked if not checked, i.e., adoption information, custody papers, psychological reports, Special Education information, IEPs, etc.
- Use a process to facilitate the review of records for the Child Find requirements that ensures that records are returned to their proper place and with all contents intact.

Other General Information about Student Records

- Do not place the following items in a permanent record:
 - Proof of residency
 - Applications for Magnet Schools
 - Report cards
 - Disciplinary information
 - Samples of students' work
 - PAR test scores
 - RTI paperwork
- Do not staple anything to the card
- The record should always be recorded in **black permanent ink**. Any information subject to change, may be recorded in pencil.
- Do not use white out, ever. Always draw a line through a mistake, initial it, and go to the next line.
- Use labels whenever you can for demographic information, grades, etc

RICHMOND COUNTY SCHOOLS

Maintenance of Records

All records maintained on a student must be accessible to the parents. The only exception is the maintenance of a personal journal by a school official which cannot be shared with other individuals without parent knowledge/permission.

The table below indicates all items that should/should not be included in the permanent record.

ITEMS INCLUDED IN THE CUMULATIVE FOLDER	ITEMS <u>NOT</u> INCLUDED IN THE CUMULATIVE FOLDER
Cumulative Record Card	Registration forms
Birth Certificate	Notes from meetings
Eye, Ear, and Dental Certificate	Proof of Residency
Certificate of Immunization	Pictures of Students
IEP and/or 504 Plans, RTI Forms*	Disciplinary Information
Psychological Evaluations Reports (if applicable)	Samples of Students' Work
Standardized Test Score Reports (Labels)	SLOs Test Scores
Home Language Survey	Social Work Referrals
Transcripts/Report Cards from Previous Schools	DFACS Referrals
Legal Documents (custody, name change, etc.)	Withdrawal Reports
Consent and Release of Information Form to Review or Receive a Copy of Student's Record	

***RTI Forms:**

- *Summary of Meeting* (keep permanently in cumulative record)
- *Problem Identification Form* (purged annually)
- *Student Data Sheet* (purge annually)
- *Pre-Referral/Tier 1 Interventions* (purge annually)
- *Tier 2 Intervention Results* (purge annually)
- *Tier 3 Intervention Results* (purge annually)

160-5-1-.14 TRANSFER OF STUDENT RECORDS.

(1) DEFINITION.

(a) **Student records** - information about students recorded or collected in any format by local school systems or individual schools that may include educational/psychological assessments, school attendance records, personal data, health information, disciplinary actions, and/or academic progress.

(2) REQUIREMENTS.

(a) After receiving a written request for student records from a public or private school, including schools operated by the Department of Juvenile Justice, the local school system or school from which the records are requested shall mail or otherwise deliver within a period of no more than 10 calendar days a copy of all requested student records to the school system or school to which a student has transferred. Additional requirements for transfer of records of students in special education programs are specified in Rules 160-4-7 Special Education.

1. Schools and school systems shall not withhold any student record because of nonpayment of fees.

(b) Schools or school systems receiving the transferred record shall notify the parent(s)/guardian(s) of students in grades seven through 12 that the record has been received.

(c) Each school system or school from which the records are requested shall maintain copies of all student records for the minimum period of time required by the *Common Records Retention Schedules for School Systems* or the local board of education records retention plan.

Authority O.C.G.A. § 20-2-240; 20-2-670; 49-4A-12; 50-18-90; 50-18-95.

Adopted: June 10, 1999

Effective: July 6, 1999

WITHDRAWAL PROCEDURES

When a student withdraws:

- **Complete a withdrawal form.**
 - Be sure to communicate with the Data Collections Specialist to ensure that the withdrawal is coded correctly.
 - Parent/Guardian signature required for all students under 16 (it is recommended to secure signatures for all students who withdraw)
 - A withdrawal form must be completed, even if the Withdrawal Form in Infinite Campus is used to assist in completing the withdrawal process
- **Update the Student Cumulative Record Card**
 - Place the withdrawal date and reason under “date left”
 - Ensure that all information, including grades are updated before sending records
- **Secure the record until it is requested and send promptly (10 days maximum)**
 - File the record request forms
 - If a record is not requested, it should be filed with inactive records in your school until it is time to be submitted to the Student Records Department for archival.
 - Records cannot legally be withheld for outstanding student fines. (*Due diligence should be made to recoup the fines, however.*)

SENDING CUMULATIVE RECORDS

Student records should not be transferred without receiving a written request. The request documentation should be kept on file.

General guidelines:

- **NEVER** send out an incomplete record.
- Large numbers of records should be delivered (not sent through pony)
- Students whose records are **not** requested should be retained at the students’ previous school. Do not automatically forward to the middle or high school.
- Do not transfer a record out of the county/state at the end of the year without grades and test scores on the record.
- Scholastic Record must be complete
 - **If a student leaves before the end of the year, record all grades and attendance in pencil. This will allow the teacher at the new school to make any grade/attendance changes at the end of the school year (in system)**
 - Ensure a Home Language Survey is attached in the area indicated on the record.
 - Testing labels should be affixed before sending records
- End-of-the- Year
 - Year-end report card information should be recorded in ink on the cumulative record (elementary) or with a label (middle school).

- Include a verified transcript (high school)
 - The year should be recorded with a slash to indicate both calendar years (2012/2013 or 2013/2014, etc.)
 - Enter the student's grade (K, 1, 2, 3, etc.)
 - Days absent/present/off roll, times tardy and total number of school days
 - Year-end averages based on each nine week period. Grades should be entered numerically for grades 1-12
 - Entered promoted or retained on each record at the end of the year
- Never send original records to out-of-county schools. Make copies.

Intra-system Transfer (Within RCSS)

- Update Record
 - Check record to be sure all grades are posted and necessary information is entered on the record. If grades are not posted, check with appropriate personnel (teacher, counselor) to ensure that grades are correctly placed on record.
 - Enter withdrawal information (date, reason)
- Send promptly
 - Use the duplicate **Records Transfer Form** to list the names of students and inventory what is being sent
 - Receiving school should verify receipt and return a copy of the Records Transfer Form to the sending school

Out of County

- Update Record
 - Check record to be sure all grades are posted and necessary information is entered on the record. If grades are not posted, check with appropriate personnel (teacher, counselor) to ensure that grades are correctly placed on record.
 - Enter withdrawal information (date, reason)
- **Mail** photo-static copy to requesting school
- File completed cumulative record card (by year) in the “inactive” file until requested by Richmond County Student Records.

* **The State Board of Education and Georgia law (OCG 20-2-670) mandates that schools mail or otherwise deliver all requested student records to the requesting school or school system within 10 calendar days.**

HOSPITAL/HOMEBOUND SERVICES

Philosophy

Every student should have the opportunity to be educated to his/her full potential regardless of physical limitations. Hospital /Homebound teachers are liaisons between the student and the school. They have the unique responsibility of coordinating and continuing the designed program of study for the hospital/homebound student. Our goal is to provide through the combined efforts of a hospital/homebound teacher, the school administration and the parent, a continuous educational program for all ill or disabled students.

Purpose of Hospital/Homebound Services

Georgia State Board of Education Rule 160-4-2-.31 Hospital/Homebound (HHB) Services

Hospital/Homebound (HHB) services are designed to provide continuity of educational services between the classroom and home or hospital for students in Georgia public schools whose medical needs, either physical or psychiatric, do not allow them to attend school for a limited period of time. HHB instruction may be used to supplement the classroom program for students with health impairments whose conditions may interfere with regular school attendance (e.g., students receiving dialysis or radiation/chemotherapy or students with other serious health conditions). Students must be enrolled in a public school in Georgia in order to receive HHB services.

HHB services are not intended to supplant regular school services and are by design temporary. The student must anticipate being absent from school for a minimum of ten consecutive or intermittent school days due to a medical or psychiatric condition. The student's inability to attend school for medical or psychiatric reasons must be certified by the licensed physician or licensed psychiatrist who is currently treating the student for the diagnosis presented

Eligibility Criteria

1. The student must be enrolled in the public school system in which he or she is requesting this service. Private or home school students are NOT eligible for HHB services from a Georgia public school.
2. For a child to receive hospital or homebound instruction, a licensed physician must declare the child physically able to profit from direct instruction. Students with other disabilities and other handicapping conditions also must meet the eligibility requirements.
3. The student must have a medical and/or psychiatric condition that is documented by a licensed physician. Only a psychiatrist can submit a medical request form for an emotional or psychiatric disorder. The psychiatric condition presented must be listed in the latest edition of

the *Diagnostic and Statistical Manual* (DSM). The referring licensed physician and/or licensed psychiatrist must be the treating physician or psychiatrist for the medical and/or psychiatric condition for which the student is requesting HHB services. Examples include the following:

- A student with leukemia may not request HHB services with a medical statement from a pediatrician. A statement from the oncologist currently treating the student is required.
 - A student with paranoid delusions may not request HHB services with a medical statement from a psychologist or pediatrician. The medical request must be from the licensed psychiatrist currently treating the student.
4. The student must be anticipated to be absent from school for a minimum of ten consecutive school days or for intermittent periods of time anticipated to exceed ten school days during the school year.
 5. If the school is on an approved block schedule, then the ten day minimum requirement is reduced to five consecutive or five intermittent days during the school year
 6. Students who have been declared emancipated by a court or are 18 years of age or older are eligible to sign the *Hospital/Homebound (HHB) Services Request Form and the Compliant Authorization for Exchange of Health and Education Information* (The Health Insurance Portability and Accountability Act - HIPAA).
 7. Students who have any form of influenza or other airborne contagious diseases will not be provided services until the licensed physician certifies that the student is no longer infectious. Students out of school because of communicable diseases, expulsion, or suspension are not eligible.
 8. The local education agency (LEA) may require the parent, guardian, emancipated minor, or student 18 years of age or older to sign the HIPAA form relating to the reason for the request for HHB services. If the LEA requires the HIPAA form, it must be submitted before services can be provided.
 9. Students approved for intermittent HHB services must be absent for three consecutive school days on each occurrence before HHB services will be provided.

Note: Chronic illnesses that require long-term intermittent absences may require students missing many days, but possibly not three consecutive days. Such cases will be evaluated on an individual basis.

DELIVERY MODELS

There are two models of homebound instruction offered in Richmond County.

FULL-TIME AND INTERMITTENT HOMEBOUND SERVICES

Full-Time Services

The hospital/homebound program is provided through the Department of Student Services in coordination with the Department of Special Education. Students, regular and special education, qualify for this service by having a medically diagnosed condition which restricts them to their home or a hospital for a period of time which will significantly interfere with their education. In order to qualify for full-time services, the student must have a physician's statement form completed by a licensed medical physician, who will project that the student will be absent a minimum of 10 school days and is physically able to profit from education instruction.

Intermittent Services

In certain cases, it is deemed by the physician that a student may attend school for either part of a day or may miss school on an intermittent basis due to a chronic condition from which they may suffer. In cases such as these, the physician will indicate the attendance parameters for the students based on the illness or injury of the student. ***Students receiving intermittent services must be absent a minimum of three consecutive days before HHB services will be provided, unless the student has a chronic illness requiring long-term intermittent services, in which case the days may not be consecutive.*** The student will receive an adjusted rate of services based on the number of hours the student is able to attend school. This schedule of services will be determined by the Hospital/Homebound Coordinator and communicated to the school contact person.

Schedule for Students Needing Ongoing Intermittent HHB Services Due to a Chronic Illness

Days Absent	Hours of Service
2	1
3	1.5
4	2
5	3

Note: This scale is only to be used for students who have been diagnosed with a chronic illness warranting ongoing intermittent services (ex. Sickle Cell Anemia, Leukemia, etc.) All other students receiving intermittent services must be absent 3 consecutive days to receive services.

APPLICATION PROCESS

1. The parent/guardian, emancipated minor or student 18 years of age or older should contact the school's HHB contact to discuss HHB services and to obtain an application for these services.
2. The parent/guardian, emancipated minor, or student 18 years of age or older should read and sign a document to certify his or her understanding of the HHB policies, procedures and application process
3. The parent/guardian, emancipated minor or student 18 years of age should be provided a Physician's Form and a HIPAA form by the school HHB contact or Coordinator of HHB services.
4. Parent/guardian, emancipated minor or student 18 years of age will have the student's physician or psychiatrist treating the student for the medical condition to complete the medical information section on the Physician's Form, including a description of the physical condition, any medical implications for instruction, and the anticipated duration of services.
5. The Physician's Form and HIPAA form will be returned to the Coordinator of HHB services. The application will be reviewed to ensure that the student meets the minimal eligibility requirements.
6. Within five days of receiving the completed medical form, it will be determined by the Hospital Homebound Coordinator whether or not a student meets eligibility requirements, the school HHB contact will be notified and the person requesting services will be contacted by the school to set up an Educational Services Plan Meeting. The school personnel will assign a hospital/homebound teacher to the case. The ESP meeting should be held as quickly as possible to assure continuity of instruction for the HHB student.
6. The school team or IEP team will develop an Educational Service Plan (ESP) for each designated HHB student. This plan must address: *the disabling condition, anticipated length of absence, accommodations and modifications recommended by the licensed physician or licensed psychiatrist, instructional delivery method, place of instruction, adult parent designee if the student is under 18 years of age, team members participating, and strategies for the student's reentry to school upon his or her return.* The plan does not need to be lengthy, but it must give all parties enough information to adequately serve the student's needs.
7. The ESP meeting can be face-to-face, electronic or by telephone. However signatures of all parties involved should be secured to indicate understanding and agreement by all.
8. Students eligible for services under the Individuals with Disabilities Education Act shall be served by appropriately certified personnel. The IEP committee shall convene to review the IEP for any necessary

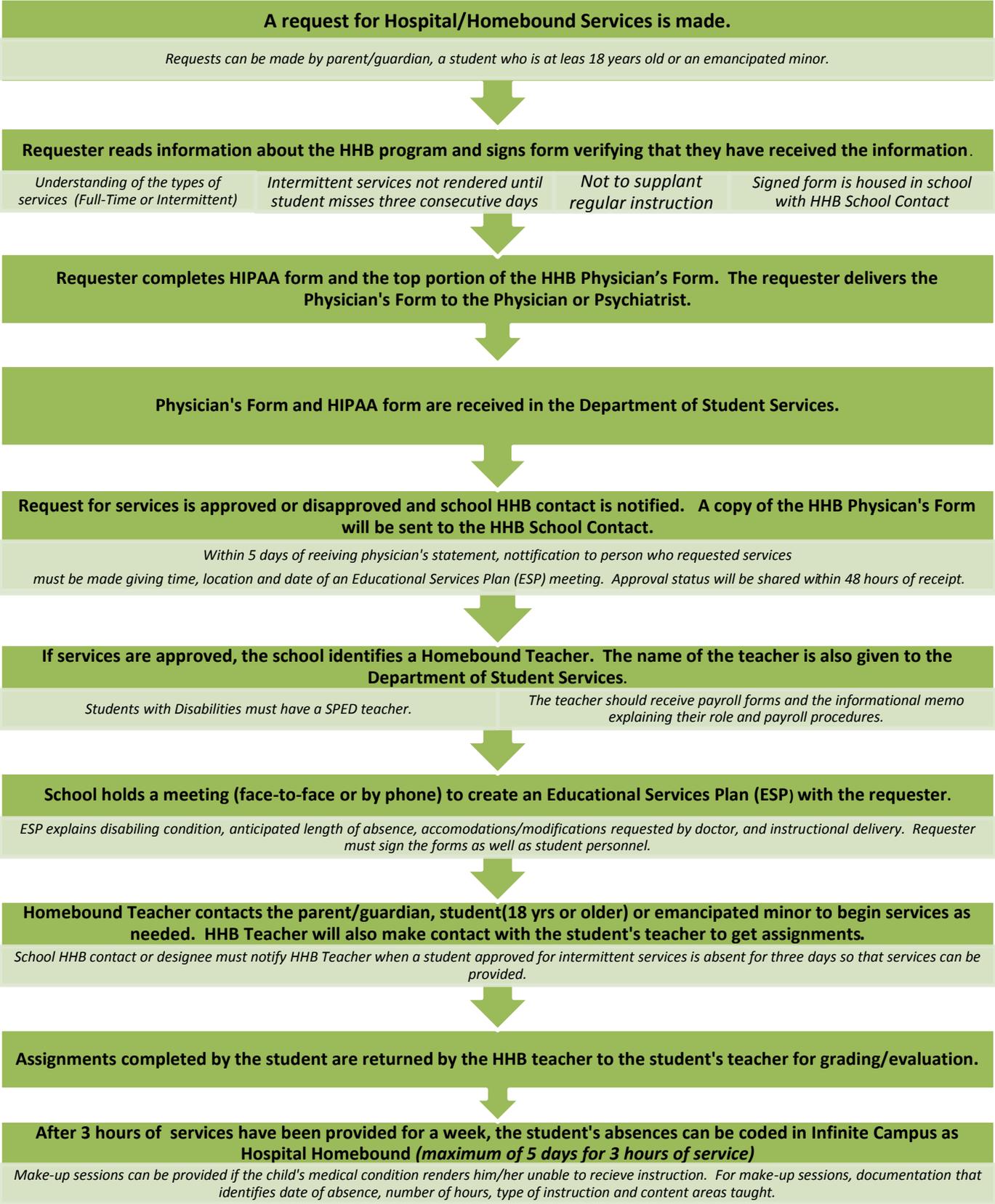
changes and to recommend hospital/homebound instruction.

9. Three(3) hours of instruction per week must be provided to comply with the Georgia State Board of Education Rule 160-4-2-.31 Hospital/Homebound (HHB) Services and meet attendance requirements.
10. The school shall identify the appropriate course load for the student during the approved period of HHB instruction. It is noted that *HHB instruction is not structured to supplant the regular school day* and may, therefore limit the number and type of classes offered.
11. If hospital/homebound instruction should be necessary beyond the date indicated on the original referral form, the parent will submit a request for an **extension of services, and additional documentation from the physician may be required.**
12. Parents/guardians of students, emancipated minors, or students 18 years of age or older who are hospitalized must follow the application process in order for the LEA to provide HHB services in the hospital setting.
13. A contractual agreement between the LEA and hospital that stipulates the services to be provided shall be entered into prior to the hospital providing HHB services.

ATTENDANCE CREDIT

1. The student shall be counted present for the entire week when he or she is provided instruction on an individual basis or as part of a group by the HHB teacher for a minimum of three hours per week. Note: ***The HHB code should be used to record attendance which is not the FTE code used for a student being "present"***.
2. A student shall be counted absent for the week when the HHB teacher's visit is cancelled by the parent/guardian, emancipated minor or student 18 years of age or older. The LEA may, at its discretion, reschedule the cancelled session. Once the schedule is completed, the student is counted in accordance with the Georgia State Board of Education Rule 160-5-1-.10 Student Attendance.
3. If the student is unable to receive HHB instruction during the school week due to his or her medical condition, the school may, at the school's discretion, schedule a make-up session. Once the session is completed, the student is counted in accordance with the Georgia State Board of Education Rule 160-5-1-.10 Student Attendance.
4. Make-up sessions must have documentation that identifies the date of the absence that is being made-up, the number of hours of instruction, the type of instruction provided, and the content area(s) taught.

5. The health care facility providing approved HHB services to a student confined in the facility must submit verification of the number of instructional hours the student received to the appropriate HHB contact at the LEA for the student to be counted present during this time.
6. Each student with whom the hospital/homebound instructor works is enrolled on the regular or special education classroom teacher's roll. The student is marked present and the student's absence from the classroom is legitimate and should be understood and accepted by the school. Children who have never been enrolled in a public school must be enrolled if the system is to serve the student and receive attendance credit. These children should be enrolled in the school they would normally attend. Please note that attendance credit will only be given to students who are active participants in the Hospital/Homebound program. Repeated cancelled instructional appointments will result in a revocation of attendance credit.



LIST OF COUNSELORS

2017-2018 SCHOOL COUNSELING DIRECTORY

School	Phone Number	School Counselor(s)	Extension	Secretary	Extension	Data Specialist	Extension
High Schools							
Academy of Richmond County	(706) 737-7152	Jureta Thomas	1570	Denise Jenkins	1571	Dottie Johnson	1564
		Rhonda Howard	1569				
		Sonya Weaver	1586				
Butler High	706-796-4959	Tiaa Nelson	1015	Terry Butler	1010	Cassandra Travis	1016
		Alicia Rocker	1013				
Cross Creek High	706-772-8140	Lori Donaldson	2563	Patricia Justice	2555	Georgia Jenkins	2567
		Palmira Johnson	2562				
		Jennifer Zymet	2564				
Davidson Fine Arts Magnet	706-826-6924	Bobbie Lou Shipman (High)	2362	Cindy Hoops	2340	Patricia Beasley	360
		Nancy Dukes (Middle)	2334				
Glenn Hills High	706-796-4924	Crecia Vaughan	1349	Louis Jennings	1345	Gabrielle Moffitt	1348
		Monique Sheppard	1350				
Hephzibah High	706-592-2089	Dr. Joyce M. D. Reddick	2162	Stacey Bentley	2165	Ms. Patsy Williams	2166
		Rochelle Davis	2163				
		Robin Whiting	2164				
A.R. Johnson Magnet	706-823-6933	Renee Byrd (High)	1871	Tankia Swanagan	1870	Ms. Karen Salter	1873
		Dr. Patrice Gude (Middle)	1872				
T.W. Josey High	706-737-7360	Dr. April Roundtree (11th & 12th)	1677	Jacqueline Rhaney	1676	Mrs. Cindy Dansby	1661
		Veronica Cummings (9th & 10th)	1674				
Lucy C. Laney High	706-823-5580	Gwendolyn Golatt	1813	Alethia Albright	1815	Kimberly Kardos	1828
		Barbara Weaver	1814				
RC Technical Career Magnet	706-823-5580	Jamel Miller	1536	Elvie Price	1533	Doris James	1532

Westside High	706-868-4030	Regina Thompson (11th & 12th)	1137	Edwina Reese	1110	Kassandra Cunningham	1131
		Joy Farrer (9th & 10th)	1112				
Middle Schools							
Glenn Hills Middle	706-796-4705	Sharon Caldwell	3122	N/A	N/A	Charyel Wilson	3105
		Remell Wright	3125				
Hephzibah Middle	706-592-4534	Amy Strozier	2107	Cathy Peters	2108	Tammie Wright	2117
		Vera Williams	2106				
Hornsby Middle	706-823-6928	William Shaw	2536	N/A	N/A	Judy Bush	2532
Langford Middle	706-737-7301	Kiffany Carter	2473	Kathleen Serrano	2459	Tifany Cox	2463
		Maggie Flavin	2469				
Morgan Road Middle	706-796-4992	Dr. Chantell Scott	2309	N/A	N/A	Shannon Kelly	2310
		Dr. Vernon Johnson	2308				
Murphey Middle	706-737-7350	Chandria Tenpenny	1914	Yvonne Dogan	1902	Donna Dingle	1919
		Cartillia Young	1918				
Pine Hill Middle	706-592-3730	Alli Bryan	3022	N/A	N/A	Carla White	3006
		Christopher Baxter					
Spirit Creek Middle	706-592-3987,	Dameon Clay	2709	N/A	N/A	Nicole Wilkes	2711
Tutt Middle	706-737-7288	Rachel Lee	2808	Billie Hall	2807	Beverly G Brown	2806
Elementary Schools							
Barton Chapel Elementary	706-796-4955	Gloria Williams	6	N/A	N/A	Tammy Barnes	2
Bayvale Elementary	706-737-7255	Sharon Hill	110	N/A	N/A	Nancy R. Hall	111
Blythe Elementary	706-592-4090	Sarita Newton	3022	N/A	N/Z	Chris Murphy	3022
Copeland Elementary	706-737-7228	Kathy L. Maddox	2			Laketra Martin	3
Craig-Houghton Elementary	706-823-6946	Kwanda Reid-Palmer	3	N/A	N/A	Cheryl Jackson	2
Deer Chase Elementary	706-772-6240	Bruce Flournoy	107	N/A	N/A	Maddie Rountree	106

Diamond Lakes Elementary	706-771-2881	Pamela Woods	103	N/A	N/A	Sharon Johnson	106
Freedom Park School	706-796-8428,	Dr. Everlene Jordan (Middle)	203	N/A	218	Regina Griffin	No phone
		Melissa Kennedy (Elementary)	218				
Garrett Elementary	706-737-7222	Dr. Lutricia L. Parkman	1707	N/A	N/A	Doris McCrary	1704
Glenn Hills Elementary	706-796-4942	Satu Davis	105	N/A	N/A	Cynthia McNeal	2251
Goshen Elementary	706-796-4646	Kristian L. Woodward	7	N/A	N/A	Fran Garcia	2
Gracewood Elementary	706-796-4969	Lakisha Cooper	109	N/A	N/A	Joan Moseley	706-796-4969
Hains Elementary	706-796-4918	June Jones	3651	N/A	N/A	Janice Williams	3654
Hephzibah Elementary	706-592-4561	Megan Ray	213	N/A	N/A	Darlene Skeens	201
Hornsby Elementary	706-823-6928	Michelle Reid	2511	N/A	N/A	Judy Bush	2532
Jamestown Elementary	706-796-4760	Nitika Jackson-Smith	104	N/A	N/A	Avis Cheatham	109
Jenkins-White Charter	706-737-7320	John Edwards	211	N/A	N/A	Rochelle Sharps	205
Lake Forest Hills Elementary	706 737 7317	Loretta Levi	3	N/A	N/A	Alisha Johnson	N/A
Lamar-Milledge Elementary	706-737-7262	Marcy Bradley	3955	N/A	N/A	Sherry Jackson	3958
McBean Elementary	706-592-3664	LaTrina Mitchell	N/A	N/A	N/A	Sharon James	706-592-3723
Meadowbrook Elementary	706-796-4915	Dora Edwards	2850	N/A	N/A	Shelia Jordan-O'Neal	2844
A.Brian Merry Elementary	706-737-7185	Stephanie C. Mack	1769	N/A	N/A	Jacqueline Vann	706-737-7185
Monte Sano Elementary	706-481-1813	Eula Chestnut	120	N/A	N/A	Elaine Thomas	103
Sue Reynolds Elementary	706-855-2540	Shea Beasley	4258	N/A	N/A	To Be Announced	4257
		Sarah Wong	4295				
Rollins Elementary	706-796-4972	Tabitha Ellison	2761	N/A	N/A	Pat Aimsforth	2753
Southside Elementary	706-796-4952	Eleanor Landman	2280	N/A	N/A	Margaret Hicks	706-796-4952
Terrace Manor Elementary	706 796-4910	Denetria Neely	109	N/A	N/A	Erica Simpson	101

Tobacco Road Elementary	706-796-4658	Valarie Nixon	209	N/A	N/A	Cheryl NiExton	706.796.4658
C.T. Walker Magnet	706-823-6950	Laurie Montgomery	130	Melody Smith	116	Kimberly Schnorbus	104
		Kenya Lee	130				
Warren Road Elementary	706-868-4022	Catherine Nauful	1613	N/A	N/A	Cheryl Gibson	1626
Wilkinson Gardens Elem	706.737.7219	Dr. Yvette Bynum Wilson	107	N/A	N/A	Ivy Glover	102
Willis Foreman Elementary	706-592-3991	Janice Long	0	N/A	N/A	Angela Holbrook	706-592-3991
Windsor Spring Elementary	706-796-4939	Tracey Williams	2065	N/A	N/A	Wanda Daniels	2063
Non-Traditional Schools/ Programs							
Alternative Education Center	706-796-4965	Dr. Regina Brewton	1168	Deborah McNeal	1170	Iris McNeil	1164
Performance Learning Center	706-796-4965	Kathryn Cross	1302	Thelma Lewis	1336	Marcus Walden	1389
Sand Hills Center	706-796-7791	Dorothy Floyd	1317	N/A	N/A	N/A	N/A
RPM	706-823-5690	Ame Holmes	5812	N/A	N/A	Suzan Makowski	5810
Intermediate Literacy & Math Center	706-737-7266	Danese Holloway	2	N/A	N/A	Alvina Lewis	1
Early College at Laney High	706-823-6900	Brenda W. Cato	2965	Angela Caldwell	1802	N/A	N/A

APPENDICES

FORMS, LETTERS AND ACTIVITIES

HELPFUL WEBSITES FOR MIDDLE SCHOOL COUNSELORS

- Middle School Units and Lesson Plans – Missouri Connections
<https://dese.mo.gov/college-career-readiness/guidance-counseling/curriculum/middle-school-unit-and-lesson-plans>

- GA DOE site for BRIDGE Bill Information: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/counselor/Pages/Middle.aspx>

- Character Lesson Plans: <http://character.org/lessons/lesson-plans/#ms>

- Financial Literacy:
http://www.practicalmoneyskills.com/foreducators/lesson_plans/

- **Character Lessons:** <http://www.goodcharacter.com/MStopics.html>

- Resources for Practicing School Counselors – Univ. of N. Carolina
http://soe.unc.edu/academics/med_sch_counseling/development_misc.php

- Masters in Counseling: Best of School Counseling Websites (list of nearly 100 sites for counselors)
<https://www.mastersincounseling.org/best-school-counseling-sites.html>

- Upper Elementary & Middle School Lesson Plans:
<http://wvde.state.wv.us/counselors/links/advisors/ms-lesson-plans.html>

- Savvy School Counselor <http://savvyschoolcounselor.com/>

- Resources for Evidence-Based School Counseling:
<http://www.kedc.org/sites/default/files/Zyromski%20Evidence%20Based%20Resources.pdf>

- Guide to Implementing Small Groups: <https://dese.mo.gov/sites/default/files/guid-respon-serv-small-group-counseling-guide-2015.pdf>

RICHMOND COUNTY



BOARD OF EDUCATION

Department of Student Services
864 Broad Street
Augusta, GA 30901
Phone: 706-826-1129
FAX: 706-826-4626

Debbie Alexander, Ed. D.
Associate Superintendent

Angela D. Pringle, Ed.D.
Superintendent

Maria Brown, Ed. D.
Director, Student Services

TO: The Parents of _____

FROM: School Counselor

SUBJECT: School Counseling Services

DATE: _____

As part of the school counseling program, we invite students to participate in individual counseling. Individual counseling is one method of providing support to the teachers in meeting their classroom goals and expectations. The goal is to provide some "extra" time for students who may be experiencing some difficulties, and also support those students who are doing well in their classes. Students are recommended by teachers, parents, principals, or may request counseling themselves.

During these counseling sessions, we focus on the student's difficulty, try to help the student understand his/her difficulty, and provide support for the student. Many times progress is slow because the student must assume the majority of the responsibility for change.

This letter is to inform you that your child has had an individual session with the counselor. I hope that you will take a few minutes to discuss this session with your child. To allow your child to continue individual counseling, please sign this form and return the top copy to your child's teacher.

If you wish to receive additional information regarding the counseling services offered,

please contact _____ at _____
Counselor School/Number

Parent Signature

Date

Middle School Core Curriculum Lessons

As part of the School Counseling Program this year, I would like to conduct three 30-45 minute classroom lessons in each homeroom class. I have planned to block the hours of 9-10:30 a.m. daily to be in the classrooms. Please indicate below the day and time that is best for you. If these times will not work into your schedule, please indicate the time and day that will.

_____ Monday _____ 9-9:45
_____ Tuesday _____ 9:45-10:30
_____ Wednesday
_____ Thursday
_____ Friday
_____ Other

Teacher's Name Grade Taught

Should either of us ever have a time conflict, I will be glad to reschedule your class for another day and time.

A variety of topics can be presented in these sessions, and I will be happy to work with you in any area of special concern. If a particular need arises during the year, we can plan a special guidance lesson together pertaining to that need. If you have a topic you particularly want covered in your classroom, please indicate below. If you do not have a specific request, I will choose the lesson.

Topics I am interested in:

I am really looking forward to being in your classroom and working with each of you again this year. If I can be of any help, please do not hesitate to call on me, and always feel free to offer your suggestions or ideas. . . .

Middle School

To: Classroom Teachers
From: School Counselors
Subject: Referral Services

Your use and support of guidance services with your students can increase the learning potential in your classroom. The teacher is the key person in the recognition of needs for each child, Only through a combined team effort can the school's teaching goals be pursued.

The follow should be considered emergency referrals and referred immediately:

- Suspected evidence of child abuse, physical or mental.
- A child who becomes unable to function in a normal way.
- Any behavior change in a child that is sudden or unusual.
- A child undergoing a traumatic family experience.
- Indications of mounting hostility between a child and a teacher or his or her peer group.

Teachers may refer:

- Any child who requests to see the counselor.
- Students who need individual help beyond the time permitted in the classroom.
- Students with learning difficulties.
- Academically talented students.
- Students having difficulty with special relationships.
- Students demonstrating observable changes in behavior that cannot be accounted for by the teacher.
- Children whose parents request counseling.
- Children who are antisocial.
- Children who are constantly late to school or with their work.
- Children with frequent complaints of hurts or aches.
- Children who are fearful or nervous. .
- Children who seem to seek only negative attention.
- Children unable to follow rules.
- The "class clown."
- Children who are often absent from school.

Referrals are advisable for the following:

- Children who have experienced a death in the family or of a close friend.
- Children experiencing a divorce or separation in the family.
- Students moving to a new community.
- Children entering a new or special learning class.
- Children who exhibit excessive aggressive behavior.
- Students needing pre-counseling before a parent-counselor conference.
- A group of children who are unable to resolve a conflict.
- Children living in a broken home.

- Children of migratory families.

Referral for Counseling/Evaluation

Date _____

From _____ At _____

Student _____ Grade _____ Room _____

Requested by _____ Teacher _____ Parent _____ Self _____

Areas of Concern

Scholastic Ability _____

Work Habits _____

School Adjustment _____

Social Adjustment _____

Personal/Unknown _____

Action Requested

Evaluation/Data Gathering _____

Counseling _____

Group Discussion _____

Observation _____

Consultation _____ Teacher _____ Parent _____

Level of Performance: Below Grade _____ At Grade _____ Above Grade _____

Priority

Emergency _____ ASAP _____ Before This Date _____

Have you discussed this with the parents? Yes _____ No _____

Comments: (include work samples, anecdotal reports, and/or any personal observation)

Received:

Initial Action:

Classroom Lessons Log

Teacher _____ School Year _____

Grade _____ Counselor _____

Content Area	Goal	Objective	Date Taught	Comments
<i>Self-Understanding</i>				
<i>Interpersonal Relations</i>				
<i>Expressing Ideas</i>				
<i>Gathering and Processing Information</i>				
<i>Valuing and Decision-Making</i>				
<i>Achievement / Motivation</i>				
<i>Problem Solving</i>				
<i>Career Development</i>				
<i>Character Education</i>				
<i>Violence Prevention</i>				
<i>Other:</i>				

Middle School Student Performance Report

Counselor: _____

Date of Request: _____

Requested by: _____

Date Due: _____

Date Returned: _____

Circle the appropriate numbers in each area. More than one number may be circled in each area.

Student: _____ Teacher: _____ Subject: _____

Energy

Overactive
Enthusiastic
Normal

Reaction to Rules/Authority

Accepts
Varies
Resists

How Peers React to Student

Well
Accept
Reject

Comprehension

Very good
Average
Slow

Response to Constructive Criticism

Accepts
Rejects

Assignments

Up to date?
Incomplete?
How many?

Classroom Behavior

Very good
Normal give and take
Immature
Belligerent

Absences

(List dates for this quarter)
Excused
Unexcused
Tardy

Attention Span

Long
Average
Short

Grades

Homework
Quizzes/Tests
Labs

Class Participation

Dominant
Enthusiastic
Adequate
Passive

Independence

Works well independently
Relies on others
Never seeks help

If you feel that additional comments are needed, please use other side.

Middle School Teacher/Parent Conference Form

Student:

Grade:

Conference requested by:

Date:

Present: Parents _____ Guardian _____ Teacher _____ Remedial Teacher _____

Principal _____ Counselor _____ Others _____

Rapport:

Conclusions:

Commitments:

Middle School Teacher/Parent Conference Form

Student:

Grade:

Conference requested by:

Date:

Present: Parents _____ Guardian _____ Teacher _____ Remedial Teacher _____

Principal _____ Counselor _____ Others _____

Rapport:

Conclusions:

Commitments:

Weekly Report of Counseling Services

Week of:

Name of School:

Name of Counselor:

	Number of Meetings	Comments
<i>Individual Counseling</i>		
<i>Small Groups</i>		
<i>Classroom Guidance</i>		
<i>Teacher Conferences</i>		
<i>Parent Conferences</i>		
<i>Telephone Conferences</i>		
<i>Drop-In Counseling</i>		
<i>RTI/S.S.T. Meeting</i>		
<i>Crises</i>		
<i>Referrals Made to Outside Agencies</i>		
<i>Conference with Administrator(s)</i>		
<i>Other: (Conferences attended/taught, seminars, other duties)</i>		

Only includes those conferences scheduled at school Includes parents, teacher schools, etc.

Middle School Student Survey

TO: Richmond County Middle School Students

FROM: School Counselor

In an effort to improve services to the students in our county's schools, the Student Services Committee would appreciate your completing the following form.

Please circle the number for the grade you are in:

6 7 8

How much importance do you believe your school should give to each of the following? Indicate your answers by placing a check in the appropriate column next to each item.

	Much Importance	Some Importance	Little Importance
<i>Learning To Understand Myself</i>			
<i>Learning To Study</i>			
<i>Learning To Make Decisions</i>			
<i>Learning To Set Goals</i>			
<i>Learning To Take Tests</i>			
<i>Learning About the World of Work</i>			
<i>Getting Along With Others</i>			
<i>Help With Personal Problems</i>			
<i>Help With School Problems</i>			

Thank you for completing this form. Return the form to your teacher when you finish.

TEACHER VERIFICATION OF CLASSROOM LESSON

(Please fill out after each session and return it to the counselor)

COUNSELOR _____ SCHOOL _____

Date _____ Teacher's Name _____

Grade Level _____ # of Students _____

Topic(s) of Session:

Teacher and / or Student's Comments:

Teacher's Signature _____

TEACHER VERIFICATION OF CLASSROOM LESSON

(Please fill out after each session and return it to the counselor)

COUNSELOR _____ SCHOOL _____

Date _____ Teacher's Name _____

Grade Level _____ # of Students _____

Topic(s) of Session:

Teacher and / or Student's Comments:

Teacher's Signature _____

Lesson Plan Template

School Counselor: _____ Date: _____

Activity: _____

Grade(s): _____

ASCA Student Standards and Domains:

Learning Objective(s):

1. _____

2. _____

3. _____

Materials: _____

Procedure: _____

Plan for Evaluation: How will each of the following be collected?

Process Data: _____

Perception Data (attitudes, skills and knowledge to be impacted): _____

Outcome Data (achievement, attendance, or behavior to be impacted): _____

Please note: Not all Counseling Core Curriculum can be evaluated via all three types of data.

Adapted from ASCA National Model Lesson Plan Template

Evaluation of Classroom Lesson

Date _____ Class _____

Topic of Session:

Summary of Session:

Significant Interpersonal Reactions:

Suggestions for Future Sessions:

Teacher and/or Counselor's Observation:

Teacher's Evaluation of Classroom Lesson

Date

Teacher

Topic(s) of Session:

Overall Evaluation: Excellent Fair Poor

Significant Interpersonal Reactions:

Comments:

Student's Evaluation of Classroom Lesson

Date

Teacher

Like It: _____ Very Much _____ OK _____ Not at All

Comments and Suggestions:

Please Place in counselor's mailbox.

Evaluation Sheet for Group Counseling

Please answer the following questions by placing a checkmark in the yes or no column.

Yes

No

1. Was the time spent in our group helpful?
2. Did you learn anything about yourself by being in this group?
3. Did you learn anything about being a good student?
4. Would you choose to be in another group?
5. Were you happy with the way the counselor led the group?
6. Did you ever talk to anyone outside of the group about the group?
7. Have you ever talked about our group with your parents?
8. Do you look forward to our meetings?
9. Has there been any change in your work since being in our group?

Elementary School Pre-consultation Form

To: _____

Teacher's Name

I have received a request to work with the following student. Please complete the form below with the information requested.

Please give this office a report on _____
about the following: Student's Name

1. Attendance
2. Conduct
3. Attitude.
4. Ability
5. Progress.
6. Grades
7. Abnormal Behavior

Thank you, _____

Teacher	Period	Subject	Comments

Elementary School Student Progress Report

To _____ Subject _____
Teacher's Name

As a follow-up to our conference, please give a progress report on the below listed student by answering the following items below and sharing any additional comments and information.

Student's Name _____

Counselor

Date

How well does this student:

1. Bring necessary materials to your class?
2. Listen to and follow directions?
3. Concentrate?
4. Use class time efficiently?
5. Participate in class activities?
6. Complete assignments?
7. Show evidence of studying outside- of class?
8. Behave in class?

What is this Student's conduct grade?

What is this student's grade or grades as of now?

Comments:

Counseling Program Needs Assessment for Parents

The School Counseling Department would like your help in determining priorities for student and parent services. Please fill out this survey, and return the form to your school. Use the back for additional comments. Thank you!

What kind of counseling services would you like to have available for your child and family:

Very important=3

Somewhat important=2

Not important=1

- ____ 1. Someone for my child to talk with if a crisis occurs at school
- ____ 2. Someone for my child to talk with if a crisis occurs at home
- ____ 3. Someone to encourage my child if the school work is unsatisfactory
- ____ 4. Someone to encourage my child if he/she seems depressed
- ____ 5. Someone to help plan his/her school choices
- ____ 6. Someone to explain test scores
- ____ 7. Someone to refer to other resources for assistance, if necessary
- ____ 8. Someone to train parents in parenting skills
- ____ 9. Someone to furnish information about interests and skills for job choices
- ____ 10. Someone to counsel my child during a divorce or loss of a loved one
- ____ 11. Someone to help form a plan for more appropriate behaviors
- ____ 12. Someone to teach good decision making skills
- ____ 13. Someone to teach problem solving techniques
- ____ 14. Someone to teach effective study skills
- ____ 15. Someone to conference with parents

Please circle your five top priorities.

Other Suggestions:

Teacher Needs Survey

In order to plan for the needs of our students and our school, we would like to understand better what you see as important functions of the counselors. Please mark one answer per item to indicate your preferences.

Your feedback is appreciated and will be helpful in designing our program for next year. Thank you, in advance, for taking the time to consider the information and respond.

Most Important=3

Important=2

Not important=1

1. Counsel with students in crisis _____
 2. Lead parent workshops on parenting _____
 3. Conduct classroom guidance activities _____
 4. Train staff to utilize affective skills programs within the classroom _____
 5. Help the faculty get to know each other better _____
 6. Participate in parent/teacher conferences _____
 7. Be a supportive listener for you personally _____
 8. Be of help in handling specific discipline cases _____
 9. Help with conflict resolution between students _____
 10. Help with conflict resolution between teacher and student _____
 11. Counsel with certain students on a long-term basis _____
 12. Facilitate a teacher support group _____
 13. Teach study skills _____
 14. Lead a student motivation group _____
 15. Lead class meetings _____
 16. Interpret Standardized test score _____
 17. Meet with teachers on a regular basis in consultation or SST _____
 18. Meet with teachers to discuss "at risk" students at the beginning of the school year _____
- (over)
19. Run group counseling for students on special topics (loss, family changes, friendship, etc.) _____
 20. Lead teacher workshop on a specific topic, such as stress, classroom management _____
 21. Facilitate good public relations _____
 22. Be a source for referral information _____
 23. Be a resource for guidance materials _____
 24. Observe students in the classroom _____

Other suggestions and ideas for meaningful staff development workshops that counselors might provide:

Student Needs Survey

Check the five (5) topics of most interest to you:

- _____ 1. How to get along better and communicate with my parents
- _____ 2. How to make friends easier
- _____ 3. How to solve my own problems and make good decisions
- _____ 4. How to cope with family problems, like divorce, loss, etc.
- _____ 5. How to express my anger and frustration in a better way
- _____ 6. How to say “no” to someone or something and still be friends
- _____ 7. How to have people like me more
- _____ 8. How I am going to decide what my career will be
- _____ 9. How to understand boy/girl relationships
- _____ 10. How to get along better with my teachers
- _____ 11. How to be more successful in school
- _____ 12. How to avoid not getting uptight before a test
- _____ 13. How to handle my stress

Other suggestions of how your counselor could support you:

**Small Group Counseling
Parent Letter**

Dear Parents:

The Counseling Department offers a variety of small group guidance and counseling programs for students. Each group program *is* voluntary and limited *in* the number of participants. The groups will typically meet once a week during the school day on a rotating schedule, so that students do not regularly miss the same subject. Since the number of sessions may range from six to twelve, no subject will be missed more than once or twice. Students are responsible for make-up work, and we expect them not only to maintain but also to improve their academic performance.

Your child has expressed an interest in, and been interviewed for, the _____ group. The attached sheet provides details about the specific group program in terms of goals and objectives, meeting schedule, group leader, and so forth. If you have any questions, please contact the counselor who will lead the group.

Most groups have a waiting list, and students cannot participate without parental consent. If you would like for your child to have the opportunity to participate in this program, please sign and return the bottom portion of this form as soon as possible.

Your comments and suggestions are always welcome as we plan our guidance and counseling program each year. Thank you for your continuing support.

Group Counseling Program Parental Consent Form

I hereby grant permission for my son/daughter to participate in the group program at our school.

Student _____ Date _____

Parent _____ Phone _____

Sample Group Counseling Plan

First Time Fighters, Session 1

Introduction

You are here because you were involved in a fight, and that is not an acceptable way of resolving conflicts while attending school. We will meet for two sessions, each one lasting for about 40 minutes. Topics we will talk about include: 1) why we have a rule against fighting; 2) some situations that often lead to fights; and 3) what we can do to resolve arguments without fighting and still feel good about ourselves. Later on we will role play some situations to give us some practice in working out problems.

Ground Rules

First of all, there are some ground rules we need to follow in our discussion, so everyone who cares to will be able to share his or her ideas. The rules are simple, really just good manners.

1. One person speaks at a time.
2. It's OK to disagree--even with me.
3. It's not OK to put someone down because he or she disagrees with your opinion.
4. Everyone's opinion is equally important.

Can we all agree to stick with these guidelines? Fine. One more thing: if I feel the discussion is getting off track, or we're not following our guidelines, I'll raise my hand like this. That means everyone stops and looks at me to see what comes next. I'll try to get back on track again.

Warm-Up

Let's begin with a warm-up activity to help us feel more comfortable with each other. I will begin by saying my name and something I like to do. The person next to me will repeat my name and what I enjoy doing. Then he or she will say his or her name and favorite activity. Let's give everyone a turn for this.

Discussion

Let's begin our discussion. Why does our school have a no-fighting rule? Do you feel this is a fair rule?

What would it be like here if there were no rule against fighting? How do your parents feel about your fighting? So we have a problem-parents want you to be able to take care of yourselves, and the principal says you can't fight. Sounds like we need to figure out some alternatives, at least for getting along in school.

People who study human behavior have interviewed many kids your age and have found that fights seem to fall into four categories. Listen to these and see if you have ever found yourself in one of these situations:

ATTENTION: Some kids need to be noticed a lot, and they will do things to get you to pay attention to them. If they annoy you long enough, it could lead to a fight. Examples: knocking books off your desk, sticking gum in your hair, hiding your things, etc.

POWER: Some kids like to be boss all the time. They insist you do things their way or they won't be your friends anymore. Sometimes they try to tell you who you can or cannot hang around with.

REVENGE: Some students fight to get even. They want revenge because they feel the other person did something to them first.

HELPLESSNESS: Some kids feel unable to look out for themselves. These folks get themselves into situations where they get picked on or bullied a lot. Often they will tease someone until a fight starts, and then they'll say, "My friend is going to get you for hurting me."

Do any of these situations seem familiar to you?

Now we're going to practice recognizing these four categories or goals of fighters. I'm going to repeat statements some fighters have made. Using these four cards as reminders, hold up the card that tells what one of the fighters was demonstrating. (Give a set of cards to each person.)

1. He pushed me, so I pushed him back! (revenge)
2. He keeps on bothering me. He's always hiding my books, or taking my pencils, or pulling my hair: (attention)
3. She keeps telling me what to do, and if I don't do it, she spreads rumors about me. (power)
4. They keep calling my friend bad names, and she's afraid of them; so I stuck up for her. (helplessness)

Listen to the following situation and imagine yourself as the person who is about to get into a fight. Choose the goal from your cards that this situation demonstrates and decide what you could do to avoid a fight and still feel good about yourself.

Randy (use a group member's name) is about to walk into his math class. Before he can enter the room, two of his friends grab his books and run down the hall. He chases after them only to find they have thrown his books into the large trash can in the hallway. As Randy bends over the container to retrieve his books, his friends begin chanting, "Trash-picker, trash-picker." Other kids begin to laugh and join in. Randy leaves his books and stomps over to his friends.

What are Randy's feelings?

What category would this fight be?

How can Randy avoid a fight and still feel OK about himself?

(Emphasize: The more attention given to negative behavior, the more often it will occur; it take more courage not to let others control what you do.)

Here is another situation:

Jennifer was in a bad mood when she came to school because her baby sister had torn up her homework. As .she is gathering her books from her locker, a passing student trips and accidentally knocks her down. Jennifer jumps up ready to slap her classmate.

What is Jennifer feeling?

What would be the goal for a fight? (revenge)

How could she help herself and avoid a fight?

(Emphasize: Being aware of how our moods affect our behavior; when we feel angry, we often take it out on others not involved; imagine a STOP sign in our minds before we react impulsively.)

Our time is running out. Before we end, let's look at this chart and remember some ideas we have discussed. Who would like to complete one of these sentence starters first?

STUDY SKILLS

How to Study

Do you want to get better marks in classes? Almost everyone is interested in keeping his or her grades high or in raising them. By following these general suggestions on how to study, you can become a better student.

1. Be sure that you know exactly what to do.
2. Write the assignment in a regular notebook that you keep for that purpose. Do not trust your memory.
3. Reduce to a minimum the distractions for study. Study in a quiet *room*.
4. Have a well-lighted desk cleared of all unnecessary objects and with the necessary study material at hand.
5. Have a planned program of work. Know that to do and how you are going to do it. Focus your attention on the completion of the assignment and work toward that goal.
6. Try not to have distractions. They make it more difficult to keep your mind on your work.
7. Avoid interruptions. They are a waste of time and energy. (Have your friends call before after study hours.)
8. Form the habit of studying in one particular place.
9. Keep a daily study schedule. By studying at a regular time each day, you can develop good study habits.
10. Begin your study by working on something fairly easy, and then move on quickly to harder assignments.
11. Keep studying once you start by reminding yourself of what you will gain when you finish. It is all right to take a few minutes out to relieve fatigue, but long periods of rest result in wasted time.
12. Develop the right attitudes. They can help you. Try to find some reason for liking a subject that you are required to study.
13. Take a farsighted attitude toward learning. The shortsighted attitude that the only value in learning the subject is to pass the course will prevent your from obtaining much from your education for your later life.

Parent-Teacher Conference Letter

Dear Parent,

Thank you for helping to make our Parent-Teacher Conference Day successful. We are happy to be able to talk with you. We feel your child is special to the teacher and the rest of the staff. We realize that each child comes to us with unique needs and talents. You are an important influence in your child's life. In fact, we cannot do our job of education without your help and understanding.

The teacher has been requested to be as honest as possible when discussing your child's strengths and needs. Please understand, the teacher is on your side. The recommendations that the teacher offers are meant to help you, your child, and the teacher. We like to feel that we can join sides as members of a team.

We, your child's school counselors, are available to help you in any way we can. If you are dissatisfied with your child's progress or if you have questions, we will be glad to talk with you. No concern is too small; no question should go unanswered.

The school-wide achievement testing, which is part of the statewide testing program, will be conducted the third week of April for grades K through 6. You will be notified of the results.

[Name]

[Phone]

(This form is available online at the RCSS site under "Frequently Used Forms" in

**RICHMOND COUNTY BOARD OF EDUCATION
SCHOOL SOCIAL WORKER REFERRAL FORM**

SSW Use Only
Date Rec'd _____
First Contact _____

DATE of REFERRAL _____

SCHOOL _____ SSW NAME _____

STUDENT'S NAME _____ DOB _____

ADDRESS _____

GRADE _____ GENDER _____ SPECIAL EDUCATION YES _____ NO _____

IF YES, EXCEPTIONALITY _____

PARENT / GUARDIAN'S NAME _____

HOME PHONE _____ BUSINESS / CELL _____

REASON FOR REFERRAL (*Circle areas of concern*) Academic Attendance Tardy Homeless

Health Chronic Illness Economic Emotional Discipline Family Zone Verification Abuse

Number of Absences: *Excused* _____ *Unexcused* _____

Specify Reason for Referral _____

ATTEMPTS MADE BY SCHOOL PERSONNEL TO ALLEVIATE THE PROBLEM:

Academic intervention _____

Conference with student _____ Telephone contact with parent _____

Letter to parent _____ Conference with parent _____

TEACHER _____ PRINCIPAL _____

REFERRED BY _____ TITLE _____

RESPONSE / INTERVENTION _____

SCHOOL SOCIAL WORKER

***Do not file in student's permanent record**

SSW Signature/Date

"Learning today... Leading tomorrow"

The mission of the Richmond County School system is to educate students to
become lifelong learners and productive citizens.

Letter to Parents for Career Development

Dear Parents,

We are planning a series of career awareness and exploration sessions in your child's classroom. We are asking parents and others to share with us the kind of work you do by answering your child's career interview questions. It is important for students to understand the variety of jobs and occupations and to see the connection between school and work. Please take a few moments to help your child complete the survey.

We would also welcome visits from parents or other special guests to talk to the class about work. If you can come and speak to our students or can suggest someone who can, please fill out the section below and have your child return it to his or her teacher.

Counselor / Teacher's Name: _____

Parent's Name: _____ Student's Name: _____

Yes, I can come to your class on _____ at _____.

I cannot come, but I suggest that you contact _____ at _____.

Agency Contact Form

Month _____

Agency	Date of Contact	Name of Person Contacted	Reason for Contact or Person Referred	Follow-Up Date	Action Taken

Questions for Career Interview

1. What is your occupation?
2. What kind *of* training did you have for this occupation?
3. Did you have other jobs before this one? How many?
4. Why did you leave each job?
5. How do you feel about the work you do now?
6. How does this job make you feel about yourself?
7. What are some of the special skills, talents, interests that you possess that help you to do this job well or that cause you to enjoy doing this job?
8. What kind of lifestyle does this occupation allow you to have? Are you happy with this lifestyle?
9. What are some of the positive and negative things about your job?
10. If you could do it all over again, what career would you choose?

Grade	Topic	Number of Students Served	Date

Small Group Sessions (several sessions with identified students on specific topics)

Grade (s)	Topic	Number of Students Served	Date(s)

Actions towards SMART Goal(s): Please list any specific activities/ actions you have implemented towards achieving your identified SMART goal:

Goal (write in the goal)	Activity	Results/Feedback/Impact/ Observations



ASCA National Model School Counseling Program SMART Goals Worksheet

Specific Issue What is the specific issue based on our school's data?	
Attainable What outcome would stretch us but is still attainable?	
Time Bound When will our goal be accomplished?	
Measurable How will we measure the effectiveness of our interventions?	
Results-Oriented Is the goal reported in results-oriented data (process, perception and outcome)?	

School: _____ Year: _____

School Counselor(s): _____

Based on the information above, write a single goal statement sentence

Example: By the end of the year, the number of discipline referrals will decrease by 20 percent.

Individualized Comprehensive School Counseling Plan

20__ – 20__

Sample School

Name of Principal

Name(s) of School Counselors

Names of Secretary

Section I

Foundation

In this section, you will essentially lay the foundation for your counseling program. You should share information about your school, beliefs, vision, mission, etc.

Richmond County Mission: The mission of the Richmond County School System is building a world-class school system through education, collaboration, and innovation.

Richmond County Motto: “learning today...leading tomorrow.”

Richmond County Beliefs:

1. Every person has the right to a quality education.
2. Education is the shared responsibility of the individual, home, school and community.
3. Every person can learn.
4. Respect and acceptance are essential for learning and personal development.
5. A safe, healthy, and orderly environment is essential to learning.
6. Communication is the key to understanding among people.
7. Excellence cannot be compromised.

Brief School Description

You can include your school data profile here.

Give an overview of the school to include information such as:

- Demographic profile: Number of students, ethnicity breakdown; free-reduced lunch; Special education;
- Special programs
- Graduation rate
- CCRPI scores

School Counseling Program

Vision

Write a statement that explains what you want to see as the end result of students who have participated in the school counseling program. These outcomes should be related to achievement and other outcomes – how do you see students functioning, feeling, contributing in 10 – 15 years.

Mission

Write a statement that explains how you will bring the vision to pass (ie. Include something about implementing a comprehensive counseling program). It should tie into the overall RCSS and school mission.

Beliefs:

Write statements that express:

- your beliefs about how children achieve
- how the counseling program meets needs
- the counselors' role
- how ethical standards guide counselor's work
- how data will be used in your program

You may also include a statement of other guidelines/laws that guide your program development such as:

- Bridge Bill (HB 400)
- ASCA Model Program guidelines (including ASCA Student Mindsets and Behaviors)
- School Improvement Plan
- CCRPI objectives

Delivery Model for Services Provided through the School Counseling Program

Direct & Indirect Services (Goal: 80% of time allotted)
Support Services (20% of time allotted)

Direct Student Services (80% of time)

School Counseling Core Curriculum: activities designed to ensure that all students in the same way master the skills and knowledge of educational objectives. i.e. Classroom and small or large group activities.

Individual Student Planning: activities to help students monitor and direct their own learning and personal development, to include individual advisement/academic counseling, RTI committee membership, and career/occupational exploration.

Responsive Services: Counselors' reacting to the immediate needs and concerns of individuals, to include sharing of information, personal counseling, small groups, crisis counseling, consultation, conferences, and referral to community agencies.

Indirect Student Services

Referrals: students and parents referrals to school or community resources for additional assistance or information. These referrals may be for academic, career or personal/social support.

Consultations: discussion with parents, teachers, other educators and community organizations to support student development in the academic, personal/social and career domains. (i.e. teacher or parent conferences)

Collaboration: working with other educators, parents, and the community to support student achievement and advocate for equity and access for all students. (professional development, workshops, cooperative projects)

Support Services: (20% of time)

The program will also include activities that are designed to establish, maintain, and enhance the provision of direct and indirect services. These activities may include program development/management /operation, curriculum/materials development, and data analysis (accountability measures). Self-analysis of counselor strengths and areas for improvement will be conducted annually.

Non-Counseling Administrative Assignments: The counselors, as are other staff members, are called upon to carry out other assigned duties. These may include assisting with records, scheduling and special program coordination. These fair-share responsibilities should be included in the 20% of time allotted or support services.

Resources

What resources (human, financial, materials) do you have to support your program?

Advisory Committee (Optional for 16-17)

Include a statement of how you hope to utilize an advisory committee to help guide your program

Accountability

Explain how you will document the services you provide:

- Ex. – maintain a portfolio including things such as
 - Verification of classroom lessons
 - Data from interventions/lessons
 - Sign/in sheets
 - Contact logs (parents, colleges, etc.)
 - Calendars (weekly and/or monthly)
 - Referrals
- Quarterly School Counseling Reports

Section II

Data Analysis

In this section, include data about your school. This data is the foundation for your 2-3 SMART goals related to attendance, discipline or achievement.

You can summarize the results of your review of data:

- Needs assessments from students, parents, staff (if used – not required)

Online Places to Access Data

Source	Link	Type of Information
Georgia Student Health Survey	http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/GSHS-II/Pages/GSHS-Results.aspx	Socio-emotional data; student perceptions,
CCRPI Reports	http://www.gadoe.org/CCRPI/Pages/default.aspx	Achievement, Career Data
Governor's Office of Student Achievement	Report Card (works best with Mozilla or google chrome to see it.) https://gosa.georgia.gov/report-card	Gives information on graduation rates, student attendance, HOPE eligibility, retention
Georgia Appleseed – Keeping Kids in Class Toolkit	https://gaappleseed.org/initiatives/toolkit/suspension-rate	Suspension Rates
SLDS	Located in Infinite Campus; on the “index” tab. Click on SLDS	Enrollment information, attendance, assessment information.

(You do not have to include this in your plan. Included as a tool to help collect data)



School Data Profile Template

SCHOOL DATA PROFILE							
SCHOOL YEAR							
Enrollment	#	%	#	%	#	%	
Total enrollment							
Gifted (school-based)							
ESOL							
Special education services							
SCHOOL YEAR							
Dropout Rate		%		%		%	
All students							
Asian or Pacific Islander							
Black							
Hispanic/Latino							
White							
Students with disabilities							
Students identified as disadvantaged							
Limited-English-proficiency students							
Graduation/Promotion Rate		%		%		%	
All students							
Asian or Pacific Islander							
Black							
Hispanic/Latino							
White							
Students with disabilities							
Students identified as disadvantaged							
Limited-English-proficiency students							
SCHOOL YEAR							
Attendance		%		%		%	
All Students							
Asian or Pacific Islander							
Black							
Hispanic/Latino							
White							
Students with disabilities							
Students identified as disadvantaged							

Limited-English-proficiency students						
SCHOOL YEAR						
Students with Disabilities	#	%	#	%	#	%
All Students with disabilities						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Other						
SCHOOL YEAR						
School Safety	#	%	#	%	#	%
Weapons offenses						
Offenses against students						
Offenses against staff						
Alcohol, tobacco, drug offenses						
Disorderly or disruptive behavior						
Technology offenses						
SCHOOL YEAR						
Engagement Data	#	%	#	%	#	%
Students in rigorous courses						
Students graduating without retention						
Students in extracurricular activities						
Student detentions						
Student suspensions						
SCHOOL YEAR						
Achievement	#	%	#	%	#	%
All students with disabilities						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Other						
SCHOOL YEAR						
Achievement	#	%	#	%	#	%
All students with disabilities						
Asian or Pacific Islander						
Black						
Hispanic/Latino						

White						
Other						
SCHOOL YEAR						
Achievement	#	%	#	%	#	%
All students						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Other						
SCHOOL YEAR						
Achievement	#	%	#	%	#	%
All students						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Other						
SCHOOL YEAR						
Achievement	#	%	#	%	#	%
All students						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Other						

Section III - Delivery

Program Goals & Plan of Action

This sections includes your goals, action plans and calendars.

Include:

- **2 – 3 SMART goals you will work on this year**
 - **Action steps you will take towards the goal**
 - **How you plan to measure the achievement of the goal**

You may also include other program goals (such as improving parent communication, use of technology, etc.)

- **Curriculum Action Plan (template included)**

On the Curriculum Action Plan template, you should identify the lessons you will use to reach your SMART Goals. Also, you should list the other lessons you intend to teach throughout the year. If you have topics that are being addressed through Teachers-As-Advisors, you can include them in your Curriculum Plan.

Considerations:

- **What lessons will you work on with each grade level?**
- When do you plan to teach certain lessons?
- **Be sure to include BRIDGE Bill Requirements for college/career readiness (grades 6 – 12)**
Bridge Bill checklist link:
<http://www.gcic.peachnet.edu/content/helpyourself/Document/ADVISEMENT%20Checklist%20GCIS.pdf>
- Include career cluster lessons for K – 5
 - Link for Career Cluster lesson information:
<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Elementary-Cluster-Activities.aspx>

- Identify the **ASCA Mindsets and/or Behaviors** the lesson is targeting.
- **Calendars**
 - Annual calendar
 - Are there specific programs/ school-wide activities you are planning?
 - Includes activities such as
 - back-to school night
 - Freshman Orientation
 - MOWR meetings
 - Parent Meetings
 - College or Career Nights
 - Advisory council meetings
 - Other activities that you are aware of for the year that will impact your program (standardized testing)

Goals:

Goals should be *specific, measurable, attainable, results-oriented and time-bound*.

Example: *By the end of the year, the number of discipline referrals for third grade students will decrease by 20 percent.*

The goals that will be addressed through the counseling program are:

1.

2.

3.

Georgia Counseling Core Curriculum Action Plan

School:
 Counselor(s):
 Program Goal:

Year:

Lessons and Activities Related to Goal (in chart):

Grade Level	Lesson Topic	Lesson Will Be Presented In Which Class/ Subject	ASCA Mindset and/or Competency	Curriculum and Materials	Projected Start/End	Process Data (Projected number of students involved and lessons to be delivered)	Evaluation: How will counselor measure results?	
							Perception Data (attitudes, skills and knowledge to be impacted)	Outcome Data (Achievement, attendance and/or behavior data to be collected)

Please note: **Not all counseling core curriculum lessons will be related to a program goal and will have evaluation methods via perception and outcome data.*

Small Group Action Plan

School:
Counselor(s):

Year:

Group Name:
Program Goal”

Target Group and data used to identify students:

:Grade Level	Small Group Objective/ Goal	ASCA Mindset and/or Competency	Resources Needed	Projected Start/End	Process Data (Projected number of students involved)	Evaluation: How will counselor measure results?	
						Perception Data (attitudes, skills and knowledge to be impacted)	Outcome Data (Achievement, attendance and/or behavior data to be collected)

Annual Calendar School -Wide Activities/Workshops

Activity/Workshop	Target Audience	ASCA Domain (Academic, Personal/Social, Career)	ASCA Mindsets and or Behaviors	Timeline (when you plan to conduct the activity)

Mindsets & Behaviors Planning Tool

This form is a tool you can use in planning your overall school counseling curriculum.

Indicate the grade level you plan to address any standard in the cells below.

It isn't necessary to address each standard each year.

Mindsets	Grade Level		
	Academic	Career	Social/ Emotional
1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being			
2. Self-confidence in ability to succeed			
3. Sense of belonging in the school environment			
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success			
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes			
6. Positive attitude toward work and learning			
Behavior: Learning Strategies			
1. Demonstrate critical-thinking skills to make informed decisions			
2. Demonstrate creativity			
3. Use time-management, organizational and study skills			
4. Apply self-motivation and self-direction to learning			
5. Apply media and technology skills			
6. Set high standards of quality			
7. Identify long- and short-term academic, career and social/emotional goals			
8. Actively engage in challenging coursework			
9. Gather evidence and consider multiple perspectives to make informed decisions			
10. Participate in enrichment and extracurricular activities			
Behavior: Self-Management Skills			
1. Demonstrate ability to assume responsibility			
2. Demonstrate self-discipline and self-control			
3. Demonstrate ability to work independently			
4. Demonstrate ability to delay immediate gratification for long-term rewards			
5. Demonstrate perseverance to achieve long- and short-term goals			
6. Demonstrate ability to overcome barriers to learning			
7. Demonstrate effective coping skills when faced with a problem			
8. Demonstrate ability to balance school, home and community activities			
9. Demonstrate personal safety skills			
10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities			

Behavior: Social Skills			
1. Use effective oral and written communication skills and listening skills			
2. Create positive and supportive relationships with other students			
3. Create relationships with adults that support success			
4. Demonstrate empathy			
5. Demonstrate ethical decision-making and social responsibility			
6. Use effective collaboration and cooperation skills			
7. Use leadership and teamwork skills to work effectively in diverse teams			
8. Demonstrate advocacy skills and ability to assert self, when necessary			
9. Demonstrate social maturity and behaviors appropriate to the situation and environment			

Section IV -Agreement

In this section, you need to include a copy of the **signed** partnership agreement.

Annual Partnership Agreement

Adopted from the American School Counselor Association

School Counselor _____ Year _____

School Counseling Program Mission Statement

School Counseling Program Goals

The school counseling program will focus on the following achievement, attendance, behavior and/or school safety goals this year. Details of activities promoting these goals are found in the curriculum, small-group and closing-the-gap action plans.

Program Goal Statements	
1	
2	
3	

Use of Time

I plan to spend the following percentage of my time delivering the components of the school counseling program. All components are required for a comprehensive school counseling program.

	Planned Use			Recommended
Direct Services to Students	_____%	of time delivering school counseling core curriculum	Provides developmental curriculum content in a systematic way to all students	80% or more
	_____%	of time with individual student planning	Assists students in the development of educational, career and personal plans	
	_____%	of time with responsive services	Addresses the immediate concerns of students	
Indirect Services for Students	_____%	of time providing referrals, consultation and collaboration	Interacts with others to provide support for student achievement	
Program Planning and School Support	_____%	of time with foundation, management and accountability and school support	Includes planning and evaluating the school counseling program and school support activities	20% or less

Advisory Council

The school counseling advisory council will meet on the following dates.

Planning and Results Documents

The following documents have been developed for the school counseling program.

- | | |
|--|--|
| <input type="checkbox"/> Annual Calendar | <input type="checkbox"/> Closing-the-Gap Action Plans |
| <input type="checkbox"/> Curriculum Action Plan | <input type="checkbox"/> Results Reports (from last year's action plans) |
| <input type="checkbox"/> Small-Group Action Plan | |

Professional Development

I plan to participate in the following professional development based on school counseling program goals and my school counselor competencies self-assessment.

Professional Collaboration and Responsibilities (Choose all that apply.)

Group	Weekly/Monthly	Coordinator
A. School Counseling Team Meetings		
B. Administration/School Counseling Meetings		
C. Student Support Team Meetings		
D. Department Chair Meetings		
E. School Improvement Team Meetings		
F. District School Counseling Meetings		
G. (Other		

Budget Materials and Supplies

Annual Budget \$ _____ Materials and supplies needed:

School Counselor Availability/Office Organization

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

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

The career center will be open from _____ to _____

Role and Responsibilities of Other Staff and Volunteers

School Counseling Department Assistant _____

Attendance Assistant Clerk _____

Data Manager/Registrar _____

Career and College Center Assistant _____

Other Staff _____

Volunteers _____

School Counselor Signature _____

Principal Signature _____

Date _____



Fall 2016 Webinars Sponsored By: School Counseling Division @ GA Dept. of Education



Mark your calendar now for the Fall 2016 webinars to be sponsored by the School Counseling Division at the Georgia Department of Education (GaDOE). Click "Register" to register for the webinar. Webinar descriptions are located on next few pages. Second semester webinars will be published in November 2016. All webinars will be recorded and posted on the GaDOE's website a few days after it airs live. All registered participants will receive an email with the link to access webinars when it has been posted. Click [here](#) to access webinar recordings and presentations from 2015-2016.

Move On When Ready...Math Advisement

Aug. 29, 2016, 1:00 PM

[Register](#)

Opportunities to Support Student Attendance

Sept. 6, 2016, 1:00 PM

[Register](#)

Model Comprehensive School Counseling

Program: Management

Sept. 13, 2016, 1:00 PM

[Register](#)

Si Se Puede!! (Yes, You Can!): Building School Counselor and Latino Parent Partnerships to Promote Student Success

September 28, 2016, 2:00 PM

[Register](#)

Suicide Prevention Month Webinars

Facilitated by Georgia Dept. of Behavioral Health & Developmental Disabilities (DBHDD)

Evidence-based Gatekeeper Curriculum for Schools:

Practical considerations for adoption and training

September 23, 2016 11:00 AM

[Register](#)

Behavioral Health Resources for

Families: Updates for Georgia Schools

September 27, 2016 11:00 AM and 2:00 PM

Session will be repeated at 2:00 PM.

[Register 11:00 Session](#)

[Register 2:00 Session](#)

NOTE: Other webinars for September are being set up for school counselors by outside agencies, but registration information is not available at this time.

NCAA Eligibility and Supporting Your Student Athletes

Oct. 5, 2016, 1:00 PM

[Register](#)

Model Comprehensive School Counseling

Program: Foundation

Oct. 12, 2016, 1:00 PM

[Register](#)

Motivating the Unmotivated Student

Oct. 26, 2016, 1:00 PM

[Register](#)

Model Comprehensive School Counseling Program: Delivery

Nov. 9, 2016, 1:00 PM

[Register](#)

High Demand Career Initiative Spotlight: Info Technology

Nov. 16, 2016, 1:00 PM

[Register](#)

High Demand Career Initiative Spotlight: Agriculture

Nov. 30, 2016, 1:00 PM

[Register](#)

What School Counselors Need to Know About Special Education and Students with Disabilities

December 1, 2016, 1:00 PM

[Register](#)

High Demand Career Initiative Spotlight: Film, Music, Digital Entertainment

Dec. 7, 2016, 11:00 AM

[Register](#)

Model Comprehensive School Counseling Program: Accountability

Dec. 7, 2016, 1:00 PM

[Register](#)

Helping to Improve the School Climate Score for Your School

Dec. 13, 2016, 1:00 PM

[Register](#)

High Demand Career Initiative Spotlight: Healthcare Sector

Dec. 14, 2016, 1:00 PM

[Register](#)

Georgia School Counselors Association

Thank you for your interest in joining a network of over 1,100 of your peers who are dedicated partners in our cause of **Connecting Counselors and Supporting Students**. As the only organization of its kind in the state of Georgia, the Georgia School Counselors Association (GSCA) is dedicated to providing you with great experiences, a vibrant professional community and essential tools to support your success.

Member Benefits Include:

Virtual Sharing Room: This members-only online sharing resource enhances the development of counselors and their students through the sharing of increased timesaving resources, downloadable lesson plans and events.

Professional Development: GSCA's Annual Conference is a time to stretch your thinking, enhance your skills, explore new program ideas, expand your professional network and find new ways to work smarter not harder. Conference fees are discounted for all members who attend.

Scholarship Opportunities: Each year GSCA offers \$1,000 scholarships deserving students, such as the Legacy and Emeliza Swain scholarships.

Publications:

- The **Counselor Connection** e-Newsletter is printed monthly and keeps members on top of new projects, resources and member benefits.
- ASCA's **School Counselor** magazine is offered virtually to GSCA members three times per year and highlights practical, how-to articles addressing the issues school counselors face on a daily basis.
- **The Beacon**, our official organization newsletter that is printed twice per year, serves as an asset of best practices for school counselors and provides a place to turn for practical, how-to articles addressing the issues school counselors face on a daily basis.
- **The GSCA Journal** provides peer-reviewed articles on school counseling theory, research, practice and techniques. The Journal helps you stay on top of the latest theories and advances in the field.

Advocacy: GSCA is committed to constant advocacy for our profession and the lives of the students we serve. Through the recent addition of a lobbyist, we believe we can fairly voice our members' beliefs as well as keep members informed on the important decisions they can be a part of.

Community of Peers: Help facilitate the exchange of ideas with other professional school counselors about your daily challenges and solutions by networking through GSCA's Facebook page (facebook.com/GASchoolCounselor) and Twitter (@[SchoolCounselGA](https://twitter.com/SchoolCounselGA)) account.

Online Membership Directory: Looking for a counselor near you to network with? GSCA's online membership directory gives you the opportunity to meet members located near you, whether that's geographically or in terms of interests or solution sharing.

Staff Support: GSCA believes in constant development for the school counselor and organization. Please feel free to call the Executive Office toll free at 888.455.0997, locally at 770.971.6002 or via email at info@gaschoolcounselors.com with any questions or solutions.

We believe our members' participation in GSCA is a demonstration of your commitment and passion to the profession and students you serve. GSCA hopes you will not only join, but actively engage in the community. To learn more about membership, please visit www.gaschoolcounselors.com.



ph: 770-971-6002
www.gaschoolcounselors.com

American School Counselor Association Member Benefits & Info

Join Now!

Professional school counselors across the country and abroad all share the same vision – to do the best job they can for the students under their guidance and care. Academic success alone isn't enough to ensure today's students are prepared to be tomorrow's adults. They also need to focus on career and social/emotional development.

Professional school counselors are a vital part of helping children develop into well-rounded individuals. And ASCA is a vital part of helping school counselors develop the programs necessary to meet students' needs.

An ASCA membership offers you more than just periodicals, professional development and peer networking. Although it offers that too! Joining the only organization dedicated to furthering the needs and mission of school counselors helps you grow professionally as well as personally. You'll learn about best practices in school counseling. You'll benefit from others' experience and research. Most of all, you'll know you're joining with thousands of other professional school counselors to share a common vision – that of turning today's youth into tomorrow's leaders.

Professional School Counseling Journal: ASCA's award winning journal provides peer-reviewed articles on school counseling theory, research, practice, and techniques. your subscription helps you stay on top of the latest theories and advances in the field. Members have access to full-text articles and archives online.

ASCA School Counselor Magazine: A slick, full-color bimonthly magazine, *ASCA School Counselor* gives members a place to turn for practical, how-to articles addressing the issues school counselors face on a daily basis. A \$90 value.

Discounted Publications: ASCA publishes and/or resells myriad publications targeting areas such as school violence, comprehensive guidance programs, career counseling, social development and more. Stay on top of your game with discounted publications from ASCA.

Professional Development: As everyone knows, it's important to participate in regular, certified professional development opportunities. In addition to its annual conference, webinars and local workshops, ASCA also partners with other organizations to offer members training in areas such as ethics, career counseling and more.

Liability Insurance: Don't take unnecessary risks with your career and financial stability. Protect yourself with FREE professional liability insurance developed especially for ASCA professional and student members.

Free Resources: One of the best benefits of ASCA membership is access to a plethora of free resources. From sample lesson plans to job descriptions, checklists to back-to-school handouts, your membership opens the door to a world of materials to use on a daily basis.

Online Membership Directory: Looking for school counselors in your geographic area or level for networking purposes? Need to get in touch with another member you met at a training seminar? ASCA's online membership directory not only provides the information you need right at your fingertips, but it also gives you the opportunity to update your own membership listing online, ensuring you never miss news or information from your professional association.

ASCA Aspects: Keep on top of new projects, resources and member benefits with ASCA's monthly e-newsletter. If you're an ASCA member and don't receive Aspects each month, check your membership listing and make sure you've selected "receive ASCA Aspects."

Member Logo: As an ASCA member, you can use the ASCA MEMBER logo on your business cards, website, letterhead, etc.

School Counseling Professional Organizations

You owe it to yourself and the stakeholders you serve to stay abreast of what's happening in your profession. Consider joining a school counseling professional organization so you will be "in the know". Plus from an ethical standpoint, we as counselors should exhibit a high standard of care. This is being provided for informational purposes only.

Georgia School Counselor Association (GSCA)

Website: <http://gaschoolcounselor.org/>

Conference: Nov. 2-4, 2016
Macon, GA - Macon Centreplex
Registration is open now.

To Join: Click [here](#) to join or renew online.
Professional Membership is \$60.

Few Highlights: Grants available to attend annual conference, School Counselor of Year Awards, Monthly Email Blasts, Quarterly Magazine

Georgia Association for Career Technical Education (GACTE)

Website: <http://gacte.org/>

Conference: July 9-11, 2017
Atlanta, GA—Renaissance Waverly

To Join: When you [join](#) the national affiliate, ACTE, you are automatically joining the state affiliate, GACTE, as well. See below.

Few Highlights: Leadership Training Program, GACTE Career Guidance Award for School Counselors, Counseling Division at Annual Conference

Southern Association College Admissions Counseling (SACAC)

Website: <http://www.sacac.org/>

Conference: April 20-25, 2017
San Antonio, TX— Marriott River Center

To Join: Click [here](#) to join.
Membership is \$35 a year.

Few Highlights: Counseling Grants available to attend conferences and for college planning initiatives

American School Counselor Association (ASCA)

Website: <http://www.schoolcounselor.org/>

Conference: July 8-11, 2017
Denver, Colorado

To Join: Click [here](#) for membership info. Professional Membership is \$129. Automatic Yearly Renewal and Monthly Payments are available.

Few Highlights: \$1 million in professional liability coverage, Free webinars, Bi-monthly counseling magazine, Monthly e-newsletter

Association for Career Technical Education (ACTE)

Website: <https://www.acteonline.org/>

Regional Conference: Sept. 28-30, 2016
Tampa, Florida—Grand Hyatt Tampa Bay

To Join: Click [here](#) for membership info. Professional Membership is \$130. By joining ACTE, you will also become a member of the state association, GACTE.

Few Highlights: Monthly magazine, Online seminars, electronic publications, \$25,000 common carrier accidental death and dismemberment insurance

National Association College Admissions Counseling (NACAC)

Website: <http://www.nacacnet.org/>

Conference: September 22-24, 2016
Columbus, Ohio
Greater Columbus Convention Center

To Join: Click [here](#) for membership info.

Few Highlights: Great online resources, Semi-monthly e-newsletter, Free webinars