



Gilchrist Co. Comprehensive School Counseling Program

2023-2024

Introduction

The 2004 Florida Legislature enacted legislation requiring Florida school districts to develop a district guidance plan. During the spring of 2005, representatives from the NEFEC districts met to review the legislation and outline a procedure for the development of a school counseling program. In an effort to update the 2005 NEFEC Guidance Plan, representatives from the NEFEC districts met in 2013 to review legislation, the *American School Counselor Association (ASCA) Standards*, and the *Florida's School Counseling Framework* to develop the 2014 NEFEC Comprehensive School Counseling Program.

A group of counselors representing member districts collaborated on several occasions in the fall of 2013 to provide input for the comprehensive program which serves as a template for district plans. The NEFEC Comprehensive School Counseling Program may be used by districts in part or in its entirety to assist with maintaining and building strong school and district counseling programs. The following people served as team leaders and are to be thanked for their assistance with this project.

2023-2024

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Comprehensive School Counseling Program

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2023-2024

Foundation

*Standard One: Mission Statement
A mission statement for the school
counseling program has been
developed.*

Mission Statement

The mission of the counseling program is to provide a developmental, systematic, and comprehensive program that will assist students in acquiring the skills, knowledge, and attitudes needed to become effective students, responsible citizens, productive workers, and lifelong learners. The program addresses the personal/social, educational, and career needs of all students, as well as an awareness of the need for active community involvement. The mission statement is unique to each school and community, but it should be tied to the school district's mission and the school improvement goals.

District Vision Statement

To continually provide high performing schools that include diversified experiences for all students so that they exit college and/or career ready, are productive, contributing citizens, and have an appreciation for and willingness to serve their community.



*Standard Two: Rationale And Philosophy
A rationale and philosophy that guide the
program development, implementation, and
evaluation for the school counseling
program has been developed and agreed
upon.*

Philosophy

The District believes a developmental and sequential school counseling program is an essential and integral part of the overall education process. We believe that academic, career, and personal/social objectives are attainable by all students when a comprehensive curriculum is coordinated throughout the district in a consistent manner.

Rationale

The school counseling program will:

1. Reach the needs of all the students, ensuring that all students are college and career ready.
2. Collaborate with other educators, parents, and community members to provide proactive interventions (e.g., MTSS).
3. Include all stakeholders in a programmatic approach to counseling services that support student achievement.
4. Commit to counselors devoting 80% of their time to implementation of the school counseling program.
5. Develop an accountability system that ensures quality and consistency across the district through the use of data.
6. Emphasize what students learn as a result of participating in the school counseling program.

*Standard Three: Student
Standards & Competencies
Student standards and
competencies have been
developed and organized into
four content areas; (1) academic
achievement, (2) career
development, (3) personal/social
development, (4) community
involvement and
multicultural/global citizenship
development.*

Standards and Competencies

A comprehensive school counseling program must focus on student learning and achievement. An advantage of a standards-based school counseling program includes an **emphasis on students**. No longer is the program all about what counselors do, but the emphasis is on what students learn as a

result of participating in the school counseling program. Counselors know the focus of their program, and students understand what is expected of them.

The following standards and competencies represent expectations for students as a result of participation in the school counseling program:

Academic Achievement

1. Students will acquire the knowledge, skills, and attitudes that contribute to school success and lifelong learning.
 - 1.1 Improve academic self-concept.
 - 1.2 Develop the skills and attitudes for improving academic achievement and effectiveness as a learner.
2. Students will acquire the academic preparation necessary to choose from a wide range of educational, training, and employment options, upon completion of secondary school.
 - 2.1 Manage an educational and career plan to achieve goals.
 - 2.2 Understand the opportunities available and know how to access an array of postsecondary Options, e.g., career and technical pathways, the military, two-year community college, four-year university, certificate programs, apprenticeships, on-the-job training, and work.

Career Development

3. Students will acquire the self-knowledge necessary to investigate the world of work and make informed career decisions.
 - 3.1 Develop self-knowledge through experience and exploration.
 - 3.2 Understand self in the world of work.
 - 3.3 Understand the relationship between work, society, and the economy.
4. Students will use strategies for career and education planning.
 - 4.1 Learn to analyze factors that impact career decision making and education plans.
 - 4.2 Develop skills to locate, evaluate, and interpret career information.
 - 4.3 Experience the world of work

Personal and Social Development

5. Students will develop the skills to understand and appreciate themselves and others.
 - 5.1 Acquire self-awareness and self-acceptance.
 - 5.2 Demonstrate positive interpersonal and communication skills.
 - 5.3 Demonstrate skills for personal safety and self-care.
6. Students will identify, develop, and use processes to set and achieve goals, make decisions, and solve problems.
 - 6.1 Acquire skills for goal setting, decision making, and problem solving.
 - 6.2 Demonstrate the ability to use skills for goal setting, decision making, and problem solving.

Community Involvement and Multicultural/Global Citizenship Development

7. Students will develop the knowledge and skills to become contributing citizens in a multicultural society and global community.
 - 7.1 Demonstrate acceptance and respect for cultural and ethnic diversity.
 - 7.2 Develop and volunteer in community service projects.

Management System

Planning and management strategies are in place that establish, maintain, and enhance the total school counseling program. The management system addresses the following:

- Who will implement the program
- A calendar of when activities are planned and implemented
- Why certain activities are planned (use of data)
- On what authority the school counseling program is delivered

*Standard Four: District Policy
The local school board has approved and supports the district school counseling program.*

District Policy

The District Comprehensive School Counseling Plan is an integral and central component of the total education program. The program is student development centered and is designed to enhance the academic, career, and personal/social development of all students while removing barriers that may interfere with learning. Students will be assisted in acquiring competencies in these three areas of development.

The comprehensive school counseling plan supports the educational improvement process with a commitment to individual diversity and the maximum development of human potential. The ultimate goal of the program is for students to graduate with the competencies necessary to make self-directed, realistic, and responsible decisions and to be successful contributors to society.

Advisory Council

The advisory council is a representative group of people appointed to review program results and to make recommendations:

- Membership should include representative stakeholders, such as students, parents or guardians, teachers, counselors, administrators, school board members, and business and community members.

*Standard Five: Advisory Council
An advisory council for the school counseling program has been established and is active.*

- Potential members will be invited to participate.
- Replacement membership will be staggered so that there will always be experienced members serving.
- The advisory council will meet at least once a year. The meeting should include the purpose and goals of the council along with information, reports, and other data related to the school counseling program.
- The meeting will include a specific agenda with the goals to be accomplished.
- At the end of each school year, the results (data) gleaned from the program will be shared with the advisory council along with recommendations for program improvement.

The primary purposes of the advisory council are to provide support, offer advice, review present activities, and encourage new activities to meet the goals of the comprehensive program.

Activities of the advisory council may include the following:

- Reviewing program goals
 - Ensuring that goals align with the mission of the district
 - Ensuring that the goals align with state standards
 - Prioritizing academic, career, personal/social and community involvement/citizenship development goals
- System Support
 - Recommending professional development for school counselors
 - Maintaining communication with and within schools
- Offer advice
 - Making recommendations to district and administrative personnel on barriers that prevent counselors from spending 100 percent of their time with direct services to students and management of the school counseling program
- Review Present Activities
 - Conducting program audit and evaluations
 - Reporting results of activities through data driven interventions
 - Reporting results of the efforts to close the achievement gap
 - Ensuring that school's counseling program builds upon programs implemented at feeder schools

Program Resources

*Standard Six: Program Resources
Professional staff, financial
resources, and political resources
appropriate to carrying out the full
intent of the school counseling
program are provided.*

Staff

Certified school counselors are the providers and managers of the student comprehensive school counseling program. The school counseling program is delivered as part of a team approach that requires the involvement of all school staff. However, it is certified professional school counselors who provide direct services to students and who are responsible for overall program direction and content.

School counselors serve a vital role in maximizing student achievement; incorporating leadership, advocacy, and collaboration; promoting equity and access to opportunities; and promoting rigorous educational experiences for all students. School counselors support a safe learning environment, safeguarding the human rights of all members of the school community. Collaborating with other stakeholders to promote student achievement, school counselors address the needs of all students through prevention and intervention programs that are a part of a comprehensive school counseling program. To achieve maximum program effectiveness, the American School Counselor Association (ASCA) and the American Medical Association (AMA) recommend a counselor-to-student ratio of 1:250. The district will strive to meet this expectation.

The major job responsibilities for school counselors include:

- Plans, organizes, delivers, and evaluates the school counseling program
- Conducts needs assessments (of students, teachers, parents) to determine program goals and priorities
- Adapts the district guidance plan/program to include school needs and priorities, curriculum, and calendars
- Counsels individual students and groups through the development of career and educational plans
- Counsels small groups and individuals with problems
- Consults with teachers, staff, and parents or guardians regarding developmental needs of students
- Refers students with severe problems to appropriate community agencies in consultation with their parents or guardians

- Coordinates, conducts, or participates in activities that contribute to the effective operation of the school
- Uses student data from the school results from needs assessments to establish goals and activities that impact student achievement as well as close the achievement gap between minority and disadvantaged students and their non-minority counterparts
- Creates annual, monthly, and weekly calendars to plan activities to reflect school goals
- Evaluates counseling strategies and activities on an ongoing basis to update/revise the program and to determine program needs
- Pursues professional growth opportunities

Financial Resources

A successful school counseling program requires a commitment of resources to develop, implement and improve the program. It is recommended that the program budget include the cost of the following:

- Adequate staffing to reduce the counselor/student ratio consistent with Southern Association of Colleges and Schools (SACS), ASCA, and AMA recommendations and provide adequate clerical support and district coordination
- Meetings/workshops for counselors to assist in developing or modifying curricula
- Professional development workshops on program implementation
- Professional release time, travel, and consultant fees
- Curriculum materials, resources, and equipment to implement the program
 - Career, social development and education guides
 - Videos
 - Books
 - Programs/kits
 - Postsecondary school catalogs
 - Employability skills materials such as resumé writing, job seeking, and interviewing
 - Financial aid and scholarship books, software, and applications
 - Assessment materials for interest, values, aptitudes, and learning styles
 - Test preparation materials
 - Career decision-making materials
 - Military information
 - Local job openings
 - Character education, conflict resolution, and bully prevention materials
 - Student development lesson plans
 - Equipment, such as computers, DVD players, TV monitors, copiers, LCD projectors, computer labs, etc.

Note: Access to computer labs is more important than ever due to the increased legislative requirements for career planning at the middle and high school levels.

Facilities

The heart of all student guidance services at each school should be located in counseling centers that bring together all of the available resources, materials, and staff for availability to all students.

In elementary schools, the center should provide a place for students to explore information and services on personal growth and development.

For secondary schools, a career center should provide information that can be used for career exploration and planning, job placement, financial aid and scholarships, and postsecondary planning. In addition, counseling services will be available through distributed and/or center offices.

In providing services through the school counseling program, the facility should include:

- Office space for confidential individual counseling
- Space for group counseling and parent conferences
- An office equipped with a secure space for storing confidential documents, telephone, copy machine access, and computers with Internet and access to student data
- Adequate storage space, as well as access to equipment for training
- A career center with appropriate materials and resources for student, teacher, and parent use

Use of Time

The responsibilities of counselors continue to increase due to state and local mandates, school improvement priorities, testing, and the rising number of issues that face many students today. Non-school counseling activities must be identified and reduced to a minimum to maintain the 80 percent of counselor time devoted to direct services to students, as recommended by ASCA and *Florida's School Counseling Framework*.

*Standard Seven: Use of Time
Counselors can document that they spend 80% of their time providing direct services to students, staff, and families, and the remainder is spent on program management.*

The following percentages serve as a guide to school counselors and administrators when determining the time their program needs to spend in each of the four delivery system components. The time percentages are designed to be programmatic—not counselor specific. Counselors are encouraged to allot times based on program priorities and needs. The district is striving for the following distribution of counselor time as recommended by the American School Counselor Association (ASCA):

Distribution of Total School Counselor Time

Adapted from Gysbers, N.C. & Henderson, P. (Eds.) (2000). *Developing and managing your school guidance program*, (3rd ed.), Alexandria, VA: American Counseling Association.

<i>Delivery System Component</i>	<i>Elementary School % of Time</i>	<i>Middle School % of Time</i>	<i>High School % of Time</i>
<i>Student development curriculum</i>	35% - 45%	25% - 35%	15% - 25%
<i>Individual Student Planning</i>	5% - 10%	15% - 25%	25% - 35%
<i>Responsive Services</i>	30% - 40%	30% - 40%	25% - 35%
<i>System Support</i>	10% - 15%	10% - 15%	15% - 20%

Schedules and Calendars

The master calendar of school counseling events serves as a useful tool in planning and implementing the school counseling program. By posting the calendars, all stakeholders are aware of when and where activities are scheduled. A well-developed calendar is a powerful public relations booster as it can be submitted to local newspaper, student newsletter, and school Web site to increase the program's visibility.

*Standard Eight: Calendars
School counseling annual, monthly,
and weekly calendars are developed
and published.*

School Counselors will develop and publish a master calendar of school counseling events to ensure students, parents or guardians, teachers, and administrators know what and when school counseling activities are scheduled. Master calendars can be developed annually, monthly, or weekly to organize counseling activities. Calendars can also assist with planning, ensuring program participation.

The use of a school counseling program calendar aligned with the school site calendar will encourage staff, parent/guardian, student, and community involvement as partners in education.

Delivery System

The delivery system addresses how the program will be implemented. The purpose of the student development curriculum is to provide all students the knowledge and skills appropriate for their developmental level. Every district has a school counseling program. Each school should use this program but add the components that will make it specific to the school.

Curriculum

Standard Nine: Curriculum
A student development curriculum that specifies what competencies all students should master has been developed and implemented.

Suggested Time Allocations

(Recommended by ASCA)

Elementary School	35% - 45%
Middle School	25% - 35%
High School	15% - 25%

There are seven student standards, and each standard includes competencies and performance indicators organized by grade level groupings (PreK-3, 4-5, 6-8, and 9-12). The curriculum is delivered through structured strategies, activities, or units presented systematically through classrooms, groups, or school-wide events. Professional school counselors can teach, team with teachers, or support teachers with materials and classroom activities.

The purpose of the counseling and student development curriculum is to systematically assess students as they develop the skills they need to enhance their academic achievement, career development, personal/social development, and community involvement. The curriculum should be designed to help students acquire age appropriate knowledge and skills within the scope of the following student standards:

1. Students will acquire the knowledge, skills, and attitudes that contribute to school success and lifelong learning.
2. Students will acquire the academic preparation necessary to choose from a wide range of educational, training, and employment options upon completion of secondary school.

3. Students will acquire the self-knowledge necessary to investigate the world of work and make informed career decisions.
4. Students will use strategies for career and education planning.
5. Students will develop the skills to understand and appreciate themselves and others.
6. Students will identify and utilize processes to set and achieve goals, make decisions, and solve problems.
7. Students will develop the knowledge and skills to become contributing citizens in a multicultural society and global community.

See Appendix 1 for PreK-12 Standards, Competencies, and Sample Indicators.

Individual Student Planning

Standard Ten: Individual Student Planning

All students along with their parents/guardians are provided opportunities to develop, monitor, and manage their educational and career plans.

Suggested Time Allocations

(Recommended by ASCA)

Elementary School	5% - 10%
Middle School	15% - 25%
High School	25% - 35%

Student development curriculum activities are usually delivered individually or with small groups or advisement groups. Individual or group counseling is implemented through strategies such as individual appraisal and individual advisement. Activities include interest and ability assessment, career exploration and planning, and portfolio development.

The purpose of these services is to enhance the development of ongoing personal/social, career, and/or academic goals for all students.

School counselors:

- Counsel individual students or small groups with their personal concerns.

- Consult with student’s family, teachers, educational support staff, and community agencies regarding strategies to help students.
- Use accepted theories, techniques, and ethical practices appropriate to school counseling at different developmental stages.
- Apply knowledge of different cultures to interact effectively with all populations.
- Demonstrate knowledge of career development theories and career counseling techniques.

Responsive Services

*Standard Eleven: Responsive Services
Services are available to assist students
and their parents/guardians with
immediate needs or concerns that require
counseling, consultation, referral, peer
facilitation, or information.*

Suggested Time Allocations

(Recommended by ASCA)

Elementary School	5% - 10%
Middle School	15% - 25%
High School	25% - 35%

The school counseling program includes services such as counseling, consultation, and referral that are available to all students and their parents or guardians. The purpose of these services is to intervene on behalf of those students whose immediate personal concerns or problems put their continued academic, career, and/or personal/social development at risk. This component is often student-initiated.

School counselors provide the following responsive services:

- Counsel individual students or small groups with their personal concerns
- Consult with students’ families, teachers, educational support staff, and community agencies regarding strategies to help students
- Use accepted theories, techniques, and ethical practices appropriate to school counseling at different developmental stages
- Apply knowledge of different cultures to interact effectively with all populations

- Demonstrate knowledge of career development theories and career counseling techniques in delivery of the school counseling program

Topics may include:

School Based Issues

- Academic failure
- Attendance
- Attitudes and behaviors
- Peer relationships
- School safety
- Study and testing skills
- Transferring from one school to another

Personal Issues

- Self-management skills
- Substance abuse
- Stress
- Pregnancy
- Gang pressure/involvement
- Harassment issue
- Death of a family member or friend
- Family divorce
- Abuse (physical, teacher, verbal, etc.)
- Career indecision
- Financial aid
- Postsecondary options
- Peer remediation
- Conflict resolution
- Self-esteem
- Bullying

Many times a counselor will intervene with students who are unable to cope with a situation or are on the brink of choosing unhealthy or inappropriate solutions to their problems. Some responses to students are remedial, such as interventions with students who have already made unwise choices or have not coped well with problem situations.

School counselors refer parents or guardians to community services for long-term counseling needs and to deal with crises such as suicide, violence, abuse, and terminal illness. These community resources may include: mental health services, employment and training programs, juvenile services, and social services.

In this component, as in the others, locally identified needs will dictate the priorities for problem topics and for the groups of students to be served. A comprehensive school counseling program includes supplemental services for students targeted by special funding sources, such as students in compensatory, gifted, migrant, and exceptional student education, or career and technical programs.

Parents or guardians must be involved and participate in the activities of this component to help their children overcome barriers to their educational progress. Parents or guardians can refer their children for help and work with school staff to specify their children's issues. They must also give permission for needed services, including ongoing counseling.

Management activities include program evaluation, follow-up studies, school and community orientation to the school counseling program, public relations, professional development activities, participation on school leadership teams or other committees, community outreach and planning, and other management tasks that support the program.

Systems Support

*Standard Twelve: Systems Support
School counselors utilize professional development opportunities, consultation, collaboration, and teaming, as well as program management and operation activities to meet the goals of the school counseling program and to contribute to the mission and goals of the school system.*

Suggested Time Allocations

(Recommended by ASCA)

Elementary School	10% - 15%
Middle School	10% - 15%
High School	15% - 20%

School counselors provide support to programs other than counseling. This support includes, but is not limited to, involvement in testing, serving on school- or district-based curriculum committees and consulting with school administrators regarding student needs.

Professional Development

School counselors are involved regularly in updating and sharing their professional knowledge and skills through the following means:

- Board Certification
- In-service training
- Professional associations

Consultation, Collaboration, and Teaming

Counselors look for opportunities that will promote support and awareness for the school counseling program in the following ways:

- Consultation
- Community Outreach
- School Improvement Leadership Teams
- Advisory Council

The full implementation of the program requires that the school counselor work cooperatively and collaboratively with administrators, teachers, and district staff. The success of the program depends upon the extent to which all educators understand that the goals of the total educational and those of the comprehensive school counseling program are congruent. Educational professionals must also realize that they have distinct but interactive roles in promoting the cognitive, emotional, and social development of students and must maintain mutual respect for change and contributions each brings to the school setting.

Administrative Support

Administrative support is critical to the full implementation of the school counseling program. The principal, as the chief administrator of the school, is ultimately responsible for the success of school counseling programs in the building.

The principal shall provide the structure and support necessary for the school counselor to *devote full-time* to the development, coordination, and maintenance of the program. Such support includes the provision of adequate facilities, materials, and clerical assistance so that school counselors can use their specialized training and competencies in an effective manner. The principal is also encouraged to minimize additional non-counseling duties that do not support this guidance plan when possible.

Teacher Support

Teachers can play an important role in establishing the school counseling program by:

- Supporting and assisting with the implementation of the school counseling program
- Sharing insight and knowledge with the counselor in creating a positive learning environment for the student
- Sharing student data with the counselor

- Assisting in identifying students with special needs and in making appropriate referrals
- Collaborating with the school counselor in integrating the student development curriculum into the academic program

District Student Services Personnel Support

The district student services personnel serve as facilitators, leaders, supporters, and advisors throughout the process of development, implementation, and evaluation of the student guidance program. They are directly responsible for:

- Establishing policies and procedures that will increase full and successful implementation of the student development program district-wide;
- Disseminating information concerning the program and state and federal initiatives to district and school administrators, school board members, other school personnel, and the community;
- Coordinating professional development activities for school counselors that will support the program;
- Conducting program evaluation activities and compiling the annual district guidance report;
- Recruiting qualified candidates;
- Coordinating mentorship of new counselors to the district;

Accountability

Increasingly, school counselors and administrators are challenged to demonstrate the effectiveness of the school counseling program in measurable terms. School counselors must answer the question, “How are students different as a result of the school counseling program?”

School counselors share the responsibility to remove barriers that impede learning and involve all critical players in a school setting to help make that happen. School counselors must collect and use data that support and link the school counseling programs to students’ academic success.

Use of Data

The Comprehensive School Counseling Program is data-driven. The use of data to effect change within the school system is integral to ensuring that every student receives the benefits of the school counseling program. School counselors should show that activities implemented as part of the school counseling program were developed from a careful analysis of student needs, achievement, and related data based on the following:

- School improvement plans
- Parent/staff/student surveys
- Needs assessments

Standard Thirteen: Use of Data Procedures and processes have been established to use school improvement and other data to show student outcomes as a result of participating in the school counseling program.

- Program evaluations

School counselors frequently use the following data sources to highlight program accomplishments (American School Counseling Association, 2012):

- Process Data
 - Number of participants involved
 - Number of times the intervention took place
 - Evidence that an event occurred
- Perception Data
 - Asks what participants think they know, believe, or can do
 - Collected through surveys that measure self-reports of attainment of competencies, attitudes and beliefs, and perceived gains in knowledge
- Outcome Data
 - Shows the impact of an intervention
 - Reports the extent to which the program has had a positive impact on students' ability to utilize their knowledge, attitudes and skills to effect improvement in achievement, attendance and behavior
 - Collected from multiple sources

Using data enables school counselors to work in tandem with building administrators and faculty to close the achievement gap. School counselors can monitor student attendance and class performance and collaborate with faculty to devise strategies that will enable more students to move successfully from grade level to grade level. When school counselors work with the same school-based data as their colleagues, they share accountability for student outcomes and contribute to moving critical data elements in a positive direction.

Examples of Data:

- Student report card grades
- Standardized/Normed test scores (FAST, FSA, BEST, ACT, SAT, PSAT, PERT)
- Progress Monitoring Performance
- End of Course Assessments
- Participation in academic support services
- Attendance and truancy
- Mobility/Transiency
- Discipline referrals
- Passing rates each quarter
- Suspensions
- High school graduation rates
- Promotion from grade level to grade level
- Enrollment in Honors, Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), College Level Courses
- GPA

- ESE referrals
- Dropout rates
- Parent/student survey results
- Number of students enrolling in postsecondary education
- Number of students accessing dual enrollment courses
- Number of students accessing CTE courses

School Counselor Accountability

Improving student achievement in Florida is about closing the achievement gap. Every administrator, teacher, and member of the school staff is expected to contribute to the comprehensive structure of the school.

Principals and teachers work in an accountability-driven environment as schools are rated annually. Accountability requires all educators to systematically collect, analyze, and use data to examine the achievement patterns for students. School counselors also use this same information to strategize and document how the school counseling program contributes toward supporting student success. School counselors can demonstrate and communicate how their contributions positively impact student achievement and, by so doing, share accountability for school improvement with other members of the faculty.

Program Evaluation

The school counseling program is assessed periodically using program standards as the evaluation measure. Competency-based school counseling programs provide an answer to the question “How are students different as a result of the school counseling programs?” The student is the primary client and the program is evaluated on the competencies (knowledge, skills, and attitudes) that the students acquire. An evaluation design is driven by key questions asked by stakeholders and program developers and implementers, such as the following:

- Does the school district have a written comprehensive school counseling program?
- Does the program meet the program standards?
- Is the program being fully implemented?
- To what extent are the program design plan and implementation strategy achieving the objectives?
- Have students become competent in the content areas?

Standard Fourteen: Program Evaluation
The school counseling program is evaluated continuously and annually in terms of what every student should know and be able to do.

Evaluation is a process that begins with the development of questions to be answered by the evaluation and ends with making and acting on the recommendations generated by the findings.

School Counselor Standards

School counselors should be evaluated on tasks required to operate the school counseling program. The district has a standard evaluation system for instructional staff that includes counselors. Common job responsibilities include the following areas:

- Program management
- Guidance
- Counseling
- Consultation and referral
- Curriculum
- Coordination
- Professionalism
- Accountability

Counselor performance evaluation is critical to the improvement and maintenance of the school counseling program. A primary use of the counselor performance evaluation is to identify competencies that are strong and those that need strengthening, with the latter becoming targets for individual professional growth plans. The counselor's performance evaluation is based on roles and related competencies needed to implement the school counseling program. The evaluative instrument should be tailored to fit the local program and the designated roles and responsibilities of the counselors and the other student development personnel.

The counseling program will be assessed and updated periodically to meet state requirements.

Standard Fifteen: School Counselor Standards
Performance competencies are developed and based on program management and implementation and used as a basis for the counselor job description and evaluation.

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Appendix 1

Grades PreK–12 Standards, Competencies, and Sample Indicators **Academic Development**

Standard:		1. Students will acquire the knowledge, skills, and attitudes that contribute to school success and lifelong learning.
Competency:		1.1 Improve academic self-concept
Sample Indicators	PreK-3	<ul style="list-style-type: none"> • Display pride in work and achievement • Describe strengths and weaknesses as a learner • Demonstrate a positive attitude about self
	4-5	<ul style="list-style-type: none"> • Demonstrate awareness of what contributes to an accurate self-concept • Describe strengths and limitations • Review information, feelings, and accuracy the student expresses about self • Demonstrate understanding of how their school performance contributes to their self-concept
	6-8	<ul style="list-style-type: none"> • Understand the importance of individual effort, hard work, and persistence • Accept mistakes as part of the learning process
	9-12	<ul style="list-style-type: none"> • Describe individual strengths and how to remediate or compensate for weaknesses • Articulate feelings of competence and confidence as learners • Accept mistakes as essential to the learning process • Demonstrate self-advocacy to acquire positions of responsibility

Grades PreK–12 Standards, Competencies, and Sample Indicators
Academic Development

Competency:		1.2 Develop the skills and attitudes for improving effectiveness as a learner
Sample Indicators	PreK-3	<ul style="list-style-type: none"> • Listen to and engage in learning tasks • Follow teacher model for organizing materials, supplies, and belongings • Follow teacher model for planning, organizing, and producing work within a given time frame • Ask for help when needed • Describe classroom rules and why they are important
	4-5	<ul style="list-style-type: none"> • Articulate and apply strategies to improve self-performance • Demonstrate time management and organizational skills • Apply study skills necessary for academic success • Become aware that success and failure are parts of life and learning • Follow school rules and procedures
	6-8	<ul style="list-style-type: none"> • Organize materials, supplies, and belongings independently • Evaluate study skills and test-taking abilities • Articulate and apply strategies to improve self-performance • Describe and demonstrate improvement in study skills and test-taking strategies • Behave responsibly by following class and school expectations
	9-12	<ul style="list-style-type: none"> • Demonstrate appropriate physical, verbal, and emotional behavior in a school setting • Apply time-management and task-management skills • Apply knowledge of learning style to positively influence school performance • Apply effective study skills • Attend school regularly and arrive on time • Apply the study and homework skills necessary for academic success • Identify the requirements necessary for each grade level classification and for high school graduation

Grades PreK–12 Standards, Competencies, and Sample Indicators
Academic Development

Standard:		2. Students will acquire the academic preparation necessary to choose from a wide variety of educational, training, and employment options upon completion of secondary school.
Competency:		2.1 Manage an educational and career plan to achieve goals
Sample Indicators	PreK-3	<ul style="list-style-type: none"> Describe a plan and why it is helpful in daily life Describe planning they do at home and school Develop plans for specific activities Progress Monitoring Performance
	4-5	<ul style="list-style-type: none"> Describe how planning enhances their lives Explain the importance of planning and preparing for potential careers in the world of work Develop plans for specific activities Articulate what they want to be when they grow up Progress Monitoring Performance
	6-8	<ul style="list-style-type: none"> Demonstrate skills needed to develop a high school educational plan based on ability, interests, and achievement Describe Major Areas of Interest and how they are used in planning high school programs of study Demonstrate the responsibility for actions to ensure a successful transition from middle school to high school Progress Monitoring Performance
	9-12	<ul style="list-style-type: none"> Establish challenging academic goals and course work in high school Apply knowledge of interests and aptitudes to goal setting Use standardized test (FAST, FSA, BEST, PSAT, SAT, ACT) results in educational planning Use problem-solving and decision-making skills to assess progress toward educational goals Progress Monitoring Performance

Grades PreK–12 Standards, Competencies, and Sample Indicators
Academic Development

Standard:		3. Students will acquire the self- knowledge necessary to investigate the world of work and make informed career decisions
Competency:		3.1 Develop self-knowledge through experience and exploration
Sample Indicators	PreK-3	<ul style="list-style-type: none"> Describe their likes and dislikes Take turns helping with simple classroom jobs and describe what they like and/or dislike about the tasks
	4-5	<ul style="list-style-type: none"> Demonstrate skills in getting along with others, working in groups, and taking responsibility for actions
	6-8	<ul style="list-style-type: none"> Complete an interest assessment that matches results to career clusters Examine skills and identify areas for improvement Integrate personal growth and change into career decision making
	9-12	<ul style="list-style-type: none"> Develop a positive attitude toward school and work by understanding the importance of responsibility, dependability, integrity, and work ethic Complete assessments in areas such as interests, values, skills, and abilities Apply knowledge of personal abilities, skills, interests, values, and motivations to future goals Visualize a dream or goal, verbalize it, and make appropriate plans to achieve it

Grades PreK–12 Standards, Competencies, and Sample Indicators

Academic Development

Competency:		3.2 Understand self in the world of work
Sample Indicators	PreK-3	<ul style="list-style-type: none"> Identify jobs they think they may be interested in doing when they grow up Recognize that all careers are acceptable to any gender Identify similarities and differences between school and outside activities
	4-5	<ul style="list-style-type: none"> Identify school subject matter as related to potential careers Perform classroom job responsibilities independently State job roles and functions of workers in the community Identify issues of gender and ethnicity in the workplace Identify issues of discrimination in the workplace
	6-8	<ul style="list-style-type: none"> Connect outside interests to school experiences Describe how behaviors such as punctuality, courtesy, proper dress and language, and hard work are essential to success in the job market Describe skills needed to be successful in school and the workplace
	9-12	<ul style="list-style-type: none"> Learn to understand and respect individual uniqueness in the workplace Describe how the changing nature of work requires adaptability, lifelong learning, and acquiring new skills Describe the relationship between personal qualities, education and training, and the world of work Describe how career plans may be affected by personal growth, external events, and changes in motivations and aspirations Demonstrate adaptability and flexibility when initiating or responding to change

Competency:		3.3 Understand the relationship between work, society, and the economy
Sample Indicators	PreK-3	<ul style="list-style-type: none"> List different jobs/workers and their contribution to the community
	4-5	<ul style="list-style-type: none"> Identify the importance of all work that contributes to society
	6-8	<ul style="list-style-type: none"> Describe the importance of work to society Give examples of how technology has changed the workplace Describe economic contributions workers make to society Understand the global economy and how it affects career decision making
	9-12	<ul style="list-style-type: none"> Identify changes in local, national, and global employment trends; societal needs; and economic conditions related to career planning Know the rights and responsibilities of employers and employees Recognize how principles of equal opportunity, equity, respect, and fairness affect career planning and management

Grades PreK–12 Standards, Competencies, and Sample Indicators

Academic Development

Standard:		4. Students will use strategies for career and education planning.
Competency:		4.1 Learn to analyze factors that impact career decision-making and education plans
Sample Indicators	PreK-3	<ul style="list-style-type: none"> Identify ways that learning and jobs are connected Identify ways that interests/hobbies and jobs are connected
	4-5	<ul style="list-style-type: none"> Describe quality of life and factors that influence it Recognize that work/career choices are influenced by interests and abilities
	6-8	<ul style="list-style-type: none"> Identify the relationship of course content, educational achievement, and career choice Identify personal preferences, skills, and interests that influence career choices and success Understand the effect of career choices on quality of life Demonstrate understanding of the education and training needed to achieve career goals Demonstrate awareness of the impact parents or guardians/family may have on career decision making Identify economic conditions that may affect career plans Describe supply and demand as related to workers and occupations and how that may impact job availability
	9-12	<ul style="list-style-type: none"> Describe examples of how “chance” might play a role in career decisions Give examples of how factors related to geographic mobility may influence career decisions Give examples of compromises or sacrifices one may have to make in career choices Describe how gender, family, life roles, and socioeconomic background can influence career choices Determine the values that impact career planning in terms of family, community involvement, work, and leisure Give specific examples of how biases and stereotypes (e.g., race, culture, national origin, gender, disability, economic status, religion, sexual orientation, etc.) may affect career decisions

Grades PreK–12 Standards, Competencies, and Sample Indicators

Academic Development

Competency:		4.2 Develop skills to locate, evaluate, and interpret career information
Sample Indicators	PreK-3	<ul style="list-style-type: none"> Describe jobs that are present in the school
	4-5	<ul style="list-style-type: none"> Describe work of family members and workers in the school Describe jobs that are present in the local community
	6-8	<ul style="list-style-type: none"> Identify and use career exploration sources of labor market information such as the Internet, newspapers, Occupational Outlook Handbook, and other media Identify that the information used for career decision making is from valid sources and up-to-date Identify various ways that occupations can be classified, such as clusters, pathways, and interest areas Describe the various ways in which occupations can be classified
	9-12	<ul style="list-style-type: none"> Use career information systems, such as labor market information, the Internet, and other resources for career exploration Identify career cluster(s) that match interests and abilities Identify opportunities for self-employment or entrepreneurship in career planning Describe the opportunities in traditional and nontraditional career choices

Competency:		4.3 Experience the world of work
Sample Indicators	PreK-3	<ul style="list-style-type: none"> Identify personal hobbies and interests Perform classroom job responsibilities independently Identify and describe responsibilities/jobs at home
	4-5	<ul style="list-style-type: none"> Demonstrate positive behaviors and skills when performing classroom jobs
	6-8	<ul style="list-style-type: none"> Practice using technology to solve problems related to home, school, community, and workplace Demonstrate skills and qualities in school that are used in the workplace, such as critical thinking, problem solving, technology literacy, interpersonal skills, honesty, dependability, work-related communication, customer service skills, adaptability, punctuality, and managing conflict Conduct interviews with school and community workers
	9-12	<ul style="list-style-type: none"> Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment Prepare a resume, complete a job application, and prepare for an interview Participate in a job shadowing activity in school or community Develop skills to interact and work cooperatively with different people Participate in a student organization directly related to program of study as an integral part of classroom instruction

Grades PreK–12 Standards, Competencies, and Sample Indicators
Academic Development

Standard:		5. Students will develop the skills to understand and appreciate themselves and others.
Competency:		5.1 Acquire self-awareness and self-acceptance
Sample Indicators	PreK-3	<ul style="list-style-type: none"> • List five personal characteristics • Name three things student likes about self • Develop self-advocacy skills, such as resiliency, responsibility, caring, and trustworthiness
	4-5	<ul style="list-style-type: none"> • State strengths as a learner, friend, and family member • Demonstrate understanding of how school performance contributes to self-concept • Analyze how relationships with others have affected/affect self-concept • Become aware of some of beliefs and describe how they contribute to self-concept • Recognize change is a part of growth
	6-8	<ul style="list-style-type: none"> • Demonstrate self-advocacy skills, such as resiliency, responsibility, caring, and trustworthiness • Identify personal challenges • Demonstrate strategies for responding to challenges • Understand how growth and change may influence self-concept
	9-12	<ul style="list-style-type: none"> • Identify interests, values, motivations, skills, and abilities • Develop positive attitudes toward self • Identify strengths and weaknesses • Practice self-control • Understand how growth and change may influence self-concept

Grades PreK–12 Standards, Competencies, and Sample Indicators
Academic Development

Competency:		5.2 Demonstrate positive interpersonal and communication skills
Sample Indicators	PreK-3	<ul style="list-style-type: none"> • Develop communication skills in speaking, listening, and nonverbal behavior • Demonstrate ways to express thoughts and feelings • Describe characteristics of friendship • Interact and participate in group work • Acquire skills needed to cooperate, compete, and compromise with others
	4-5	<ul style="list-style-type: none"> • Identify strategies for making and keeping friends • Articulate the impact of actions and words of others • Demonstrate appreciation for individual differences in the classroom • Demonstrate positive behaviors to promote individual and group learning • Use communication skills in problem-solving situations • Communicate feelings through written and oral communication • Apply conflict resolution strategies
	6-8	<ul style="list-style-type: none"> • Communicate feelings through written and oral expression • Demonstrate awareness that people may react differently to the same situation • Use effective listening strategies in collaborative situations • Demonstrate awareness of the dynamics of group membership • Communicate as advocate for self and others • Demonstrate appropriate skills for interactions with adults • Develop and maintain positive peer relationships • Understand and practice self-control
	9-12	<ul style="list-style-type: none"> • Develop and use effective communications skills, including speaking, listening, and nonverbal behavior • Express personal thoughts and feelings, attitudes, and beliefs • Develop healthy relationships that include trust, respect, and caring • Demonstrate communication skills necessary for teamwork • Demonstrate effective skills for interacting with peers and adults

Grades PreK–12 Standards, Competencies, and Sample Indicators
Academic Development

Competency:		5.3 Demonstrate skills for personal safety and self-care
Sample Indicators	PreK-3	<ul style="list-style-type: none"> • Identify resource people in the school and how to seek their help • Demonstrate knowledge of personal information (e.g., telephone number, home address, emergency contact) • Demonstrate awareness of the difference between appropriate and inappropriate behavior • Differentiate between appropriate and inappropriate physical contact • Identify simple strategies for dealing with difficult situations • Identify and demonstrate coping strategies for handling differences • Recognize healthy and unhealthy choices • Describe situations where peers can positively and negatively influence actions
	4-5	<ul style="list-style-type: none"> • Demonstrate knowledge of personal information (e.g., telephone number, home address, emergency contact) and how to protect it • Differentiate between appropriate and inappropriate physical contact • Identify school safety rules and why they are necessary • Demonstrate skills for coping with interpersonal and intrapersonal pressures • Describe causes of stress and appropriate ways to manage stress • Recognize the harmful effects of chemical misuse • Identify strategies for dealing with peer pressure
	6-8	<ul style="list-style-type: none"> • Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact) • Identify the differences between appropriate and inappropriate physical contact • Demonstrate behavior that follows school rules and safety procedures • Utilize coping strategies in middle school adjustment • Identify and manage sources of stress • Explain the effects of positive and negative peer pressure • Access support groups in middle school
	9-12	<ul style="list-style-type: none"> • Demonstrate the ability to identify and protect personal information • Differentiate between appropriate and inappropriate methods of resolving conflicts • Identify and manage sources of stress • Demonstrate coping skills to deal with problems • Recognize and generate assertive responses to peer pressure • Differentiate between appropriate and inappropriate physical contact • Differentiate between situations requiring peer support and those requiring adult or professional help • Understand the importance of lifelong physical fitness, acceptance of physical appearance, and good nutritional choices • Describe the dangers and consequences of substance abuse • Identify positive and negative effects of peer pressure

Grades PreK–12 Standards, Competencies, and Sample Indicators
Academic Development

Standard:		6. Students will identify and utilize processes to set and achieve goals, make decisions, and solve problems.
Competency:		6.1 Acquire skills for goal setting, decision making, and problem solving
Sample Indicators	PreK-3	<ul style="list-style-type: none"> • Define what goals are and why people set them • Become aware of choices and decisions • Describe process for making decisions and solving problem • Identify ways to contribute to class goals • Become aware that some decisions can be changed while others cannot □ • Become aware that some choices are made for one and some choices one makes for himself or herself
	4-5	<ul style="list-style-type: none"> • Distinguish between short-, intermediate-, and long-term goals • Identify and apply the decision-making steps in making a personal decision • Apply self-information in setting goals, making decisions, and solving problems • Describe how their beliefs contribute to their decisions
	6-8	<ul style="list-style-type: none"> • Distinguish between short-, intermediate-, and long-term goals • Identify the decision-making steps to make a personal decision • Demonstrate ability to set priorities • Identify factors that might interfere with achieving goals
	9-12	<ul style="list-style-type: none"> • Assess ability to achieve past goals and integrate this knowledge for the future • Evaluate some personal decisions • Accept responsibility for decisions • Formulate a process for solving personal, interpersonal, and/or other problems

Grades PreK–12 Standards, Competencies, and Sample Indicators
Academic Development

Competency:		6.2 Demonstrate the ability to use skills for goal setting, decision making, and problem solving
Sample Indicators	PreK-3	<ul style="list-style-type: none"> • Identify a personal goal related to school • Identify a problem or decision that needs to be made and explore possible solutions
	4-5	<ul style="list-style-type: none"> • Identify a problem or decision that needs to be made and explore possible solutions • Describe skills necessary for making decisions and choosing alternatives • Demonstrate understanding of personal strategies for problem solving
	6-8	<ul style="list-style-type: none"> • Set realistic short-term and long- term goals • Apply self-information in setting goals, making decisions, and solving problems • Demonstrate understanding of personal strategies for goal setting, decision making, and problem solving • Identify a personal or school-related problem and explore alternative solutions • Evaluate possible consequences of each solution
	9-12	<ul style="list-style-type: none"> • Evaluate the importance of setting realistic goals and striving for them • Apply self-information in setting goals, making decisions, and solving problems • Demonstrate understanding of personal strategies for goal setting, decision making, and problem solving

Grades PreK–12 Standards, Competencies, and Sample Indicators
Academic Development

Standard:		7. Students will develop the knowledge and skills to become contributing citizens in a multicultural society and global community.
Competency:		7.1 Develop and volunteer in community service projects
Sample Indicators	PreK-3	<ul style="list-style-type: none"> Explore and define school and town communities Identify volunteer services within the community
	4-5	<ul style="list-style-type: none"> Explore volunteer services and opportunities within the community Identify service activities in the school/community Demonstrate leadership in elementary school activities
	6-8	<ul style="list-style-type: none"> Investigate opportunities for volunteer work in school and community State opportunities for service projects in school and community Demonstrate leadership in middle school activities
	9-12	<ul style="list-style-type: none"> Investigate opportunities for volunteer work in school and community Participate in school extracurricular and service projects/activities Identify and participate in volunteer opportunities to enhance academic and career goals Volunteer in activities to complete 75 hours of community service for Bright Futures Scholarship Demonstrate evidence of leadership and responsibility in school and community
Competency:		7.2 Demonstrate acceptance and respect for cultural and ethnic diversity
Sample Indicators	PreK-3	<ul style="list-style-type: none"> Identify similarities and differences between self and others Describe customs of various cultures, including own Recognize that there are different languages
	4-5	<ul style="list-style-type: none"> Demonstrate appreciation for similarities and differences Identify different cultures that add to the diversity of the community Be aware of conflicts resulting from culture-related beliefs and biases Evaluate how stereotyping affects them and their relationships with others
	6-8	<ul style="list-style-type: none"> Demonstrate awareness of cultural uniqueness Define the importance of interdependence and cooperation for living in a society Accept others as individuals and as members of a culture Analyze similarities/differences among various cultural groups Analyze conflicts resulting from culture-related beliefs and biases Evaluate how stereotyping affects self and relationships with others
	9-12	<ul style="list-style-type: none"> Recognize, appreciate, and respect individual differences, alternative points of view, ethnicity, culture, race, religion, and lifestyle Demonstrate respect for own culture and cultures of others Recognize that everyone has human rights and responsibilities Manage conflicts resulting from culture-related beliefs and biases Evaluate the impact of stereotyping

(Adopted 1984; revised 1992, 1998, 2004, 2010, 2016, 2022)

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. These standards are the ethical responsibility of all school counseling professionals.

School counselors have unique qualifications and skills to implement a comprehensive school counseling program that addresses pre-K–12 students’ academic, career and social/ emotional development needs. School counselors are leaders, advocates, collaborators and consultants who create systemic change to ensure equitable educational outcomes through the school counseling program. School counselors demonstrate the belief that all students have the ability to learn by advocating for and contributing to an education system that provides optimal learning environments for all students.

All students have the right to:

- Be respected and treated with dignity.
- A physically and emotionally safe, inclusive and healthy school environment, both in-person and through digital platforms, free from abuse, bullying, harassment, discrimination and any other forms of violence.
- Equitable access to a school counseling program that promotes academic, career and social/emotional development and improves student outcomes for all students, including students historically and currently marginalized by the education system.
- Equitable access to school counselors who support students from all backgrounds and circumstances and who advocate for and affirm all students regardless of but not limited to ethnic/racial identity; nationality; age; social class; economic status; abilities/disabilities; language; immigration status; sexual orientation; gender identity; gender expression; family type; religious/spiritual identity; and living situations, including emancipated minor status, wards of the state, homelessness or incarceration.
- Information and support needed to enhance self-development and affirmation within one’s group identities.
- Critical, timely information, beginning with pre-K through grade 12, on how college/university, career and technical school, military, workforce and other postsecondary options can have an impact on their educational choices and future opportunities.
- Privacy that is honored to the greatest extent possible, which at times may be limited by school counselors’ balance of other competing interests (e.g., best interests of students, the safety of others, parental rights) and adherence to laws, policies and ethical standards pertaining to confidentiality and disclosure in the school setting.

Purpose

In this document, ASCA specifies the obligation to the principles of ethical behavior necessary to maintain the highest standards of integrity, leadership and professionalism. The ASCA Ethical Standards for School Counselors were developed

in collaboration with school counselors, state school counselor associations, school counseling district and state leaders, and school counselor educators across the nation to clarify the profession's norms, values and beliefs. The purpose of this document is to:

- Serve as a guide for the ethical practices of all individuals serving in a school counseling capacity, including school counselors, school counseling students/interns, supervisors/ directors of school counseling programs and school counselor educators regardless of grade level, geographic area, population served or ASCA membership.
- Provide support and direction for self-assessment, peer consultation and performance appraisal regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, school district and employees, communities and the school counseling profession.
- Inform all educational stakeholders, including but not limited to students, parents/guardians, teachers/staff, administrators, community members, legal professionals and courts of justice, regarding the 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. Foster and affirm all students and their identity and psychosocial development.
- c. Support all students and their development by actively working to eliminate systemic barriers or bias impeding student development.
- d. Provide culturally responsive instruction and appraisal and advisement to students.
- e. Provide culturally responsive counseling to students in a brief context and support students and families/guardians in obtaining outside services if students need long-term clinical/ mental health counseling.
- f. Do not diagnose but recognize how a student's diagnosis and environment can potentially affect the student's access, participation and ability to achieve academic, postsecondary and social/emotional success.
- g. Acknowledge the vital role and rights of parents/guardians, families and tribal communities.
- h. Respect students' and families' values, beliefs and cultural background, as well as students' sexual orientation, gender identity and gender expression, and exercise great care to avoid imposing personal biases, beliefs or values rooted in one's religion, culture or ethnicity.
- i. Are knowledgeable of local, state and federal laws, as well as school and district policies and procedures affecting students and families and strive to protect and inform students and families regarding their rights.
- j. Advocate for equitable, anti-oppressive and anti-bias policies and procedures, systems and practices, and provide effective, evidence-based and culturally sustaining interventions to address student needs.
- k. Involve diverse networks of support, including but not limited to educational teams, community and tribal agencies and partners, wraparound services and vocational rehabilitation services as needed to best serve students.

1. Maintain appropriate boundaries and are aware that any sexual or romantic relationship with students (whether legal or illegal in the state of employment) is a grievous breach of ethics and is prohibited regardless of a student's age or consent. 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, rules and procedures under which they may receive counseling. Disclosure includes informed consent and clarification of the limits of confidentiality.
- c. Recognize that informed consent requires competence, voluntariness and knowledge on students' part to understand the limits of confidentiality and, therefore, can be difficult to obtain from students of certain developmental levels and special-needs populations. The school counselor should make attempts to gain assent appropriate to the individual student (e.g., in the student's preferred language) prior to disclosure.
- d. Are aware that even though attempts are made to obtain informed consent, it is not always possible. When needed, school counselors make decisions on students' behalf that promote students' welfare.
- e. Explain the limits of confidentiality in developmentally appropriate terms through multiple methods, such as student handbooks; classroom lessons; verbal notification to individual students; and school counseling department websites, brochures and social media accounts.
- f. Keep information confidential unless legal requirements demand confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student or others. Serious and foreseeable harm is different for each minor in schools and is determined by a student's developmental and chronological age, the setting, parental/guardian rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.
- g. 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.
- h. Collaborate with and involve 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 professional peers and/or supervision is recommended.
- 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 of personal data in accordance with prescribed federal and state laws and district and school 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 school 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 email. Adhere to federal, state and local laws 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 legal specifications and currently acceptable security standards.
- p. Advocate for physical and virtual workspaces that are arranged to protect the confidentiality of students' communications and records.

A.3. Comprehensive School Counseling Program

School counselors:

- a. Provide students with a culturally responsive school counseling program that promotes academic, career and social/emotional development and equitable opportunity and achievement outcomes for all students.
- b. Collaborate with administration, teachers, staff and stakeholders for equitable school improvement goals.
- c. Use data-collection tools adhering to standards of confidentiality as expressed in A.2.
- d. Review and use school and student data to assess and address needs, including but not limited to data on strengths and disparities that may exist related to gender, race, ethnicity, socioeconomic status, disability and/or other relevant classifications.
- e. Deliver research-based interventions to help close achievement, attainment, information, attendance, discipline, resource and opportunity gaps.
- f. Collect and analyze participation, ASCA Mindsets & Behaviors and outcome data to determine the progress and effectiveness of the school counseling program.
- g. Share data outcomes with stakeholders.

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

School counselors:

- a. Collaborate with a community of stakeholders to create a culture of postsecondary readiness.

- b. Provide and advocate for all students' pre-K–postsecondary career awareness, exploration, and postsecondary planning and decision-making to support students' right to choose from the wide array of career and postsecondary options, including but not limited to college/university, career and technical school, military or workforce.
- c. Identify and examine gaps in college and career access and address both intentional and unintentional biases in postsecondary and career counseling.
- d. Provide opportunities for all students to develop a positive attitude toward learning, effective learning strategies, self management and social skills and an understanding that lifelong learning is part of long-term career success.
- e. Address their personal biases related to students' postsecondary choices.
- f. Address any inequitable systemic policies and practices related to students' postsecondary choices.

A.5. Sustaining Healthy Relationships and Managing Boundaries

School counselors:

- a. Engage in professional roles and relationships with students and stakeholders that foster wellness and student success.
- b. Recognize that establishing credibility, rapport and an effective working alliance with some students and stakeholders may be facilitated by developing relationships that extend beyond the school day and building (e.g., attending community events, advocating for community improvement for and with students and stakeholders, joining community enhancement organizations).
- c. Assess potential risks and benefits prior to extending relationships beyond the school building and school hours (e.g., attending students off-site extracurricular activities, celebrations honoring students, hospital visits, funerals).
- d. Document the nature of relationship extensions, including the rationale, potential benefit and possible consequences for the student and school counselor.
- e. Act to eliminate and/or reduce the potential for harm to students and stakeholders in any relationships or interactions by using safeguards, such as informed consent, consultation, supervision and documentation.
- f. Prevent potential harm to students and stakeholders with whom the school counselor's judgment may be compromised (e.g., family members, children of close friends) by helping facilitate the provision of alternative services or resources when available.
- g. Adhere to legal, ethical, district and school policies and guidelines regarding relationships with students and stakeholders.
- h. Refrain from the use of personal social media, text and email accounts to interact with students unless sanctioned by the school district. Adhere to legal, ethical, district and school policies and guidelines when using technology with students and stakeholders.
- i. Avoid inappropriate roles and relationships such as providing direct discipline, teaching courses that involve grading students and accepting administrative duties in the absence of an administrator.

- j. Strive to avoid a conflict of interest through self-promotion that would benefit the school counselor personally and/or financially (e.g., advertising their products and/or services).

A.6. Appropriate Collaboration, Advocacy and Referrals for Counseling

School counselors:

- a. Collaborate with all relevant stakeholders, including students, school faculty/staff and parents/guardians, when students need assistance, including when early warning signs of student distress are identified.
- b. Provide a list of outside agencies and resources in their community, or the closest available, to students and parents/guardians when students need or request additional support. School counselors provide multiple referral options or the district-vetted list of referrals options and are careful not to indicate an endorsement or preference for one individual or practice. School counselors encourage parents/guardians to research outside professionals' skills/experience to inform their 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 conducted in coordination with the school counselor or to discontinue counseling services with the school counselor while maintaining an appropriate relationship that may include participation in 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 cultural identities and worldviews. School counselors pursue additional training and supervision when their values are discriminatory in nature (e.g., sexual orientation, gender identity, gender expression, reproductive rights, race, religion, ability status). 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 and meaningful data necessary to adequately assess, counsel and assist students.
- h. Ensure there is not a conflict of interest in providing referral resources. School counselors do not refer or accept a referral to counsel students from their school if they also work in a private counseling practice.

A.7. Group Work

School counselors:

- a. Offer culturally sustaining small-group counseling services based on individual student, school and community needs; student data; a referral process; and/or other relevant data.
- b. Provide equitable access to participation in groups, including alleviating physical, language and other obstacles.

- c. Assess student needs to determine if participating in the group is appropriate for the student.
- d. Inform parents/guardians of student participation in and the purpose of the small group.
- e. Facilitate short-term groups to address students' academic achievement, postsecondary and career exploration, and social/emotional well-being.
- f. Use data to inform group topics, establish well-defined expectations and measure the outcomes of group participation.
- g. Reflect on group outcomes and determine adjustments that may improve future group interventions.
- h. Communicate the aspiration of confidentiality as a group norm, while recognizing and working from the protective posture that confidentiality for students in small groups cannot be guaranteed.
- i. Select topics for groups with the clear understanding that some topics are not suitable for groups in schools (e.g., incest survivorship, eating disorders, dating violence) and accordingly take precautions to protect members from harm as a result of interactions with the group.
- j. Facilitate culturally sustaining groups from the framework of evidence-based or research-based practices.
- k. Practice within their competence level and develop professional competence through training and supervision.
- l. Provide necessary follow-up and/or referrals to additional resources for group members.

A.8. Student Peer-Support Program

School counselors:

- a. Share the student peer-support program's goal and purpose with stakeholders.
- b. Safeguard the welfare of students participating in peer-to-peer programs under their direction.
- c. Strive to protect the confidentiality of students receiving peer support services by not sharing or disclosing personal information (e.g., special education services, academic information).
- d. Work to select peer helpers who reflect the diversity of the population to be served.
- e. Facilitate equitable access, representation and cultural sustainability in peer-support programs.
- f. Develop, train and supervise students in school counseling peer-support programs, using culturally relevant frameworks that promote inclusion and belonging.
- g. Inform peer-support students about when students need to report information to a responsible adult at school.

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

School counselors:

- a. Inform parents/guardians and school administration when a student poses a serious and foreseeable risk of harm to self or others. This notification is to be done after careful deliberation and consultation with appropriate professionals, such as other school counselors, the school nurse, school psychologist, school social worker, school resource officer or child protective services. Even if the danger appears relatively remote, parents/guardians must be notified. The consequence of the risk of not giving parents/guardians a chance to intervene on behalf of their child is too great.
- b. Recognize the level of suicide risk (e.g., low, medium, high) is difficult to accurately quantify. If required to use a risk assessment, it must be completed with the realization that it is an information-gathering tool and only one element in the risk-assessment process. When reporting risk-assessment results to parents/guardians, school counselors do not negate the risk of students' potential harm to self even if the assessment reveals a low risk, as students may minimize risk to avoid further scrutiny and/or parental/guardian notification. The purpose of reporting any risk-assessment results to parents/guardians is to underscore the need for parents/guardians to act, not to report a judgment of risk.
- c. Collaborate with school administration to ensure a student has proper supervision and support. If parents/guardians 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. Provide culturally responsive mental health resources to parents/guardians.
- e. Report to administration and/or appropriate authorities (e.g., law enforcement) when a student discloses a perpetrated or a perceived threat to another person's physical or mental wellbeing. This threat may include but is not limited to verbal abuse, physical abuse, sexual abuse, dating violence, bullying or harassment. The school counselor follows applicable federal and state laws and school and district policy.

A.10. Marginalized Populations

School counselors:

- a. Advocate with and on behalf of students to ensure they remain safe at home, in their communities 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.
- b. Actively work to establish a safe, equitable, affirming school environment in which all members of the school community demonstrate respect, inclusion and acceptance.
- c. Identify and advocate for resources needed to optimize and support academic, career and social/emotional development opportunities.
- d. Collaborate with parents/guardians when appropriate and strive to establish consistent, constructive two-way communication in their preferred language to ensure students' needs are met.
- e. Understand and advocate for all students' right to be treated in a manner that honors and respects their identity and expression, including but not limited to race, gender identity, gender expression, sexual orientation, language and ability status, and to be free from any form of discipline, harassment or discrimination based on their identity or expression.
- f. Advocate for the equitable right and access to free, appropriate public education for all youth in which students are not stigmatized or isolated based on race, gender identity, gender expression, sexual orientation, language, immigration status, juvenile justice/court involvement,

housing, socioeconomic status, ability, foster care, transportation, special education, mental health and/or any other exceptionality or special need.

- g. Advocate for access to and inclusion in opportunities (e.g., Advanced Placement, International Baccalaureate, gifted and talented, honors, dual enrollment) in which students are not stigmatized, isolated or excluded based on race, gender identity, gender expression, sexual orientation, language, immigration status, juvenile justice/court involvement, housing, socioeconomic status, ability, foster care, transportation, special education, mental health and/or any other exceptionality or special need.
- h. Actively advocate for systemic and other changes needed for equitable participation and outcomes in educational programs when disproportionality exists regarding enrollment in such programs by race, gender identity, gender expression, sexual orientation, language, immigration status, juvenile justice/court involvement, housing, socioeconomic status, ability, foster care, transportation, special education, mental health and/or any other exceptionality or special need.
- i. Recognize the strengths of students with disabilities as well as their challenges and provide best practices in supporting their academic, career and social/emotional needs.

A.11. Bullying, Harassment, Discrimination, Bias and Hate Incidents

School counselors:

- a. Recognize that bullying, discrimination, bias and hate incidents rooted in race, gender, sexual orientation and ethnicity are violations of federal law and many state and local laws and district policies.
- b. Advocate for schoolwide policies, protocols and training for response to bullying, harassment and bias incidents centered in safety, belonging and justice.
- c. Advocate for accessible, effective tools for students or community to report incidents of bullying, hate or bias.
- d. Report all incidents of bullying, dating violence or harassment to the administration, recognizing these behaviors may fall under Title IX of the Education Amendments of 1972 or other federal and state laws as illegal and require administrator intervention.
- e. Recognize that bias incidents are not only potentially traumatizing for students but can lead to significant damage and disruption of the school environment. Facilitate and monitor schoolwide prevention of bullying, harassment, discrimination, hate and bias through active practices that support a positive school climate, culture and belonging.
- f. In response to a hate or bias incident (e.g. discrimination, explicit bias, hate speech), collaborate with administrative teams to ensure safety, provide support for targeted students, facilitate effective communication, provide education, connect students to resources and promote healing and recovery within the school community.
- g. In developmentally appropriate ways and in the context of the incident, support victims, and encourage growth and provide tools for accountability and change (e.g. restorative practices) in perpetrators, and promote healing in the school community while deferring to administration for all discipline issues or any other violation of federal and state laws or district and school policies.
- h. Actively respond to incidents of bias or hate, demonstrating a commitment to equity and promoting a safe, inclusive school community.

A.12 Child Abuse

School counselors:

- a. Report to the proper authorities, as mandated by the state, all suspected cases of child abuse and neglect, recognizing that certainty is not required, only reasonable suspicion. School counselors are held to a higher standard regarding their absolute duty as a mandated reporter to report suspected child abuse and neglect.
- b. Develop and maintain the expertise to recognize the signs of child abuse and neglect. Advocate for training to enable students and staff to have the knowledge and skills needed to recognize the signs and to whom they should report suspected child abuse and neglect.
- c. Take reasonable precautions to protect the privacy of students for whom abuse or neglect is suspected from those who do not have a legitimate need to know.
- d. Know current state laws and the school system's procedures for reporting child abuse and neglect and methods to advocate for students' physical and emotional safety following abuse/neglect reports.
- e. Connect students who have experienced abuse and neglect with services provided through the local school district and community agencies.

A.13. 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/guardians the right to review the records 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 adhering to FERPA's definition 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.14. Evaluation, Assessment and Interpretation

School counselors:

- a. Use only valid and reliable research-based tests and assessments that are culturally sensitive, in the student's preferred language and free of bias.
- b. Adhere to all professional standards and regulations when selecting, administering and interpreting standardized assessment tools, and only use assessment instruments that are within the scope of practice for school counselors and for which they are licensed, certified, competent and trained to use.
- c. Follow confidentiality guidelines when using paper or electronic assessment instruments and programs.
- d. Consider the student's developmental age, language skills, home language and competence level when determining an assessment's appropriateness.
- e. Use multiple data points, both quantitative and qualitative whenever possible, to provide students and families with complete and accurate information to promote students' well-being.
- f. Provide interpretation, in the student's preferred language, of the nature, purpose, results and potential impact of assessment/evaluation measures in terms students and parents/guardians can understand.
- g. Monitor the use of assessment results and interpretation, and take reasonable steps to prevent others from misusing the information.
- h. Use caution when selecting or using assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
- i. Conduct and disseminate the results of school counseling program assessments to determine the effectiveness of activities supporting students' academic, college/career and social/ emotional development through accountability measures, especially examining efforts to close opportunity gaps.

A.15. Technical and Digital Citizenship

School counselors:

- a. Advocate for equitable access to technology for all students.
- b. Demonstrate appropriate selection and equitable use of culturally sustaining technology and software applications to enhance students' academic, career and social/emotional development. Attention is given to the legal and ethical considerations of technological applications, including confidentiality concerns, security issues, potential limitations and benefits, and communication practices in electronic media.
- c. Take appropriate and reasonable measures to maintain the 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.
- d. Promote the safe and responsible use of technology in collaboration with educators and families.
- e. Promote the benefits and clarify the limitations of various appropriate technological applications.
- f. Use established and approved means of communication with

students, maintaining appropriate boundaries, and help educate students about appropriate communication and boundaries.

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

A.16. Virtual/Distance School Counseling

School counselors:

- a. Adhere to the same legal and ethical standards in a virtual/ distance/hybrid setting as in face-to-face settings.
- b. Recognize, acknowledge and problem-solve the unique challenges and limitations of virtual/distance/hybrid school counseling.
- c. Establish procedures, in collaboration with school administrators and other support staff, for students to follow in both emergency and nonemergency situations when the school counselor is not available.
- d. Recognize and address the limitation of virtual/distance/ hybrid school counseling confidentiality, which may include unintended viewers or recipients.
- e. Inform both students and parents/guardians of the benefits and limitations of virtual/distance/hybrid school 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 relationship.
- g. Recognize the challenges in virtual/distance/hybrid settings of assisting students considering suicide, including but not limited to identifying their physical location, keeping them engaged on the call or device, contacting their parents/guardians and getting help to their location.

B. RESPONSIBILITIES TO PARENTS/ GUARDIANS, SCHOOL AND SELF B.1.

Responsibilities to Parents/Guardians

School counselors:

- a. Recognize, honor and respect the importance of parents/ guardians when providing services to students in a school setting and 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 to facilitate and advocate for students' maximum growth in the areas of academic, career and social/emotional development.
- c. Promote equity and inclusion through culturally affirming and sustaining practices honoring the diversity of 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.

- d. Inform parents of the school counseling program's mission and standards in academic, career and social/emotional domains that promote and enhance the learning process and outcomes for all students.
- e. Adhere to the Protection of Pupil Rights Amendment when using universal screeners, surveys or needs assessments by informing parents/guardians prior to their use in accordance with school district policies and local, state and federal law.
- f. Engage a diverse sample of parents/guardians and caregivers to provide opportunities for meaningful contributions to the school counseling program.
- g. Adhere to federal, state and local laws; district policy; and ethical practice when assisting parents/guardians experiencing family difficulties interfering with their student's welfare.
- h. Inform parents/guardians of the confidential nature of the school counseling relationship between the school counselor and student, while recognizing parents/guardians have inherent legal rights to student information.
- i. Respect the privacy of parents/guardians in accordance with the student's best interests.
- j. Provide parents/guardians with accurate, comprehensive and relevant information in a caring manner as appropriate and consistent with legal and ethical responsibilities to the students and parents/guardians. Exercise due diligence in a timely, efficient manner to communicate concerns that affect the students' safety and welfare.
- k. Follow the directions and stipulations of the legal documentation in divorce, separation or custody cases, maintaining focus on the student. Adhere to clear boundaries and a position of neutrality when working with parents/ guardians.

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, informed by analysis of student data, based on the ASCA National Model.
- c. Advocate for a school counseling program free of nonschool-counseling assignments identified by "The ASCA National Model: A Framework for School Counseling Programs."
- d. Exercise leadership to create systemic change to create a safe and supportive environment and equitable outcomes for all students.
- e. Collaborate with appropriate officials to remove barriers that may impede the effectiveness of the school and/or the school counseling program in promoting equitable student outcomes.
- f. Provide support, consultation and mentoring to professionals in need of assistance when appropriate to enhance school climate and student outcomes.
- g. Inform appropriate officials, in accordance with federal and state law and school and district policy, of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property, while honoring the confidentiality between students and school counselors to the extent possible.

- h. Advocate for administrators to place licensed/certified school counselors who are competent, qualified and hold a master's degree or higher in school counseling from an accredited institution.
- i. Advocate for equitable school counseling program policies and practices for all students and stakeholders.
- j. Advocate for the use of vetted, bilingual/multilingual translators to represent languages used by families in the school community and support broader cultural communication and engagement.
- k. Affirm the abilities of all students and advocate for their learning needs, supporting the provision of appropriate accommodations and accessibility.
- l. Provide culturally responsive information to families to increase understanding, improve communication, promote engagement and improve student outcomes.
- m. Promote culturally sustaining practices to help create a safe and inclusive school environment with equitable outcomes for all students.
- n. Adhere to educational/psychological research practices, confidentiality safeguards, security practices and school district policies when conducting research.
- o. Use school and community resources to promote equity and access for all students.
- p. Use inclusive language in all forms of communication and ensure students and stakeholders have access to materials in their preferred languages when possible.
- q. Collaborate as needed to provide optimum services with other school and community professionals with legitimate educational interests (e.g., school nurse, school psychologist, school social worker, speech-language pathologist), following all local, state and federal laws.
- r. Strive to address and remedy the work environment and conditions that do not reflect the school counseling profession's ethics, using advocacy and problem-solving skills.

B.3. Responsibilities to Self

School counselors:

- a. Have earned a master's degree or higher in school counseling or the substantial equivalent from an accredited institution.
- 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.
- c. Accept employment only for positions for which they are qualified by education, training, supervised experience and state/national professional credentials.
- d. Adhere to the profession's ethical standards 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 routine, content-applicable professional development to stay up to date on trends and needs of students and other stakeholders, and regularly attend training on current legal and ethical responsibilities.

- f. Explore and examine implicit biases and the impact on practice and interaction with students; apply learning to program practice and development.
- g. Develop knowledge and understanding of historic and systemic oppression, social justice and cultural models (e.g., multicultural counseling, anti-racism, culturally sustaining practices) to further develop skills for systemic change and equitable outcomes for all students.
- h. Recognize the potential for stress and secondary trauma. Practice wellness and self-care through monitoring mental, emotional and physical health, while seeking consultation from an experienced school counseling practitioner and/or others when needed.
- i. 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.
- j. Apply an ethical decision-making model and seek consultation and supervision from colleagues and other professionals who are knowledgeable of the profession's practices when ethical questions arise.
- k. Honor the diversity and identities of students and seek training/supervision when prejudice or biases interfere with providing comprehensive school counseling services to all pre-K–12 students. School counselors will not refuse services to students based solely on personally held beliefs/values rooted in one's religion, culture or ethnicity. School counselors work toward a school climate that embraces diverse identities and promotes equitable outcomes in academic, career and social/ emotional development for all students.
- l. Have an awareness of and make clear distinctions between actions and statements (verbal or written) made as a private individual versus those made as a representative of the school counseling profession and of the school district/school entity.
- m. Respect the intellectual property of others and adhere to copyright laws and correctly cite others' work when using it.

C. SCHOOL COUNSELOR DIRECTORS/ ADMINISTRATORS/SUPERVISORS

School counselor directors/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 school counseling program and meet students' needs and the school community's needs.
- b. Advocating for fair and open distribution of resources among programs supervised, using an allocation procedure that is nondiscriminatory, equitable, informed by comprehensive data and consistently applied.
- c. Taking reasonable steps to ensure school and other resources are available to provide staff supervision and training.
- d. Providing opportunities for professional development in current research related to school counseling practices, competencies 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 laws and ethics related to the school counseling profession or equitable outcomes for students.
- f. Monitoring school and organizational policies, regulations and procedures to ensure practices are consistent with the ASCA Ethical Standards for School Counselors.
- g. Using and/or advocating for a performance appraisal

instrument aligned with the ASCA School Counselor Professional Standards & Competencies that assesses school counselors' knowledge, skills and attitudes.

- h. Understanding the ASCA Ethical Standards for School Counselors, the ASCA National Model and the ASCA School Counselor Professional Standards & Competencies.
- i. Providing staff with opportunities and support to develop knowledge and understanding of historic and systemic oppression, social justice and cultural models (e.g., multicultural counseling, anti-racism, culturally sustaining practices) to further develop skills for systemic change and equitable outcomes for all students.
- j. Collaborating and consulting with school counseling graduate programs to support appropriate site placement for supervisees and ensure high-quality training that is essential for school counselor preparation.

D. SCHOOL COUNSELING PRACTICUM/ INTERNSHIP SITE SUPERVISORS

Practicum/internship site supervisors:

- a. Are licensed or certified school counselors with an understanding of school counseling programs and school counselors' ethical practices.
- b. Have the education and training to provide school counseling supervision and regularly pursue continuing education activities on both counseling and supervision topics and skills.
- c. Use a model of supervision that is developmental, ongoing and includes but is not limited to 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. Engage in culturally affirming supervision, maintain cultural competence and consider cultural and historic factors and power dynamics that may have an impact on the supervisory relationship.
- e. Avoid supervisory relationships with individuals with whom they have the inability to remain objective (e.g., family members or 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 and negative outcomes.
- h. Provide information about how and when virtual supervisory services will be utilized, and provide school counselors with reasonable access to pertinent applications.
- i. Ensure performance evaluations are completed in a timely, fair and considerate manner; base evaluations on clearly stated criteria; and use data when available.
- j. Ensure supervisees are aware of policies and procedures related to supervision and evaluation and provide due process procedures if supervisees appeal their evaluations.
- k. Understand supervisee limitations and communicate concerns to the university/college supervisor in a timely manner.

- l. Help supervisees select appropriate professional development based on identified needs.
- m. Contact university/college supervisors and consult with school administrators to recommend assistance or dismissal when supervisees are unable to demonstrate competence as a school counselor as defined by the ASCA School Counselor Professional Standards & Competencies. Document recommendations and ensure supervisees are aware of such decisions and the resources available to them.
- n. Recognize and acknowledge the specific roles of school counselor educators, site supervisors and the practicum/ internship student. Supervisors ensure that supervisees are able to participate in a variety of academic, college/career and social/emotional activities through individual, group and classroom interventions.

E. MAINTENANCE OF STANDARDS

When the absence of a settled opinion or conviction exists as to the ethical behavior of a colleague(s), the following procedures may serve as a guide:

- a. School counselors confidentially consult with professional colleagues to discuss the potentially unethical behavior and determine if the situation is an ethical violation.
- 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. School counselors understand mandatory reporting responsibilities in their respective districts and states.
- d. School counselors take appropriate action in the following sequence if the matter remains unresolved at the school, school district, state department of education and/or professional practice/standards commission level:
 1. Contact the state school counselor association's ethics committee if applicable.
 - i. If no such committee exists, contact the state school counselor association leadership.
 - ii. If the issue remains unresolved, proceed to step 2.
 2. Contact the American School Counselor Association. Formal documentation of the steps taken and the response of the complainant and respondent 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.

- a. Define the ethical dilemma.
- b. Identify potential cultural, religious and worldview factors and power dynamics that are present within a potential ethical dilemma.
- c. Apply the ASCA Ethical Standards for School Counselors and the relevant district policies and procedures.

- d. Consult with appropriate professionals (e.g., supervisors, other student service professionals, school counseling peers, cultural experts).
- e. Consider the student's chronological age and developmental level.
- f. Consider parental/guardian and student rights
- g. Apply the ethical principles of:
 - Beneficence: working for the good of the individual and society by promoting mental health and well-being
 - Autonomy: fostering the right to control the direction of one's life
 - Nonmaleficence: avoiding actions that cause harm
 - Justice: treating individuals equitably and fostering fairness and equality
 - Fidelity: honoring commitments and keeping promises, including fulfilling one's responsibilities of trust in professional relationships
 - Veracity: dealing truthfully with individuals with whom school counselors come into professional contact
- h. Determine potential courses of action and their consequences.
- i. Evaluate the selected action.
- j. Implement the course of action and analyze the outcome.
- k. Identify any inconsistencies in school/district policy for potential revision.
- l. See other ethical decision-making models:
 - Intercultural Model of Ethical Decision Making, Luke et al., (2013)
 - Solutions to Ethical Problems in Schools (STEPS), Stone (2003)
 - Ethical Justification Model, Kitchener (1984)

GLOSSARY OF TERMS

Advocate

a person who speaks, writes or acts to promote the well-being of students, parents/guardians, school and community stakeholders, and the school counseling profession. School counselors advocate to create and maintain equitable systems, policies and practices.

Anti-Racist

one who expresses the idea that race is a social construct and does not biologically exist while supporting policy that eliminates racial inequity and fighting against racism.

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.

Bias Incident

use of hateful imagery, language or acts that are often noncriminal in nature motivated by bigotry, prejudice or hate toward individuals because of the targets' perceived disability, ethnicity, gender, gender identity, nationality, race, sex or sexual orientation.

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.

Bullying

intentional, repeated harmful acts, words or other behavior such as name calling, threatening and/or shunning committed by one or more children against another. These negative acts are not intentionally provoked by the victims, and for such acts to be defined as bullying, an imbalance in real or perceived power must exist between the bully and the victim. Bullying may be physical, verbal, emotional or sexual in nature.

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; modify your behavior to be most effective and respectful of students and families; and deliver programs that fit diverse learners' needs.

Culturally Sustaining School Counseling policies and practices that affirm and embrace cultural pluralism, promote cultural dexterity and actively advocate for equitable systems and outcomes.

Custodial and Noncustodial

physical custody: a phrase used to determine which parent a minor student lives with as a result of a court order. A custodial parent has physical custody of the minor child while a noncustodial parent does not have physical custody of the minor child, as the result of a court order.

Legal custody: both custodial and noncustodial parents have educational rights to their child's records unless noted by court documentation.

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 identity, gender expression, ethnicity, religion, socioeconomic 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 Minors

minors who are legally freed from control by their parents/ guardians, and the parents/guardians are freed from any and all responsibility toward the children.

Encryption

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

Equity

treated fairly; educational equity occurs when educators provide all students with the high-quality instruction and support they need to reach and exceed a common standard.

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, affected or accomplished easily or conveniently.

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 transgender.

Guardian Ad Litem

a guardian appointed by a court to watch after someone during a case.

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.

Oppression unjust or cruel exercise of authority or power.

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 enhancing 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 place within the context of a protected relationship, such as that between an attorney and client, spouses, a priest and penitent, a doctor and patient and, in some states, a school counselor and student.

Professional Development

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

Racial Bias

a personal and unreasoned judgment made solely on an individual's race.

Racism

when individuals, systems or institutions show more favorable evaluation or treatment of an individual or group based on race or ethnicity.

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 Harm

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

Sole-Possession Records

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. Sole-possession records are exempted from the definition of educational records and FERPA protection.

Stakeholder

a person or group sharing an investment or interest in the students and/or school community (e.g., parents/guardians, school staff, administrators, business and community interest groups, school board members, etc.).

Systemic Change

change affecting the entire system; transformational; change affecting more than an individual or series of individuals; focused upon the dynamic of the environment, not the individual.

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.

Universal Screener

gathers information regarding behavioral and mental health issues by either reviewing existing data/input from educators or by asking questions directly of students. Schools receiving federal funding that use a universal screener asking even one question from one of the eight protected areas under the Protection of Pupil Rights Amendment (PPRA) must obtain active consent from parents/guardians if a student is required to complete the screening and passive consent if the screening is voluntary (U.S.

Department of Education, PPRA, 2022).

Virtual/Distance Counseling counseling by electronic means.



1101 King Street, Suite 310, Alexandria VA 22314

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Appendix 3

Florida's Multi-Tiered System of Supports

Florida is engaged in a long-term, sustainable, systems change effort to improve learning for all students. In order to accomplish this effort, educators must engage in a continual improvement process as they build consensus for change, new infrastructure to support implementation, and full implementation of the desired way of work. Changes in Florida's system are a direct result of changes reflected in the federal Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA). Just as these two federal laws continue to call for the alignment of resources and accountability systems affecting all students, Florida is committed to aligning and blending its resources and systems, including Race To The Top and Differentiated Accountability initiatives, to accomplish the intent of these laws.

Engaging in systems change to accomplish the desired implementation and integration of Florida's multi-tiered system of supports (MTSS) using a structured, systematic planning and problem-solving process, involves three continuous, over-lapping stages:

1. Consensus building – where MTSS concepts are communicated broadly to implementers and the foundational “whys” are taught, discussed, and embraced.
2. Infrastructure development – where the FDOE, districts and schools examine their implementations against the critical components of MTSS, finding aspects that are being implemented well and gaps that need to be addressed. Infrastructure development centers on closing these gaps and building, improving, and maintaining supportive structures.
3. Implementation – where the structures and supports are put in place to activate, stabilize and institutionalize MTSS practices into an integrated way of work.

Gilchrist County has developed school MTSS Plans. For further information pertaining to your school MTSS plan, please see your school principal. The District MTSS Implementation Guide is available upon request. The following links are available for resources from Florida's Multi-Tiered System of Supports:

<http://www.florida-rti.org/educatorResources/guidesTools.htm>

http://www.florida-rti.org/_docs/GTIPS.pdf

Appendix 4

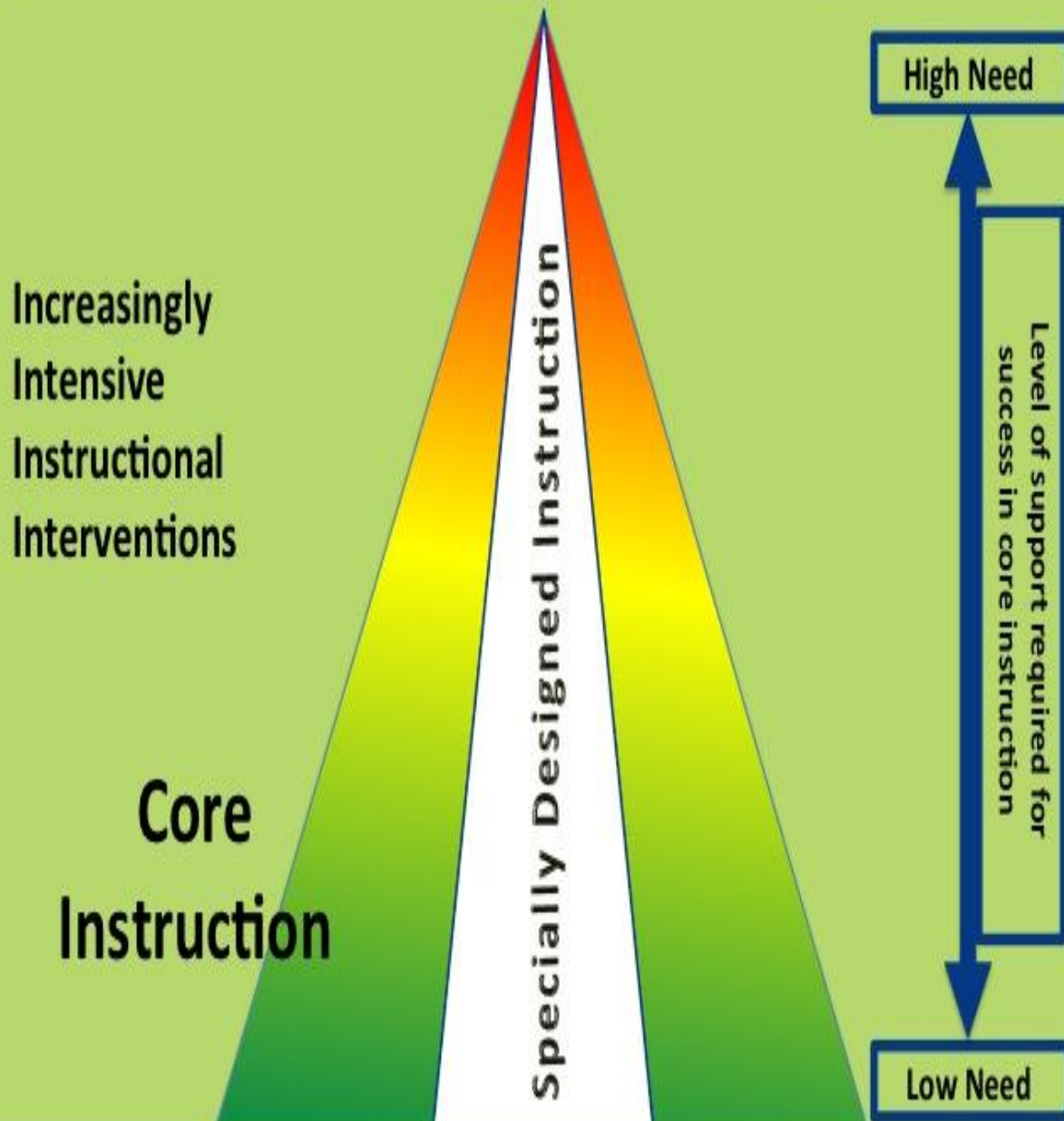
What is “Special” About Special Education?

Specially Designed Instruction for Students with Disabilities Within A Multi-Tiered System of Supports

This document was developed to clarify the relationship between *Specially Designed Instruction*, *Core Instruction* and *Interventions* within a multi-tiered system of supports (MTSS) for educators developing, improving and maintaining systems of support for all students. The reauthorization of the Individuals with Disabilities Education Act (IDEA) in 2004 made it clear that students with disabilities are to be considered first and foremost as general education students. This distinction, along with the implementation of a multi-tiered system of supports and Florida’s BEST Standards, has prompted educators to consider the characteristics that uniquely define special education.

The graphic below illustrates the integration of specially designed instruction within an MTSS. Instruction and interventions for all students are implemented using a data-based problem-solving process that matches the intensity of support to meet student needs (both strengths and weaknesses). Effective core instruction and interventions are provided for *all* students, including students with disabilities, who need various levels of supports to master grade-level State Standards. Students with disabilities are legally entitled to specially designed instruction, including intensive interventions, when the intensity of their needs warrants this level of support.

A Conceptual Framework for MTSS




Students may receive services in all areas of the pyramid at any one point in time.

Adapted from U.S. Department of Education

The table below provides an in-depth explanation of the similarities and differences, as well as the inter-relatedness, of *Specially Designed Instruction*, *Core Instruction*, and *Interventions*.

	<i>Specially Designed Instruction</i>	Core Instruction (Tier 1)	Supplemental Intervention (Tier 2)	Intensive Intervention (Tier 3)
		- Applicable Across All Tiers -		
Defining Characteristics	<p>Specially designed instruction as defined by IDEA regulations refers to adaptations to the content, methodology or delivery of instruction that:</p> <ul style="list-style-type: none"> • Address the unique needs of a child that result from the child's disability • Ensure access to the general education curriculum so that the child can meet the educational standards that apply to all children (34 Code of Federal Regulations (CFR) §300.39(b)(3)) • Are guaranteed by IDEA and implemented in accordance with the individual educational plan (IEP) process 	Instruction and support designed and differentiated for all students in all settings to ensure mastery of the State Standards and core instructional goals/expectations.	More focused, targeted instruction/intervention and supplemental support aligned with State Standards and core instructional goals/expectations.	<p>The most <i>intense</i>* intervention based upon individual student need and aligned with core curriculum, instruction and supplemental supports.</p> <p>* Daily or near daily sessions; increased time per session for delivery, practice and feedback; narrowed focus; reduced group size; most explicit and systematic; most frequent progress monitoring.</p>
Common Focus	Provide instruction and intervention supports, designed and implemented through a team approach to data-based planning and problem solving, matched to student learning needs.			
Relationship to Core Instruction	Integrated and in alignment with State Standards and core instructional goals and expectations across the full continuum of learners.			
	<i>Specially Designed Instruction</i>	Core Instruction (Tier 1)	Supplemental Intervention (Tier 2)	Intensive Intervention (Tier 3)
		- Applicable Across All Tiers -		

Goal	Enable students with disabilities to be involved in and make progress in the general education curriculum (34 CFR §300.320(a)(2)(i)). Free appropriate public education for students with disabilities in the least restrictive environment (34 CFR §300.17).	Successful mastery of State Standards and prevention of skill gaps to ensure career and college readiness.	Close skill gaps to enable successful mastery of State Standards and grade-level instructional goals and expectations for learners who are struggling in the general education curriculum and setting, while ensuring the prevention of new content area gaps and supporting student engagement.	
For Whom?	Eligible students with disabilities (IDEA). When applied at tier 3, these students typically demonstrate a need for sustained intensive interventions in order to maintain adequate rates of progress over time.	ALL students.	Any student who needs supplemental supports to master State Standards.	Any student who needs intensive supports (i.e., identified problem is both intense and severe) to master the State Standards.
By Whom?	Exceptional student education (ESE) teachers and related service providers with specialization in the area of need, in collaboration with general education teachers to align and integrate with State Standards.	General education teacher, in collaboration with school-based team members.	General education teacher in collaboration with support of school-based team members who have content knowledge and intervention expertise.	General Educators, special educators, school-based team members and professional support staff with deep content knowledge and expertise implementing evidence-based interventions.
Where Are Interventions Delivered?	Specially designed instruction is a service, not a place, and is not defined by where it occurs. Must be provided in least restrictive setting (34 CFR §300.17).	Evidence-based instruction and support provided in the general education setting.		
	<i>Specially Designed Instruction</i>	Core Instruction (Tier 1)	Supplemental Intervention (Tier 2)	Intensive Intervention (Tier 3)
				

How Are Interventions and Services Documented?	An IEP, which may include an intervention plan that specifies details of the interventions and is aligned with the goals and services of the IEP.	Differentiated instruction is documented through the lesson – planning process.	Progress Monitoring Plan (PMP), 504 Plan, Limited English Proficient (LEP) Plan, or other intervention plans when applicable.
What Legal Protections Apply?	Procedural safeguards protect the rights of students with disabilities and their families.	No procedural safeguards unless 504 eligible.	
How Are Learning Needs Accommodated?	Accommodations specified by the IEP are provided so that students with disabilities can access information and demonstrate what they know and are able to do.	No accommodations unless 504 eligible or on an LEP Plan.	
How Are Students Engaged and Supported in Learning?	Universal Design for Learning, instructional scaffolds to bridge gaps and reduce or eliminate barriers to engagement, differentiation, and learning supports that reduce or eliminate barriers to learning.		
What Is the Purpose of Assessment?	The purpose of assessment depends upon the specific assessment questions to address student needs.		
What Assessment Practices Are Relevant?	Formative, Screening, Ongoing Progress Monitoring and Diagnostic Assessment including those required for instructional and eligibility decision making per IDEA. The frequency and depth of assessment practice increases as student need intensifies.	Formative, screening, ongoing progress monitoring and diagnostic assessment.	

Appendix 5

Parent Survey

Instructions: This survey has been designed to help us better determine the counseling and guidance needs of our students. Please read each standard and circle your response for each competency on the 1 – 4 scale provided.

1 – Disagree	2 – Tend to Disagree	3 – Tend to Agree	4 - Agree
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Academic Achievement

Standard 1. Students acquire the knowledge, skills, and attitudes that contribute to school success and lifelong learning. 1 2 3 4

Career Development

Standard 2. Students acquire the academic preparation necessary to choose from wide variety of educational training and employment options upon completion of secondary school. 1 2 3 4

Standard 3. Students acquire the self-knowledge necessary to investigate the world of work and make informed career decisions. 1 2 3 4

Personal and Social Development

Standard 4. Students use strategies for career and education planning. 1 2 3 4

Standard 5. Students develop the skills to understand and appreciate themselves and others. 1 2 3 4

Standard 6. Students identify, develop, and use processes to set and achieve goals, make decisions, and solve problems. 1 2 3 4

Community Involvement and Multicultural/Global Citizenship Development

Standard 7. Students develop knowledge and skills to become contributing citizens in a multicultural society and global community. 1 2 3 4

Comments: _____

STUDENT SURVEY

Instructions: This survey has been designed to help us better determine the counseling and guidance needs of our students. Please read each standard and circle your response for each competency on the 1 – 4 scale provided.

Your grade this year _____

Your sex: _____ Male _____ Female

1 – Disagree

2 – Tend to Disagree

3 – Tend to Agree

4 - Agree

Academic Achievement

Standard 1. I need help acquiring the knowledge, skills, and attitudes that contribute to school success and lifelong learning. 1 2 3 4

Career Development

Standard 2. I need help acquiring the academic preparation necessary to choose from wide variety of educational training and employment options upon completion of secondary school. 1 2 3 4

Standard 3. I need help acquiring the self-knowledge necessary to investigate the world of work and make informed career decisions. 1 2 3 4

Personal and Social Development

Standard 4. I need help using strategies for career and education planning. 1 2 3 4

Standard 5. I need help with developing the skills to understand and appreciate themselves and others. 1 2 3 4

Standard 6. I need help with identifying, developing, and using processes to set and achieve goals, make decisions, and solve problems. 1 2 3 4

Community Involvement and Multicultural/Global Citizenship Development

Standard 7. I need help developing knowledge and skills to become contributing citizens in a multicultural society and global community. 1 2 3 4

Comments: _____

STAFF / TEACHER SURVEY

Instructions: this survey has been designed to help us better determine the counseling and guidance needs of our students. Please read each standard and circle your response for each competency on the 1-4 scale provided.

Position: ___ Teacher Area of Specialization _____
 ___ Counselor ___ Administrator
 ___ Department Head ___ Other Specify _____

1 – Disagree	2 – Tend to Disagree	3 – Tend to Agree	4 – Agree
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Academic Achievement

Standard 1. Students acquire the knowledge, skills, and attitudes that contribute to school success and lifelong learning. 1 2 3 4

Career Development

Standard 2. Students acquire the academic preparation necessary to choose from wide variety of educational training and employment options upon completion of secondary school. 1 2 3 4

Standard 3. Students acquire the self-knowledge necessary to investigate the world of work and make informed career decisions. 1 2 3 4

Personal and Social Development

Standard 4. Students use strategies for career and education planning. 1 2 3 4

Standard 5. Students develop the skills to understand and appreciate themselves and others. 1 2 3 4

Standard 6. Students identify, develop, and use processes to set and achieve goals, make decisions, and solve problems. 1 2 3 4

Community Involvement and Multicultural/Global Citizenship Development

Standard 7. Students develop knowledge and skills to become contributing citizens in a multicultural society and global community. 1 2 3 4

Comments: _____

Appendix 6

The Role of the LEA

The LEA is the IEP team participant who is responsible for making decisions on behalf of the district. He or she ensures that the IEP meets compliance with State and federal regulations and is authorized to commit district resources. The signature of the LEA representative on the IEP ensures that the program and services specified on the document will be provided within the timeframes delineated in the IEP. The LEA must attend the IEP meeting in its entirety. At the completion of the IEP meeting, the LEA is responsible for finalizing the ***Matrix of Services if the student is predicted to be at a level 254/255.*** Though parents attend IEP meetings, school personnel complete the *Matrix of Services* without the parents present.

The ***Exceptional Student Education Policies and Procedures (SP & P)*** document contains general and specific policies and procedures that meet State and federal regulations. The LEA must know and understand the sections of the SP & P that provide information on the procedural safeguards, parental revocation of consent for special education and related services; the transfer of rights at age of majority, IEP, Discipline and Manifestation Determination; participation in State and district assessments; and the Family Empowerment Scholarship Program. The S P & P is on the DOE website, and made available to each guidance counselor at the schools.

The LEA must ensure that IEP decisions are not based on a majority vote. If the IEP team cannot reach consensus, the district is ultimately responsible for ensuring that a student is offered an appropriate education. The district must determine appropriate services, and provide parents with prior written notice of the offer and of the parents' right to seek resolution of any disagreements. The LEA, as the IEP team leader, may override the consensus of the IEP team if necessary to ensure that a student is offered an appropriate education {Case name: Letter to Richards, 55 IDELR 107 (OSEP 2010)}.

Preparing for an IEP Meeting

1. The State and IDEA emphasize the importance of parental involvement in developing, reviewing, and revising the IEP. The parent must receive a *Notification of Meeting* even when the student has reached the age of majority. To ensure that parents are given the opportunity to attend the meeting, the LEA must schedule a meeting at a **mutually** agreed upon time and place. It is recommended that the IEP meeting is scheduled one month prior to the due date, to allow time for re-scheduling, if needed. The meeting notice should be sent ten days (reasonable) prior to the scheduled meeting. A shorter notice is reasonable if the parent can attend without undue difficulty and it is documented that the parent did attend.
2. The State requires two parent notifications for an IEP meeting. The LEA must ensure that there is at least one written notice to the parent. Complete the *Notification of Meeting* in the parent's home language. Document the parent contact attempts on the *Notification of Meeting form*. (See the SP & P for required documentation.) Send a copy of the *Procedural Safeguards* home with the *Notification of Meeting*.
3. A **second notice is not required** if the parent accepted the first notice but did not attend. Documentation may take the form of written notice, records, or logs of personal contacts such as telephone calls, and visits to the home or place of employment.
4. You may convene the IEP meeting **without the parent** if you have made at minimal the two required contact attempts and have documented the attempts as specified in the S P & P.
5. The ***Notification of Meeting*** must contain the list of persons the district is inviting and inform the parent of the time, location and purpose of the meeting. The LEA must ensure that the IEP team consists of the required team members (see the S P & P). The role of the evaluation specialist can be assumed by the LEA, the special or general education teacher, the special education provider, the school psychologist, or any individual who can interpret the instructional implications of evaluation results. District personnel should not be included on the notice without first contacting the person and receiving a commitment to attend (verbal or written). Please read further to understand when to invite the SLP, OT, PT, TVI or DHH personnel.

6. If the parent informs school personnel in advance that an attorney will be present, the LEA should inform the principal and school staffing specialist. District personnel will inform the LEA whether or not to include the School Board Attorney's name on *Notification of Meeting* document.
7. The parent has the right to invite individuals with special knowledge or expertise to his or her child's IEP meeting. These individuals should be included on the *Notification of Meeting* and should be included on the Signatures and Positions of Person's Attending Conference section of the IEP or IEP Signature Page.
8. **INVITE THE SLP WHEN THE STUDENT IS SPEECH OR LANGUAGE ONLY:** The SLP is a required member of the IEP team for speech and language only students (students with no other eligibility) and must stay for the entire IEP meeting. SLPs will be responsible for conducting annual IEP meetings for speech and/or language only students and should be included on the *Notification of Meeting* provided to the parent. When speech and language only students are being considered for dismissal, a staffing specialist must be at the meeting.
9. **INVITE THE SLP WHEN THE STUDENT IS SPEECH OR LANGUAGE AND ADDITIONAL PROGRAMS:** SLPs must be a member of any eligibility staffing reviewing speech and/or language data and must be included on the *Notification of Meeting* provided to the parent (UNLESS THERE ARE NO CHANGES TO THE IEP GOALS FOR THE S/L PROGRAM). Though SLPs must be a member of the eligibility staffing, they are not required members of the IEP team, UNLESS goals or objectives are being discussed/changed in the S/L section. The SLP may leave the meeting after providing input/information, as long as there is an additional ESE representative staying for the entire IEP meeting.
10. When students are being considered for dismissal from speech and/or language, the SLP must attend IEP meetings and must be included on the *Notification of Meeting*. The SLP may leave the meeting after providing input/information, as long as there is an additional ESE representative staying for the entire IEP meeting.
11. **INVITE THE OT OR PT TO THE STUDENT'S IEP MEETING:** Invite the PT/OT on a *Notification of Meeting* when the therapist has made a recommendation to change a student's current services. The *Notification of Meeting* purpose should reflect the discussion of OT/PT services. Though the OT and/or PT are required to attend the IEP meetings when there is a recommendation for a change in services, they are not considered required members of the IEP team unless they are the ONLY ESE service provider for the student. The OT/PT may leave the meeting after providing input/information, unless they are the only ESE provider in attendance at the meeting.

If prior to an IEP meeting, the LEA is aware of a parent concern regarding PT/OT services, the LEA should consult with the therapist to determine whether or not the therapist needs to attend the meeting. If the therapist agrees that her attendance is warranted, include PT/OT on the *Notification of Meeting* and the notification should reflect that a purpose of meeting includes the discussion of OT/PT services. Though the therapist will attend the meeting, the therapist will not be considered a required member of the IEP team unless they are the ONLY ESE service provider for the student. The OT/PT may leave the meeting after providing input/information, unless they are the only provider of ESE service for the student.

Preparing for an IEP Meeting

1. **REQUEST AN INTERPRETER FOR DHH FOR THE IEP MEETING:** Request an interpreter for the Deaf/Hard-of-Hearing if the parent of the student with a disability is Deaf/Hard-of-Hearing.
2. When the LEA is aware of a parent concern prior to an IEP meeting, preparatory activities that school personnel engage in to develop a proposal or a response to a parent proposal that may be discussed at a later meeting is both legal and recommended. For example, prior to an IEP meeting where a request for classroom assistance may be considered, the need for such assistance, and the availability of current school resources should be assessed. Statements such as, "The need for additional classroom assistance will be evaluated through informal and formal assessment" may be written as a conference note. The LEA should document through conference notes ALL placement proposals considered by the IEP team, including proposals that the parent suggests.
3. **The district determines the specific personnel to fill the roles of the required participants.**
4. A required IEP team member may be excused from an IEP meeting under certain circumstances. (See the SP & P for excusal criterion.)
5. The LEA should ensure that relevant information such as the student's schedule and report card; district assessments, FAST or FAA results, Transition Assessments; and, attendance and discipline records are gathered prior to the meeting. If a student has had at least five unexcused absences within a calendar month or ten unexcused absences within a 90-calendar-day period, there should be evidence that the IEP team has addressed the student's absences through annual goals or objectives or referred the student for general school interventions.
6. When the IEP meeting is scheduled due to a disciplinary measure, ensure that the discipline and manifestation determination procedures outlined in this document are reviewed and followed.
7. **Preplan for IEP meetings.** Service providers should provide DRAFT input. Team members writing the IEP should be given at least a 3 day notice to prepare the IEP. As best practice, the draft IEP should be sent to the parent **prior** to the IEP meeting. The draft paper copy IEP should be used in the rare instance that the internet and PEER is down.
8. **Preplan does not mean PRE-DETERMINE placement!** Pre-determination of placement is a procedural error and impedes the child's right to a FAPE, the parent's opportunity to participate in the decision making process regarding FAPE for the child, and can cause deprivation of educational benefit.
 - a. Consider / Discuss and have knowledge of the instructional materials, methodologies and program in each placement area (regular class / resource and self-contained) and be prepared to give information on each.
 - b. If parents submit any reports or other information before the IEP meeting, it is wise to meet with the student's team ahead of time to review the information thoroughly so that the team is prepared to ask questions regarding how the information would effect the student's performance in school as well as to discuss any instructional implications that the new information holds.
 - c. When a parent requests something... don't automatically say "No", even if it is "Horseback Riding Therapy". All placement options should be reviewed, considered, and documented, including any options the parents bring to the table. Make sure parent's participation is noted in the IEP.
 - d. *Choose your words carefully when opening the placement discussion.* At the onset of the meeting, explain that you don't want to just put the student in any program; you want to design an individualized program for the child and then determine which placement will allow you to implement the program.
 - e. Don't make the IEP fit a particular program.... Develop the IEP and THEN pick the program based on the child's needs that the IEP team identified.

9. You must check (✓), “Develop a statement of the student’s transition service needs” (beginning no later than the students 7th grade year or when the student attains the age of 12, whichever occurs first) and the “consideration of the postsecondary goals and transition services” (beginning no later than the first IEP to be in effect when the student enters high school or attains the age of 14, whichever occurs first) as a purpose of the meeting on every *Notification of Meeting* for every student of transition age. You must also identify whether a student intends to accept or defer receipt of high school diploma (required for the IEP in effect at the beginning of the school year the student is expected to graduate).

Conducting an Annual IEP Meeting

1. The IEP meeting is the medium for the student's parents and service providers to collaborate and develop a program that will provide the child with FAPE. The LEA is the team member who leads the meeting and sets the tone. The LEA should welcome the team and commence with the introductions.
2. The LEA must ensure that the IEP team consists of the required team members. Every IEP meeting must include a General Education Teacher of the child, an ESE Teacher of the Child, and the LEA. **The IEP team meeting should not begin until all members are present. Each of these three members must be present for the whole meeting.**
3. The IEP team members should match the persons invited on the *Notification of Meeting* form. If any school staff or administrators or district personnel are at the meeting, and they are not listed on the notice to the parent, the LEA must document on *Notification of Meeting* form that the parent requested or approved of the participation of the additional members.
4. If the parent has invited an attorney to the IEP meeting, and did not inform school personnel in advance, the LEA should immediately contact the ESE Director, and the meeting will need to be postponed until the District has equal representation.
5. IEPs must be completed in PEER. If the system is not accessible, the team should use the printed draft document to conduct the meeting. Corrections to the draft document should be put into the system when the system is accessible.
6. The parent's option to excuse required IEP team members from attending IEP meetings must be documented on the *Notification of Meeting* with the parent's signed consent when the excusal is **prior** to the IEP meeting.
7. The parent's option to excuse required IEP team members **at** the IEP meeting, after the team member has provided his or her input, must be documented in the conference notes. The LEA may excuse non-required members after their area has been discussed. This excusal should be documented in the conference notes.
8. The home school is the neighborhood school that is based on the student’s address in PEER.
9. The assigned school will be different from the home school if the IEP team determines that the student requires an alternate program location in order to implement the IEP in the LRE.

10. Parental input **must** be addressed when developing the IEP. If the parents are not in attendance, the LEA must write a statement on the IEP that documents the parents' concerns or how the parents' concerns were solicited. There must be evidence of attempts to arrange for their participation, such as individual or conference telephone calls or video conferencing (i.e., FaceTime, Microsoft Teams, etc.). The school must keep a record of its attempts to involve the parents such as records of telephone calls and the results of those calls, copies of correspondence sent and received, or detailed records of visits made to the home or place of employment and results of those visits.
11. A copy of the procedural safeguards and the "Receipt of Procedural Safeguards" must be given to the parents of a student with a disability **at each annual IEP meeting, before the meeting begins**. The LEA is not required to explain the procedural safeguards. But, if the parent requests an explanation, the LEA should review the safeguards with the parent.
12. A copy of the Florida School for the Deaf and Blind information sheet must be given to the parents of a student who has exceptional student education eligibility for Deaf/Hard-of-Hearing or exceptional student education eligibility for Visual Impairments at each annual IEP meeting. These documents are located on the GCSD forms page on our website located at gilchristschools.org.
13. If the parents are not present at the IEP meeting, the IEP and above listed documents must be sent home immediately, and in no case more than 10 days after the IEP meeting.
14. The following required members must sign the IEP: the LEA, the general education teacher *of the child*, the special education teacher or provider *of the child*, and the evaluation specialist if in attendance.
15. All exceptionalities are in the ESE Program Eligibility section of the PEER IEP. The Primary Exceptionality must be written in first.
16. **Domain Areas for Students not of Transition Age:**

Curriculum and Learning Environment	Independent Functioning
Social/Emotional Behavior	Communication
Health (or can be addressed in other sections of IEP)	

17. Domain Areas for Students who are or will be 14 or older within the duration of the IEP:

Instruction	Post School Adult Living
Community Experience	Daily Living
Employment	Functional Vocational Evaluation

18. Every IEP domain area requires a strength statement. The strength statement for each domain area should be different. For example, the strength statement for Social/Emotional Behavior should not include academic information. Academic information should only be reflected in Curriculum and Learning Environment or Instruction. Be sure strength statements only reflect the goal area being address and... be specific!

19. The LEA should review the relevant information (e.g., student's previous IEP, work samples, parent and service provider's input, student's schedule and report card; district assessments, FAST or FAA results; attendance and discipline records) gathered prior to the meeting. If a student has had at least five unexcused absences within a calendar month or ten unexcused absences within a 90-calendar-day period, there should be evidence that the IEP team has addressed the student's absences through annual goals or benchmarks or referred the student for general school interventions.
20. Goals must be measurable (have a condition, an observable behavior, and a criterion) and should NOT include multiple goals in one goal statement!
- **Condition:** specific circumstances or assistance that will affect performance of the behavior. Example: starter phrases include "Given, Using, In..."
 - **Observable Behavior:** an explicit observable statement of what the student will do. It is an individual skill, not a group of skills. Example phrase is "the student will..."
 - **Criterion:** mastery or proficiency level for attainment of goal. There are three types of criteria: Rate, Time, and Percentage. Examples: 4 out of 5 opportunities, 15 minutes, 80% accuracy. Try to avoid percentages as they are typically hard to measure!
21. **All students must** have IEPs that include measurable annual goals with at least 2 measurable objectives per goal. Objectives are written to break down the skill in the annual goals and must include a timeline indicated with month and year.
22. All Students with disabilities, who take the FAA aligned to Access Points, must have a goal addressing Independent Functioning!
23. Students with disabilities identified as EBD, must have a goal addressing Social / Emotional needs.
24. All Students with disabilities identified as Deaf/HH, must have a goal addressing communication needs.
25. Do **not** write specific names of personnel *i.e.*, paraprofessionals, names of specific software programs such as FOCUS on the IEP, or names of specific intervention programs or assistive technology.
26. Use the Prior Written Notice form to document IEP changes that result in a change in evaluation, identification, educational placement, or FAPE. Some examples of changes of FAPE include:
- a. Adding / Taking away of a Behavior Plan, Transportation Plan, Service Area (OT/PT/S/Lng), Change of FAPE upon Graduation, support personnel (Aide)
 - b. Changing of General Ed or ESE minutes
 - c. Adding / Taking away or changing Disability Category
27. **12-Year-Old Transition**
- a. Must be considered during the student's seventh grade year or no later than the first IEP that is in effect when the student turns **12**.
 - b. Should present diploma options (standard diploma, Scholar, or Industry Scholar designation).
 - c. Preparation that will be needed to graduate from high school with a standard diploma.
 - d. Consider need for instruction or information in self-determination and **self-advocacy** in order for the student to actively and effectively participate in IEP process.
28. **14-Year-Old Transition Services**
- a. Must include postsecondary goals in education/training, employment, and where appropriate, independent living skills. The need for an independent living skill post-secondary goal should always be considered.
 - b. Must include a statement on intent to receive a Standard Diploma before age 22
 - c. Must include a statement of outcomes and additional benefits expected by the parent and the IEP team by graduation

- d. Must include a statement of measurable postsecondary and **career goals**.
 - i. Postsecondary goals must be measurable and occur after the student graduates. These goals should include a starter phrase (e.g., “Immediately following graduation, within six months of graduation, Upon graduation the student will...”) Transition services should assist the student in attaining the postsecondary goals.
- e. Should include a statement of intent with regard to standard diploma and Scholar or Industry Scholar designation.
- f. Beginning with 2015-16, should include a statement identifying the Career and Professional Education (CAPE) digital tool certificates and CAPE industry certifications that the student seeks to attain before high school graduation, if any (this applies to students at any age).

29. Parental Approval (or Adult Student Approval)

- a. Is required to changes of postsecondary or career goals.
- b. Is required to change graduation options (diploma types).
- c. Is required for waivers on standardized tests (FSAA / EOC /FSA).
- d. If parent doesn't approve, they may request that changes are verified for appropriateness by and independent reviewer, selected by the parent as provided in s.1003.572.F.S.

Conducting an Interim IEP Meeting

- 1. Convene an interim IEP meeting to make minor changes to the annual IEP.
- 2. Review “Preparing for an IEP Meeting” and “Conducting an Annual IEP Meeting” within this document.
- 3. Refer to “Quick Start Guide to PEER Plan Amendments” located on the PEER Main Menu page.
- 4. **A new *Notification of Meeting* must be completed. Send a copy of the Procedural Safeguards home with the Notification of Meeting. If you call the parent to I invite them to the Interim IEP Meeting, you must still have a Notification of Meeting form in your file, with documentation on the form as to what the parent said (i.e., Hold the meeting without me, Parent will attend the meeting, I cannot come at this time, but request a different time.)**
- 5. If the parents are not present at the IEP meeting, the IEP and above listed documents must be sent home immediately, and in no case more than 10 days after the IEP meeting.
- 6. Write the purpose and outcome of the interim IEP meeting in the conference notes.
- 7. Review and/or Complete a new *Matrix of Services* if needed for 254/255 students, and update the Matrix information with MIS but do **not** enter a new IEP conference date and duration date for interim IEP meetings. Date the review of the Matrix on the Matrix Form.
- 8. The district recommends **a maximum** of 2 interim conferences per annual IEP.

LEA Responsibilities after the IEP Meeting

- 1. A copy of the IEP and the other related documents are to be given to the parents. A copy/access of the IEP is given to the student's service providers.
- 2. The LEA is responsible for finalizing the *Matrix of Services*.
- 3. Complete *MIS ESE Services Data Sheet* and submit to your school MIS personnel for input into SKYWARD.

4. The IEP conference date is the date of the annual IEP meeting. The IEP conference date is not updated to reflect interim IEP meetings.
5. The LEA coordinates and monitors any referrals/comments in the Conference Notes *i.e.*, SLP will monitor progress to determine need for speech/language evaluation.
6. Ensure that schedules match what is written into the IEP, and that the IEP services are being followed (*i.e.*, school health, support facilitation, consultation, pull-out or push-in services etc.).

Accommodations/Modifications

Accommodations: Accommodations are changes in how students are instructed and assessed. Accommodations may be made to instructional methods and materials, assignments and assessments, learning environment, scheduling and time demands, and/or special communication systems. Accommodations are determined by the IEP team.

1:1 or 3:1 Student Aides

When the LEA is aware of a parent concern prior to an IEP meeting, preparatory activities that school personnel engage in to develop a proposal or a response to a parent proposal that may be discussed at a later meeting is both legal and recommended. **For example, prior to an IEP meeting where a request for classroom assistance may be considered, the need for such assistance, and the availability of current school resources, must be assessed.** It is the District's responsibility to ensure that each student with disabilities receives appropriate accommodations, supplementary aids and services; and related services.

PROCEDURE FOR REQUESTS FOR SUPPORT AND ASSISTANCE:

1. The IEP team should consider the need for assistance.
2. The LEA should document the request for assistance in the Conference Notes section of the IEP with a statement such as, **"The need for additional classroom assistance will be evaluated through informal and formal assessment"**.
3. The LEA and assigned school staff, which includes teacher and parent input, should use a conference report to summarize the type of assistance needed, current classroom supports, and types of building resources available.
4. Once completed, any other pertinent documentation (*i.e.*, IEP and Matrix of Services form, anecdotal records, BIP, medical documentation, report card grades) will be submitted to the School Principal and / or Staffing Specialist. The Staffing Specialist will review the referral packet and provide recommendation(s) which may include an on-site observation, additional interventions or strategies, professional development and/or a request for additional assessment(s).
5. An IEP meeting will then be scheduled to consider and/or review assessment(s) and other pertinent documentation and to determine the need for classroom assistance.
6. If student assistance is needed, **goals for fading the support should be written into the IEP and visited annually, and should be written in a way to show what it will look like when student no longer needs support of an aide.**
 - *i.e.* Thomas will no longer need direct adult support in the area of *Independent Functioning* when he is able to independently take care of his personal needs to include toileting and hygiene items of fastening clothing and washing his hands.
 - *i.e.*, Lynn will no longer need direct adult support in the area of *Curriculum and Learning* when she is able to write to the teacher's prompt using all available accommodations and supports without disrupting other children by wandering around the room and throwing desks and chairs.
7. An explanation of the services required will be added to the Conference Notes and documented in the Supplementary Aids and Services section of the IEP, as needed.
8. Progress toward identified targeted skill(s) must be documented annually.
9. The need for classroom assistance must be reviewed and determined, at minimum, on an annual basis.

Appendix 7

S.W.E.E.P. Annual Process

Updated September 2019

October: During the first week of October Guidance Counselors will give all teachers the Gifted Observational Reporting Tally Sheet. Teachers will then complete the chart for each child in their class. Student's from under-represented groups who are not meeting but are near the criterion below, will be looked at and discussed in child study team meetings.

School Guidance Counselor will collect all "Observational Reporting Tally Sheets" by October 15th each year. For those students that have at least 50% of the observations marked the counselors will then look at the criteria listed below and develop a list of students who meet the S.W.E.E.P. requirements for further evaluation.

- Above 95% on STAR Assessment (PM 3 of previous school year) K-2 Early Literacy/ Reading **and** Math and a 125 on K-BIT
- **Or**
- Level 4/5 on FAST ELA (PM 3 of previous school year) and/or Math and a 125 on K-BIT

November: Before the Thanksgiving Holiday, the Elementary School Counselors will send a copy of this list to the Director of Special Programs or designee.

December: Before the Christmas Holiday, School Counselors will prepare referral packets for students who met the S.W.E.E.P. requirements for further evaluation and will forward the packets to the district Special Programs office.

Note: Nomination by a parent, peers, or the student is appropriate at any time. The nomination forms are available in the guidance office or on the district's web site. Nomination forms must be submitted to the School Counselor and will be reviewed by the Child Study Team and progress through the S.W.E.E.P. process.

Search Procedure for Gifted

S W E E P

(Systematic Watching for Exceptional Educational Potential)

Checklist

Gifted and Talented Screening Form (GTSF)

K-5

Achievement

Above 95% on SAT10 NRT Total Reading and Math and a 125 Composite on K-BIT OR
Level 4/5 on FSA Reading and/or Math & 125 on composite K-BIT

With Both

With 1

None

Review of Records

Ex: Guidance Counselor
CST

NO

W & W

YES

Evaluation

Process

IQ

Consent

Screening
Individual / Group
Ex: K-Bit

* Grades 6 – 12
utilize continuous
nomination.

Appendix 8

GUIDANCE CALENDAR

August

ESE Back to School Training

TNT follow-ups

Review Student Data (FSA, FAA, FAST, STAR, ESE, ESOL, 504)

Administer SAT-10 for new students previously homeschooled

Register new students

Complete FOCUS Intakes

Review FSA Cut Scores for student registration

Prepare for student's return

Plan yearly calendar

Assist with virtual school enrollment

Pre-Planning:

- Distribute class rolls with students' identifiers to teachers such as 504/ESE/ESOL/ Health
- Provide copies of 504/ESE/ESOL/ Health plans to teacher
- Adjust student schedules
- Assign teachers to specific trainings concerning health needs. Ex. Seizures, Asthma, Epi-Pen

Open House

Post student rosters

Dual Enrollment Registration

Truancy meetings

Child Study Team meetings

IEP/504 meetings

FAST (APM 1)/ iReady Diagnostic for all

Monthly Care Team Meeting

September

Student Service Meeting at the District Office

FOCUS Intakes

Classroom advisement, grade 10 (Pre-ACT, test prep, dual enrollment, community service)

Classroom advisement, grade 11 (PSAT, test prep, SAT, ACT, Subject tests, UF Dual Enrollment, community service)

Classroom Advisement, grade 12 (Test prep, SAT, ACT, Subject tests, UF Dual Enrollment, College Night, NCAA, College visits, community service)

State University System Workshop for Counselors

College Board Regional Workshop for Counselors

PSAT registration

Maintain college and scholarship files

Credit checks

College Night (FGC)

Prepare, mail transcripts to colleges
Dual Enrollment Data Entry
Fixing errors found in Skyward records
Mental Health/ At Risk student identifier checklist monthly
Attend RtI/MTSS meetings
Sunshine State Scholar selection
Individual Academic Advisement
Prepare for October Count week (meet with Data clerk)
EOC Retakes (Algebra, Civics, Biology, US. History, Geometry)
School Counseling Advisory Meeting (Annually)
Meet with teachers regarding struggling students
Senior Parent Night with Guidance
Schedule ASVAB
Truancy meetings
Child Study Team meetings
IEP/504 meetings
FAST (APM 1 continues)
FAST Retakes
BEST Retakes
FSA Retakes
Annual Guidance Plan Meeting
Monthly Care Team Meeting

October

Prepare for the PSAT
PSAT for select 11th graders and all 10th graders
Grad Checks with individual Seniors
Inform families of seniors who are credit deficient
Meet with college representatives
Seniors apply for Bright Futures application (FFAA)
Distribution of "College Planning Guide" to Juniors
8th Grade Career Class weekly through March
Attend and present RtI/Mtss data bimonthly
SAT/ACT Fee Waivers/ Photo Uploads/ Apply for Accommodations
FTE Count Week
Gifted SWEEP (refer to Appendix 7)
Meet with teachers regarding struggling students
PERT Training
Red Ribbon/Bully Prevention Week (Last Week in October) in conjunction with Ambassadors
Truancy meetings
Child Study Team meetings
IEP/504 meetings
Annual LEA Training
Monthly Care Team Meeting
FGC/FAFSA Visits

November

NEFEC Counselors Forum
Career Expo for Seniors
Meet with teachers regarding struggling students
Individual Grad Checks with Seniors and Parents
Career advisement
FGC Experience Day
FOCUS Intakes
Advertise SAT/ACT deadline dates / upload photos / apply for accommodations
Community Holiday outreach programs (Food Baskets)
Attend and present RtI/Mtss data bimonthly
Veteran's Day Program
Truancy meetings
Child Study Team meetings
IEP/504 meetings
Complete Gifted sweep
ASVAB Testing
ACT NRT (non-reportable)
ACT NRT and Pre-ACT Registration
FAST Reading Retakes for 11th and 12th Grade
FCLE
Monthly Care Team Meeting
FGC/FAFSA Visits

December

Community Holiday outreach programs (Food Baskets, Toys for Tots, Church Organizations)
EOC Administration
EOC Retakes (Algebra, Civics, Biology, US. History, Geometry)
FOCUS Intakes
Distribution of PSAT and Pre-ACT scores
Florida Gateway Dual Enrollment New Applications & Registration
Unique Accommodations Due to ESE office
Attend and present RtI/Mtss data bimonthly
Truancy meetings
Child Study Team meetings
IEP/504 meetings
Gifted SWEEP packets to District Office
FAST (APM 2)/ iReady Diagnostic for Elementary
Order Diplomas
Monthly Care Team Meeting
FGC/FAFSA Visits

January

New student registrations
Send NCAA and NAIA Transcripts
Prepare for February FTE Week
Financial Aid Workshop
Val/Sal announced
Focus Intakes
2nd sem. schedule adjustments
Review senior files (Grad checks)
Counselor Forum
Paper based assessment identification
Complete diploma list
Dual Enrollment Data Entry
Meet with teachers regarding struggling students
Attend and present RtI/Mtss data bimonthly
Meet with Education Foundation (Scholarships)
Truancy meetings
Watch and adhere to local scholarship deadlines
Child Study Team meetings
IEP/504 meetings
FGC Experience Day for 11th and 12th graders
FAST (APM 2) for Elem, Middle, and High
Monthly Care Team Meeting
FGC/FAFSA Visits

February

Student Service Meeting at the District Office
NEFEC Career Day for 11th and 12th Grade
Retakes for FAST, BEST, FSA
Seniors apply for Bright Futures
FOCUS Intakes
Planning for HS course registration
National School Counselors Week
Meet with parent of seniors who may not grad. on time
Submit Talented 20 Program Information
Florida Youth Survey
Meet with teachers regarding struggling students
Attend and present RtI/Mtss data bimonthly
Alternate Assessment
ESE Parent Survey Window
Transition Needs Team recommendations due
Extended School Year recommendations due
Walk-A-Thon for Ed. Foundation
FTE Week

Truancy meetings
Child Study Team meetings
IEP/504 meetings
FAA window opens for elementary
NEFEC Counselors Forum
FDOT Career Expo for 11th and 12th graders
Monthly Care Team Meeting
FGC/FAFSA Visits
Start HS registration for next school year

March

FOCUS Intakes
Individual post HS planning conferences for Juniors
Elementary Career Day
Bright Futures on-line follow up
Scheduling and Educational Planning grades 8 -11
Meet with teachers regarding struggling students
Attend and present RtI/Mtss data bimonthly
Florida Standards Assessment Window begins ELA/Math/Writing
Career and Technical Education Academy Visits
FSA Math / Reading and EOC Retakes
Truancy meetings
Child Study Team meetings
IEP/504 meetings
Take Stock in Children Scholarship Applications are due
PROM Promise
School Day ACT (all 11th graders)
ACT NCR
Retakes for FAST, BEST, FSA
Monthly Care Team Meeting
8th Gr. Academy Visits
Start HS registration for next school year
FGC/FAFSA Visits

April

FAA window closes for elementary
Alternate Assessment (FSAA) is Due
Ed Foundation Fund Raisers
FOCUS Intakes
PERT Testing
End of Course Window for Algebra 1, Algebra 2 and Geometry
Individual post HS planning conferences for Juniors
Prom Promise
Bright Futures Advising

Meet with teachers regarding struggling students
Attend and present Rtl/Mtss data bimonthly
FSA Science for 5th and 8th Grade
8th Gr. Academy Announced
Truancy meetings
Child Study Team meetings
IEP/504 meetings
FAST Testing for Elem. K-2
FAST Writing starts
Transition Needs Team (TNT) Meetings
5th grade tours to Middle/High School
Monthly Care Team Meeting
FGC/FAFSA Visits
Start HS registration for next school year

May

Florida Standards Assessment Window begins ELA/Math/Writing
Take Stock in Children Scholarship are chosen
FOCUS Intakes
AP Testing
Attend and present Rtl/Mtss data bimonthly
Complete scheduling
Prepare, distribute, collect senior data surveys
Finalize senior files for graduation
Registration Nights
Orientation and School Visits for Upcoming 6th graders
Awards
Honors Reception for Seniors
Senior Awards night
Graduation
Meet with teachers regarding struggling students
Truancy meetings
Child Study Team meetings
IEP/504 meetings – Consider Summer ESY
End of the Year Meetings to discuss data
Promotion/Retention meetings
Gifted Educational Plan Transition meetings
Transition Needs Team (TNT) meetings
SAT-10 Testing for Reading level 1 3rd graders
Monthly Care Team Meeting
FAST Testing ALL
5th and 8th Grade Science
EOC/ BEST Testing
FSA Testing

June

Prepare schedules for new students
Grad Checks for 9-12th Grade
FOCUS Intakes
Online Summer School
Summer ESY IEP's
Final transcripts mailed for all college bound graduates
Notify Parents of Promotion/Retention
Prepare for Summer School (3rd grade Reading Camp and Extended School Year)
Final Bright Futures follow up
Finalize files (cumulative folders)
End of the Year Meetings to discuss data
Promotion/Retention meetings
Transition Needs Team meetings
Transition files to new grade level/schools (RtI/Writing, ESE, ESOL, 504, cumulative folders)

July

BEST/ EOC Testing
3rd Grade Reading Camp Finishes
Promotion/ Retention Meetings
SAT 10 Testing for 3rd Graders
Summer ESY

Done throughout the year:

FOCUS Intakes
IEP and 504 Meetings
Truancy Meetings
Child Study Team Meetings

Appendix 9

Assessment Descriptions

STAR – Computer Based Assessments in Reading and Math. This assessment will provide a Grade Level equivalency. STAR Early Literacy is for PreK-1.

DAR or DRA- Diagnostic Assessment of Reading that is optional for teachers that want a more in depth look at Reading deficit.

Progress Monitoring- This assessment is given three times a year to all students to assess student gain of knowledge of each standard in Reading, Math and Science that will be expected by the end of the year.

Battelle- Pre-k Assessment. This is a developmental inventory used to screen and evaluate student for Exceptional Education. This is given as needed, but will also be used as an exit assessment as the student enters Kindergarten.

Florida Standards Assessment (FSA)- reading, writing and math tests designed to measure student performance. The test is tied to Florida's Common Core-based standards, which outline what students should know at the end of each grade.

BEST/ End of Course Exam (EOC)- EOC assessments are computer-based, criterion-referenced assessments that measure the Florida Standards (FS) or the Next Generation Sunshine State Standards (NGSSS) for specific courses, as outlined in their course descriptions.

Florida Alternate Assessment (FAA)-Assessment given during spring of each school year to students who are on access points.

PSAT (Preliminary SAT) – Given to 10th graders and select 11th graders in the Fall each school year.

ACT- a summative assessment that can be used as a concordant or comparative score to meet assessment graduation requirements; provide postsecondary opportunities.

PERT (Post-secondary Education Readiness Test)- Given to students to assess academic achievement level necessary to enroll in college level course work.

NCR ACT (Non-College Reportable ACT)- given to students in grades 10-12 seeking a concordance score in order to meet graduation requirements.

COS (Child Outcomes Summary)- PreK assessment model

TOWRE – (Test of Word Reading Efficiency) One-minute decoding / fluency check.

CELLA – Comprehensive English Language Arts Assessment Given from May 2008 to May 2015 to measure the progress of English Language Learners (ELL's) proficiency in English. The CELLA tested four areas: Listening, Speaking, Reading, and Writing.

ACCESS for ELLs 2.0 - Replaced the CELLA assessment. This is a large-scale test of English language proficiency based on the WIDA English Language Development (ELD) Standards that form the core of WIDA's approach to instructing and assessment ELLs in Grades K-12. This is a paper-based assessment for K-12. This also is available for Alternate ACCESS for ELLs who have significant cognitive disabilities.

Brigance - A progress monitoring screening tool used for students in K-2 who are alternately assessed and on ACCESS Points. It is also used as a progress monitoring tool for PreK students who are within COS (Child Outcomes Summary).

I-Ready – Progress monitoring assessment and instruction to give students multiple opportunities to demonstrate skill mastery in targeted areas of reading and math. Reading covers the domains of Phonics, Phonological Awareness, High – Frequency Words, Vocabulary, Comprehension of Literature, and Comprehension of Informational Text. Math covers domains of Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry.

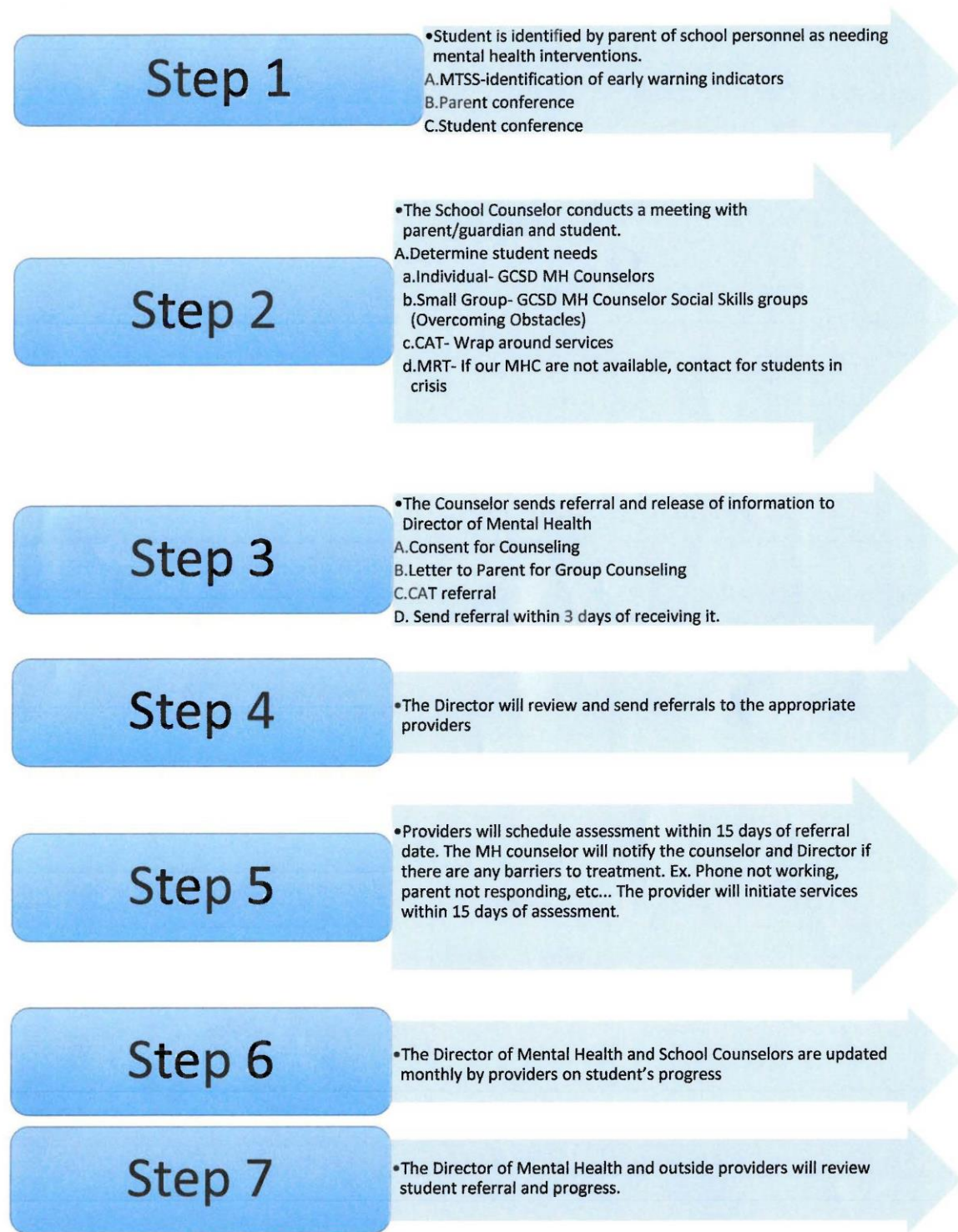
SAT10- the Stanford Achievement Test Series, Tenth Edition offers a research-based, valid and reliable instrument to measure students' performance on high academic standards. It is a multiple-choice test.

FAST- Florida Assessment of Student Thinking. A computerized assessment given 3x per year for Math Grades 3-8 and ELA Grades 3-10.

FCLE- Florida Civic Literacy Exam

Appendix 10

Mental Health Supports and Services





Mental Health Counseling Referral and Consent

Student Name: _____

School: _____ Grade: _____ Date of Birth: _____

Reason for Referral: _____

Consent To Receive Student Mental Health Services

I give consent for my child, _____, to receive mental health services through Gilchrist County School District (GCSD) at my child's school during the current school year. I understand that these services may include individual or group therapy, teacher/staff consultation, or education. I understand that I or my child have the right to discontinue or refuse treatment at any time and further acknowledge premature termination of treatment may lead to poor outcomes. All records pertaining to school mental health services are the property of GCSD and will be kept confidential (i.e. they will not be released without parental/legal guardian permission or court order) in accordance with HIPPA guidelines and Florida Law. I understand that confidentiality may also be breached in case of emergency, abuse, neglect, or harm to self or others in compliance with Florida and other applicable law. If I have questions I can reach out to the Department of Mental Health at 352-463-3200.

Please sign below to indicate your consent for your child to receive school mental health services from Gilchrist County School District.

Parent/Legal Guardian Signature

Date

Parent/Legal Guardian Printed Name

Phone Number

Witness Signature

Date

Gaggle Mental Health Services

- Gaggle Mental Health Services offers your student therapy and coaching services at no cost to the student and their family.
- School counselors will identify students, and refer them for Gaggle mental health services.
- Students meet with their therapist or coach for one-on-one support.
- We offer flexible scheduling, including sessions during or after the school day and/or weekend.



AUTHORIZATION FOR RELEASE OF INFORMATION

CHART # _____

Information from the records of:

TO/FROM:

Client Name _____	Release to Name _____
Address _____	Organizations Name _____
City/ State/ Zip _____	Address _____
Date of Birth _____ / Social Security Number _____	City/ State/ Zip _____
Telephone Number _____	Telephone Number _____
	Fax Number _____
	Email _____

Information from: / / to / /

I hereby authorize Meridian Behavioral Healthcare, Inc. to (check one): ☐ Obtain ☐ Release ☐ Exchange
the following ☐ written ☐ verbal ☐ electronic (Check all that apply):

- | | | |
|---|--|--|
| <input type="checkbox"/> Treatment Plan/ Status Report | <input type="checkbox"/> Evaluations and Assessments | <input type="checkbox"/> Inpatient Substance Use Treatment |
| <input type="checkbox"/> Inpatient Psychiatric Treatment | <input type="checkbox"/> Primary Care | <input type="checkbox"/> Therapy/Counseling Notes |
| <input type="checkbox"/> Outpatient Psychiatric Treatment (Including Labs and Medications) | <input type="checkbox"/> HIV/AIDS Information | |
| <input type="checkbox"/> Outpatient Substance Use Treatment (Including Labs and Medication) | <input type="checkbox"/> Other (Specify): _____ | |

For the purpose of (check one):

- ☐ Continuity of Care. ☐ other (specify) _____

This release form shall be valid for (check one):

- ☐ A single disclosure OR ☐ A continuing disclosure for 90 days from signature date below.
☐ A continuing disclosure for 1 year from signature date below.

To Receiving Agency:

PROHIBITION OF RE-DISCLOSURE: This information has been disclosed to you from records whose confidentiality is protected. Any further disclosure is strictly prohibited unless the client provides specific written consent for the subsequent disclosure of this information. A general authorization for the release of medical or other information is not sufficient to waive confidentiality of these records.

I acknowledge that I have read, or have had read to me, this authorization and fully understand its contents. I understand that signing this authorization is voluntary. My treatment, payment, enrollment in a health plan, or eligibility for benefits will not be conditioned upon my authorization of this disclosure.

Signature of Client _____
Signature of Legal Guardian or Parent _____
Printed Name of Legal Guardian or Parent _____
Relationship _____
Witness _____

Date

Date

Date

In compliance with FS 90.503, 394.459(9), 394.4615, 395.3025(2)(3), 397.501(7), and Federal Regulations 45 CFR, Part 164.508 (c)(1) & 42 CFR Part 2. A signed revocation may be submitted at any time, but Meridian Behavioral Healthcare, Inc. shall not be held liable for any information released prior to its receipt. Information disclosed under this authorization might be redisclosed by the recipient and this redisclosure may no longer be protected by federal or state law. Your signature on this authorization is not required to receive treatment.

PLEASE RETURN INFORMATION TO: Meridian Behavioral Healthcare, Attn:HIM Department 4300 SW 13th Street, Gainesville, Florida 32608
Fax: 352-244-0289



Hope, Wellness and Recovery are within everyone's reach

**Referral Form:
Community Action Team (CAT)**

Please email referral to: catreferral@mbhci.org

Referral Source: _____
Client Name: _____
Address: _____
City/State/Zip: _____
Social Security: _____

Referral Date: _____
Guardian Name: _____
Phone Number: _____
Client DOB: _____
County: _____

Reason for referral: _____

Please identify any of the following risk behaviors observed or known in the last 60 days:

<input type="checkbox"/>	Suicidal thoughts	<input type="checkbox"/>	Suicidal thoughts with plans	<input type="checkbox"/>	Changes in mood
<input type="checkbox"/>	Threat to harm others	<input type="checkbox"/>	Plan to harm others	<input type="checkbox"/>	Increased absences/tardiness
<input type="checkbox"/>	Destruction of property	<input type="checkbox"/>	Substance use	<input type="checkbox"/>	Violent behavior
<input type="checkbox"/>	Withdrawing from peer group	<input type="checkbox"/>	Suicide attempt	<input type="checkbox"/>	
<input type="checkbox"/>	Withdrawing from social activities	<input type="checkbox"/>	Self-harm	<input type="checkbox"/>	

Please identify if any of the following apply:

<input type="checkbox"/>	At risk of out of home placement	<input type="checkbox"/>	Currently in SIPP or Residential Treatment
<input type="checkbox"/>	2+ Baker Acts/ CSU	<input type="checkbox"/>	Involvement with Department of Juvenile Justice
<input type="checkbox"/>	Decrease in academic performance	<input type="checkbox"/>	Involvement with Partnership for Strong Families
<input type="checkbox"/>	Suspensions or Expulsions	<input type="checkbox"/>	Involvement with Department of Children and Families

Provide Diagnosis and any additional comments to the above:

Parent / Guardian signature: _____

Date: _____

Referral Completed by: _____

Signature & Credentials: _____

Date: _____

Printed Name & Credentials: _____

Date: _____

Contact Number: _____

*ALL sections must be completed in full or marked "N/A" if not applicable to be accepted for review.

1



AUTHORIZATION FOR RELEASE OF INFORMATION

CHART # _____

Information from the records of:

Client Info

TO/FROM: Agency Info

Gilchrist Co. School District

Client Name

Release to Name

Address

Organizations Name (School)

City/ State/ Zip

Address

Date of Birth

Social Security Number

City/ State/ Zip

Telephone Number

Telephone Number

Fax Number

Email

Length of Release
Information from: 1/1 to 1/1

I hereby authorize Meridian Behavioral Healthcare, Inc. to (check one): ☐ Obtain ☐ Release ☒ Exchange

the following ☒ written ☒ verbal ☒ electronic (Check all that apply):

- | | | |
|---|--|--|
| <input type="checkbox"/> Treatment Plan/ Status Report | <input type="checkbox"/> Evaluations and Assessments | <input type="checkbox"/> Inpatient Substance Use Treatment |
| <input type="checkbox"/> Inpatient Psychiatric Treatment | <input type="checkbox"/> Primary Care | <input type="checkbox"/> Therapy/Counseling Notes |
| <input type="checkbox"/> Outpatient Psychiatric Treatment (Including Labs and Medications) | | <input type="checkbox"/> HIV/AIDS Information |
| <input type="checkbox"/> Outpatient Substance Use Treatment (Including Labs and Medication) | <input checked="" type="checkbox"/> Other (Specify): <u>apps & recommendations</u> | |

For the purpose of (check one):

☐ Continuity of Care.

☒ other (specify) collaboration

This release form shall be valid for (check one):

☐ A single disclosure

OR

☐ A continuing disclosure for 90 days from signature date below.

☒ A continuing disclosure for 1 year from signature date below.

To Receiving Agency:

PROHIBITION OF RE-DISCLOSURE: This information has been disclosed to you from records whose confidentiality is protected. Any further disclosure is strictly prohibited unless the client provides specific written consent for the subsequent disclosure of this information. A general authorization for the release of medical or other information is not sufficient to waive confidentiality of these records.

I acknowledge that I have read, or have had read to me, this authorization and fully understand its contents. I understand that signing this authorization is voluntary. My treatment, payment, enrollment in a health plan, or eligibility for benefits will not be conditioned upon my authorization of this disclosure.

Complete
entirety

Signature of Client

Date

Signature of Legal Guardian or Parent

Date

Printed Name of Legal Guardian or Parent

Relationship

Witness

Date

In compliance with FS 90.503, 394.459(9), 394.4615, 395.3025(2)(3), 397.501(7), and Federal Regulations 45 CFR, Part 164.508 (c)(1) & 42 CFR Part 2. A signed revocation may be submitted at any time, but Meridian Behavioral Healthcare, Inc. shall not be held liable for any information released prior to its receipt. Information disclosed under this authorization might be redisclosed by the recipient and this redisclosure may no longer be protected by federal or state law. Your signature on this authorization is not required to receive treatment.

PLEASE RETURN INFORMATION TO: Meridian Behavioral Healthcare, Attn: HIM Department 4300 SW 13th Street, Gainesville, Florida 32608
Fax: 352-244-0289



PANHANDLE THERAPY CENTER

20311 Central Ave W
Blountstown, FL 32424

Phone: 850-674-8888
Fax: 850-237-1223

Mental Health Services Referral Form

Thank you for your referral. Our agency will contact you to confirm that the referral has been received. Please discuss the nature and intent of this referral with your client. We will verify eligibility and contact the client to schedule an appointment.

Referral Date: _____ Referral Contact Phone: _____ Referral Fax: _____

Referral Source (Name and Agency) _____

Referral Address: _____

Client Name: _____ Date of Birth: _____ Gender: _____

Ethnicity: _____ SS# _____ Medicaid #: _____

Residing with (name and relationship): _____

Address: _____

Contact Home Phone: _____ Contact Alternate Phone: _____

Other Important Contact Information (e.g., biological family): _____

Other Important Phone Numbers: _____

Presenting Concerns/Comments (attach additional sheets as necessary):

Diagnosis (if known): _____

Referral Services Requested (check all that apply):

☐ Individual Therapy
☐ Family Therapy
☐ Group Therapy
Management

☐ Anger Management
☐ Play Therapy
☐ Grief Therapy

☐ Parenting Education
☐ Mental Status Exam
☐ Other: _____

☐ Psychological Evaluation
☐ Psychiatric Evaluation
☐ Medication

Location of Services Requested:

☐ In Home

☐ In School

☐ In Office

☐ Other Location: _____

Type of Insurance:

☐ CHP- Capital Health Plan
☐ Self Pay/Sliding Fee Scale
☐ Beacon Health

☐ Medicaid Florida
☐ Medicare (B)
☐ Sunshine/Centene

☐ None (provider service referral needed)
☐ United Behavioral Health/Optum
☐ Blue Cross/Blue Shield

☐ Aetna / Cigna
☐ Humana
☐ Other: _____

Member #:

Policy #:

Group #:

Phone #:

Secondary Insurance Information - Member #: _____ Policy #: _____ Group #: _____

Panhandle Therapy Center's mission is to provide individual wellness, stability and security through excellence in support, education and commitment.



PANHANDLE THERAPY CENTER

Standard Authorization for Disclosure of Mental Health Treatment & Confidential Information

I, _____, (Client Name & DOB) authorize Panhandle Therapy Center, LLC to disclose to and/or obtain from Enoch Co. School District the following information:
(Insert name or title of person or organization)

SCHOOL

Description of Information to be Disclosed

- | | |
|---|---|
| <input type="checkbox"/> Assessment | <input type="checkbox"/> Diagnosis |
| <input type="checkbox"/> Demographic Information | <input type="checkbox"/> Medication Management Information |
| <input type="checkbox"/> Psychiatric Evaluation | <input type="checkbox"/> Psychological Evaluation |
| <input type="checkbox"/> Psychosocial Evaluation | <input type="checkbox"/> Psychological Evaluation |
| <input type="checkbox"/> Behavior programs and information | <input type="checkbox"/> Educational Information |
| <input type="checkbox"/> Vocational testing results | <input type="checkbox"/> Medical Records |
| <input type="checkbox"/> Drug & Alcohol Use | <input type="checkbox"/> Social History |
| <input type="checkbox"/> Medication Management | <input type="checkbox"/> Continuing Care Plan |
| <input type="checkbox"/> Treatment Plan or Summary | <input type="checkbox"/> Entire record, except progress notes |
| <input type="checkbox"/> Current TX Update/Progress/Participation | <input type="checkbox"/> Discharge / Transfer Summary |
| <input type="checkbox"/> Psychotherapy Notes* <small>Cannot be combined with any other disclosure</small> | |
| <input type="checkbox"/> Other: _____ | |

Purpose

This authorization allows the above listed information to be used or disclosed in connection with mental health treatment (diagnosis, therapeutic treatment, rehabilitation, continuity of care and/or delivery of services), payment or healthcare operations, unless otherwise specified: _____

Expiration & Revocation

Unless sooner revoked, this authorization shall expire in one year from the date of signature. I understand I have a right to revoke this authorization, in writing, at any time by sending written notification to Panhandle Therapy Center. Revocation is not effective to the extent that action was taken in reliance on the authorization.

Form of Disclosure

Unless you have specifically requested in writing that the disclosure be made in a certain format, we reserve the right to disclose information as permitted by this authorization in any manner we deem to be appropriate and consistent with applicable law, including, but not limited to, verbally, in paper format or electronically.

CLIENT (or Parent/Legal guardian)

Date

WITNESS

Date

DECLINE: I have reviewed this authorization and do NOT authorize the sharing of my Protected Health Information.

CLIENT (or Parent/Legal guardian)

Date

WITNESS

Date

Checklist for Records Review- Student Entering GCSD

Student _____

1) 10 or more discipline issues such as:

- Threatened other students
- Fighting
- Assault on a staff member
- Violent behavior

2) Are there any Psychological Records from another school?

3) Past or present criminal history such as Department of Juvenile Justice.

4) Any history of sexual issues/concerns.

5) Any Threat Assessment Records from another school.

I (Guidance Clerk) have reviewed the records and notified the guidance counselor of any concerns.

Signature: _____

Date: _____

I (Guidance Counselor/Staffing Specialist) have reviewed the records and notified the District Threat Team of any concerns.

Signature: _____

Date: _____

Date District TAT was notified _____



Process for Students Transferring out of GCSD Schools

Student Name _____

- 1) Guidance Clerk receives request and looks in *Skyward* to determine if student is under a threat assessment. It is in the "Local Programs" tab and the "C" located in the indicator box
- 2) If tab indicates student is under a threat assessment, notify the Principal, Chair, and Vice-Chair.
- 3) Each school will ensure records are sent within 5 business days.

Method records were sent: Fax or Mail (circle one)

Attach verification of records being received.

Signature of Person sending records _____ Date _____

Process for Re-Entry to school after a student is returning from a Juvenile setting

Step 1: Notify the Principal. When the principal is notified of student returning, the principal is to contact Mental Health Director

Step 2: Counselor will gather records and inform school-based Threat Management Chair.

Step 3: The Chair will prepare a meeting with all Threat Management Team members to discuss documents provided.

Step 4: The Threat Management Team will follow the district policy and procedures to provide the student with educational services

Emergency #'s

All Emergencies 911
Crisis Hotline
352-264-6789
Suicide Prevention
Hotline 1-800-273-8255
FL Abuse Hotline
1-800-962-2873
Mobile Response Team
352-681-8204



Suicide Intervention Flow-Chart

Resources

CAT 352-505-3534
CDS Family Behavioral
352-334-3800

Do not leave alone; stabilize student
Remove dangerous objects
Calmly move students to a non-threatening place

Complete suicide screener

if not suicidal, complete
Parent Acknowledgement
and Baker Act
Intervention Checklist

INFORM Admin and Director of Mental Health

If suicidal, inform LMHC/MRT/SRO

Moderate Risk Procedures
Talking about suicide, no
method, no past attempts

Call parents – request to
do a mental health referral

Guidance will provide
counseling resources
and/or referral

Severe Risk Procedures
Indicates suicide, talks
about method, or has past
attempts

Call LMHC or MRT

Call parents – request to
do a mental health referral

Let SRO know if needs to
go crisis stabilization unit

Extreme Risk Procedures
Indicates suicide, has
means to harm self, or has
harmed self

Call SRO/911/ LMHC/MRT and
if needed EMS

Stay calm and reassure
student until help arrives

Work with LMHC/MRT/
SRO to prevent student
from harming self

Call parents

SRO to transport to
crisis stabilization unit

Process for reentry to school after a student is Baker Act

Step 1: Student is required to meet with guidance counselor and bring a note from hospital (if available)

Step 2: Counselor completes student mental health safety plan in order to evaluate any concerns for safety to him/herself or anyone else or any concerns related to re-entering school

Step 3: Student remains in office area while administration and guidance review for any potential concerns

Step 4: Outcome of interview determines what happens in this step

A. If student is cleared to remain on campus, guidance counselor sets up, with the student, a student support plan ie: checkin/check out, identify a teacher that the student feels close to, link to the student ambassador, look at support from a friend or some other way to support student

B. If student interview indicates a threat to themselves or others, the Counselor will complete the Columbia Suicide Screener and report the incident to the School Chair/Vice Chair. The school will begin the TMT process/Care process. (Refer to TMT process)

Any time a child is in crisis, the student must remain in an office area or alternative school setting where they can be monitored under adult supervision until it can be determined if there is a threat and if so what level.

Student School Mental Health Safety Plan

Gilchrist County School District

Name: _____ Date of Birth: _____

Date of Meeting: _____ Dates Hospitalized: _____

Participants and Relationship: _____

I. What is the main reason you were hospitalized: _____

2. TRIGGERS: When these things happen, I am more likely to feel unsafe and upset:

(circle all that apply)

Not being listened to; Feeling pressured; Being touched; Lack of privacy; People yelling;
Loud noises; Feeling lonely; Arguments; Not having control; Being isolated Darkness; Being
stared at; Being teased; Particular time of day/person/season/ reminder:

3. WARNING SIGNS: These are things other people may notice me doing if I begin to lose
control: (circle all that apply)

Sweating Breathing hard; Clenching fists or gritting teeth; Red faced; Wringing hands;
Loud voice; Acting hyper; Swearing; Bouncing legs; Rocking;
Pacing; Crying; Squatting; Damaging things; Avoiding people; Laughing loudly; Becoming
very quiet; Other

4. INTERVENTIONS: These things might help me calm down and keep myself safe
when I am feeling upset: (circle all that apply)

Time out; Listening to music; Reading a book; Sitting with staff; Talking with friends;
Talking with an adult; Coloring; Humor; Exercising; Writing in a journal; Ripping a
blank sheet of paper; Getting a hug; Using the gym; Bouncing a ball; Deep breathing;
Drawing; Crying; Being around others; Other

5. ESCALATIONS: These things do NOT help me calm down or stay safe and/or make me
feel worse: (circle all that apply)

Being alone; Being around people; Humor; Not being listened to; Loud tone of voice;
Being ignored; Talking to an adult; Being reminded of the rules; Being touched

6. The one thing that is most important to me and worth living for is _____

Calling for help: 800-273-8255 (Suicide Prevention Lifeline) Texting for help: text "help" to
741741

Adults at school I can go to for help: _____

Current Services/Medications: _____

Release of Information Signed by parent ☐ yes ☐ no

Records Requested from hospital ☐ yes ☐ no

Baker Act Intervention Checklist

STUDENT NAME _____ **DOB** _____

School _____ **Grade** _____

Has the student had a previous Baker Act evaluation? **YES** **NO** **Unknown**

Dates of previous evaluations/hospitalizations: _____

Does the student have current Mental Health Providers? If **YES** **NO**

yes, have they been notified of this evaluation? **YES** **NO**

SUICIDE RISK INTERVIEW CONDUCTED **DATE/TIME** _____

Conducted by: _____ **Title:** _____

Meets Baker Act criteria? **YES** **NO**

If yes, Mobile Response Team/LSW/ LMHC contacted: **Date/Time:** _____

Name _____

Notes:

PARENT CONTACT **DATE/TIME** _____

Contacted by: _____ **Title:** _____

Name of parent contacted: _____

Phone Number: _____

Is parent available for Face-to-Face conference? **YES If** **NO**

no, why? _____

NOTES:

Parent Conference Participants:

Name _____ **Title** _____

Name _____ **Title** _____

Name _____ **Title** _____

Name _____ **Title** _____

Name _____ **Title** _____

SCHOOL DISTRICT PERSONNEL NOTIFICATIONS COMPLETED

Conducted by: _____ **Title/Position:** _____

Personnel Notified:

Name:

Name:

Name: _____

Submit copy of completed checklist to the Director of Mental Health, D. Colley

Gilchrist County School District
Student Services Department
Procedures for Completing the
Parent Acknowledgment Form for Students At-Risk of Suicide
Or At-Risk of Causing Serious Harm to Others

Procedures:

Anytime a student of Gilchrist County Schools expresses suicidal or self-harm thoughts or intent, or poses a credible threat of causing serious bodily harm to others, their parents/ guardians must be notified. The Baker Act Procedure portion of this handbook provides guidance regarding assessment. In the event the Mobile Response Team (MRT), Licensed Clinical Social Worker (LCSW), Licensed Mental Health Counselor (LMHC), or School Resource Officer determines that a student does not meet the Baker Act Criteria, the parent/guardian should be informed of their child's statements/actions that led to the evaluation through discussion and completion of the Parent Acknowledgment Form for Student At-Risk of Suicide or Causing Serious Harm to Others. Attach the list of nearby children's behavioral health providers, and their contact information. This form should be completed and signed at a face-to-face parent meeting before the child leaves school for the day.

In the event that parents/guardians are not residing together and both parents cannot be present for face-to-face conference before the child leaves school, the parent not present will be mailed a copy of the Parent Acknowledgment Form for Students at Risk of Suicide or Causing Serious Harm to Others to the address on file in the District Information Management System file by.
The end of the school day.

A school counselor, Assistant Principal, or Principal will complete the Parent Acknowledgment Form for Student At-Risk of Suicide or Causing Serious Harm to Others. This documentation will be maintained in the School Guidance Counselor's office and should not be included in a student's cumulative records, health records, or ESE files. During transition between schools, the school principal or designee should verbally discuss a student's history of Baker Act evaluations and safety plans with the school counselor or principal at the student's new school.

Parent Acknowledgement Form for Student At-Risk of Suicide or At-Risk Causing Serious Harm to Others

School: _____ Date: _____

Student: _____

As the parent/guardian of _____, I have the authority and responsibility to make decisions on behalf of my child and to sign this document. I acknowledge that I have been advised by school staff member _____ on this date that my child has expressed suicidal ideations and may be at risk for suicide or poses a credible threat of causing serious bodily harm to others.

I understand that I have been advised that my child does not currently meet criteria for an involuntary commitment under the Baker Act {Sections 394.451-394.478921 Fla. Stat. 2018} but this could change at any time. I understand that there are professionals available to help maintain my child's safety if their suicide risk or their risk of causing serious bodily harm to others increases. Furthermore, I agree to call for help from law enforcement or take my child voluntarily to the nearest children's behavioral health center if his/her situation worsens. Attached is a list of nearby children's behavioral health centers and their contact information.

I understand that Gilchrist County School District Policy requires me to notify the school counselor or school administrator if my child is hospitalized so that we can meet and prepare for a successful return to school.

I understand that I have been advised to take my child to the appropriate medical and/or mental health providers for further evaluation and treatment. Attached is a list of available agencies and providers that may be able to help, but it is not a requirement to use this list.

The school counselor can assist me with the referral process. The school district is not responsible for evaluation expenses for outside service providers.

I understand that the school counselor or school administrator will follow up with me and my child within ten business days from the date of this letter, as well as at other times that the principal, assistant principal, or school counselor determines is appropriate.

Parent/ Guardian Signature: _____ Phone#: _____ Date: _____ Staff

Signature: _____ Date: _____

Witness (if parent/guardian unable to sign: _____ Reason

parent/guardian unable to sign: _____

Children at Risk for Self-Harm or Harm to Others:

Home Safety Guidelines for Families

Your child exhibited signs of being at risk of self-harm or harming others. When your child leaves school, there are some things you need to do for safety at home. You are strongly encouraged to follow the recommendations for support and follow up of the school-based or district threat assessment team, mental health clinician providing assessment or school resource deputy.

Closely Monitor your Child

Monitor your child at all times until at least the first appointment with a mental health professional. The clinician can assess your child's safety and talk to you about the continuing need for close supervision.

A. Close supervision means:

- Keep your child's bedroom door open at all times.
- Do not allow your child to be alone in any room of the house, including the bathroom, without leaving the doors open. Check on him often.
- Do not let your child visit friends, relatives or others unless there is constant adult supervision.
- Talk to the counselor or administrator at your child's school. Schedule a meeting with the threat assessment team to develop a safety plan for school if recommended.

B. Let your child know you are available and willing to listen when he is ready to talk to you about what happened. Do not try to make him talk about the reasons for his actions. Many children are not comfortable discussing issues soon after discharge.

- a. Pressure to do so may make him feel worse. A more in-depth discussion will take place during your child's visit with a mental health counselor.
- b. Continue to use the support systems and coping strategies you and your child learned while he was in the hospital.

C. Encourage your child to follow his or her personal safety plan. It is helpful to make a few copies of the safety plan so you can post one in the child's room and on the refrigerator. Your child and his guardian or caretaker should each have a copy of the safety plan to carry with them all the time.

D. If your child seems to be in a better mood, do not assume this means that he is not at risk to hurt himself. Many times children hurt themselves when they feel less depressed and have more energy to carry out such actions.

Safety-Proof the House

A. General guidelines:

1. **It is very important that all knives, guns and ammunition be removed from the home.** If that is not possible lock these items away to deny your child access. Store ammunition in a separate place from the firearm.
 - a. **Research shows that having a gun in the home increases the risk of suicide.**
 - b. **Firearms are the most common means of suicide for adolescents in the United States.**
2. Search your house and your child's room. Look for any items that could be used to self-harm. These items include weapons, sharp objects, over-the-counter and prescription medicines (these might be hidden), belts, ropes, and cords.
3. Lock up or remove all prescription **and** over-the-counter (OTC) medicines. We recommend a safety lock box for all medicines kept in your home. This includes such items as:
 - Tylenol®
 - vitamins
 - supplements
 - all other OTC and prescription medicines
 - aspirin
4. Your child should not have access to alcohol, cleaning supplies and power tools. "Out of reach" is not enough. These items must not be accessible to your child at all. It is possible that all of these different items may have to be removed from your home for a long period of time.
5. Be aware of items in the home that your child could use to cut off his airflow. These items include: plastic bags, balloons, belts and cord of any kind (electric cords, cords from window blinds and vacuum cleaner cords).
6. Take away your child's keys. Do not allow him or her to have access to a car until the first follow-up appointment with a mental health professional.

Act Right Away on Your Child's Comments

- A. If your child mentions wanting to hurt himself or others again, always take it seriously.

This includes comments about death, dying, serious self-harm, seriously harming another person or an attempt to end his life or end another person's life.

- B. Take **ALL** comments and attempts seriously and **keep trying these resources** until **you reach someone**:

1. **Call 911 for Immediate medical or safety concerns.**
2. Call your child's provider at: _____.
3. Call Meridian **Mobile Response Team@** 1-800-330-5615 Press Option 1
4. Call a 24-hour crisis line:
 - a. Local: Meridian **Crisis Line** 352-374-5600.
 - b. National **Suicide Prevention Lifeline** 1-800-273-TALK (8255)
5. Take your child (or use emergency transportation) to the emergency room.

I. Follow-up

It is extremely important that your child have follow-up care after expression of thoughts of suicide, self-harm or harm to others. Please refer to the attached mental health resource list for local providers; or see your child's school counselor or administrator for a referral.

Follow-up care is very important. Even if it seems everything is fine, you need to continue to follow up as discussed at the time of treatment planning.

You may also contact your health care provider for a list of counseling services covered by your health care plan.

**Gilchrist County School District
Procedures for Completing the
Refusal of Mental Health Services Form**

Procedures:

In the event that a parent is refusing mental health services for their child, or a student who has been referred for services is not attending and at risk of being dismissed due to non-participation, a face-to-face meeting must be called.

Participants should include the parents, the LCSW, guidance Counselor, a school administrator, and the Director of Mental Health.

The reasons and data for the referral for services should be explained to the parent. Every effort should be made to ensure that services would begin, or continue. If the parent continues to refuse the free mental health services provided by Gilchrist County School district, the parent will be asked to sign the "Refusal of Mental Health Services" form.

A trained LCSW, school counselor, Assistant Principal, or Principal will complete the Refusal of Services Form. This documentation will be maintained in the Director of Mental Health's office at the District Office, and should not be included in a student's cumulative records, health records, or ESE files.

In the event that parents are not residing together and both parents cannot be present for face-to-face conference, the parent not present will be mailed a copy of the Refusal of Mental Health Services Form to the address on file in the District Information Management System by the end of the school day.

Refusal of Mental Health Services Form

School: _____ Date of Parent Meeting _____

Name of Student: _____ Date of Birth -----

Current Grade: _____

Meeting Participants	Signature
Parent/Guardian	
Administrator	
Guidance Counselor	
Director of Mental Health	
Mental Health Counselor:	
Other:	
Other:	

I _____ have been informed by Gilchrist County School District of concerns regarding my child's mental health. Based on evidence discussed at this meeting, Gilchrist County Schools would like to coordinate mental health services by a mental health professional at no charge. I am refusing those services for my child.

Reason for Refusal:

___ I do not feel that my child requires mental health services/treatment.

___ I will arrange services/treatment for my child by a certified/licensed mental health professional on my own.

Other: _____

Signature of Parent/Guardian

Date

Administrator/Designee Signature

Date

Appendix 11

TNT Procedures (Transition Needs Team)

- **School guidance teams provide list of students with transition needs to district ESE Director (March).**
- **District ESE team assigns district team member(s) for each student, and provides list to guidance counselors (April).**
- **School guidance teams schedule TNT meetings (April)**
 - Please invite district TNT Member identified on the TNT list to attend TNT meetings for each student needing assistance, collaborative support, or transition action for the next school year.
 - Identify a School TNT Coordinator for each student on your list. This coordinator will assist with follow-up in the fall.
- **Conduct TNT meetings (April/May)**
 - TNT meeting worksheets are on the School Website Page. Please use these worksheets to conduct and document your meetings.
 - Completed worksheets are to be copied and given to each member of the team, and to those responsible for performing transition activities.
 - Next year's receiving teacher should also be given a copy.
 - **Please do not place TNT worksheets in the student's IEP folder.**
 - If the district team member is not available to attend the TNT meeting, please keep your TNT worksheets in a secure place. The district TNT member will pick up a copy by the end of the school year.
- **Follow-up (June-August)**
 - District TNT Coordinator will collaborate with outside support personnel (FDLRS, Regional AT Coordinator, CARD, FSDB, etc.) to provide support to school guidance offices for TNT process.
 - A TNT follow up should be documented by District TNT members and School TNT Coordinators during the beginning month of school to ensure that;
 - All transition activities / supports are in place
 - Future transition needs are met by scheduling follow-up meetings for second semester (i.e., Term 1 to Term 2)
 - A list of items "yet to be completed" will be in place by the Fall of the following school year.
- **Key Points to Consider:**
 - Promotion / retention meetings
 - Schedule early and reserve adequate time for each meeting
 - Collaborate with principals to identify receiving teacher.

Appendix 12

Extended School Year Services (ESY)

ESY services are determined through an IEP team meeting and on an individual basis. ESY services are needed if the IEP team has reason to believe that the provision of FAPE for an individual student would be jeopardized without such services. ESY services can be considered at any point in the school year. ESY services are intended to address specific skills for which the teacher has documentation to show one or more of the following:

1. Regression of critical life skills beyond normal recoupment which occurs over breaks in service (if this is the situation, there should be documentation provided over Spring Break, Christmas Break, Fair Break, etc. showing regression).
2. A lapse in service would substantially jeopardize the student's chances of learning a **critical life skill**.
3. A lapse in service would make it unlikely that the student would benefit from his/her education
4. A job coach is needed to maintain recent employment
5. A student will be able to remain in the Least Restrictive Environment (LRE) if given ESY services
6. Frequent health-related absences have significantly impeded progress

ESY service delivery can vary. Some examples include:

- Summer skills packets for families to use for focused skills (i.e., alphabet)
- Teacher / Parent consultation via phone or in person (i.e., behavior plan data)
- Student served at the school site for specific skills identified 1 to 2 hours a week
- Teacher goes to the home 1 to 2 times a week to work with parents on social skills
- Speech therapy 1 to 2 days a week at home or at school
- Half day service for part or all of summer break

Appendix 13

Bullying and Harassment

See School Board Policy on Bullying and Harassment for further information.

It is the policy of the Gilchrist County School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. Bullying means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student, or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation.

Guidance counselors are to report bullying or harassment complaints to the principal or the principal's designee who shall be responsible for receiving complaints alleging violations of the School Board Policy on Bullying and Harassment. Any written or oral reporting of an act of bullying or harassment shall be considered an official means of reporting such act(s).

The principal or designee shall ensure that an investigation occurs, documenting interviews, collecting data, and evaluating facts of the reported bullying and harassment. In addition, the principal will follow school board policy to ensure immediate notification of parents / guardians.

Intervention teams may recommend counseling and support to address the needs of the victims of bullying or harassment, as well as research-based counseling or intervention to address the behavior of the students who bully and harass others (i.e., empathy training, anger management, or support to parents / legal guardians if deems appropriate).

Appendix 14

FOCUS Program

Population to be served:

The FOCUS program offers a unique opportunity for students who meet the following guidelines:

Group A: Short Stay Students in grades 6-12 who are referred by the school principal up to three school weeks. These students will continue to have their educational services provided to them by their regular teachers. Work will be sent back and forth from the teacher and the FOCUS program. The FOCUS teachers/aides will assist the short stay students in completing their assignments.

Group B: Students with disabilities in grades 6-12 with Individual Education Plans that identify the FOCUS program as an appropriate educational setting.

Group C: Students in grades 6-12 who are offered the option of FOCUS following a disciplinary action by the School Board of Gilchrist County or a Principal.

Fast Track- Group C students who have either been assigned to FOCUS for 45 successful days or who have been assigned 60 successful days, but have worked hard, behaved and obtained 45 successful days and demonstrated a readiness to return to the main campus.

Group D: Students in grades 6-12 who are placed in Focus for an Alternative Education purpose of accelerating coursework in order to rejoin their KG cohort in grade level progression. Group D students will participate in a computer-based curriculum. In addition, a Group D student may be eligible for breakfast, lunch, and/or wheel with general education students if approved by the principal. A plan will be generated upon entry into Focus regarding the length of stay.

Successful Days:

Obtaining an established number of successful days is the process by which FOCUS will use to determine the completion of time in the program. A successful day is determined based on how the student performs academically and behaviorally in the following areas: polite, prompt, positive, prepared and participation. Additionally, students will be tracked daily on a behavior sheet and must receive a 90% or better total to have a successful day. (see attachment). If a student receives three unsuccessful days, it will turn into a referral.

Exiting criteria:

- 60 successful days
- 45 successful day (Fast Track)
- IEP placement as determined by IEP team
- Successful completion of a Short Stay (predetermined)
- Successful completion of an Administrative Placement

Under certain conditions, such as School Board placements, a student may be assigned a varying number of days dependent upon the situation.

Administrative Placements: All students placed in FOCUS will be provided a number of successful days the student is assigned to the program.

Due to the climate of FOCUS, if a student receives a referral, the student will be served OSS and receive no credit for the day. If a student receives 3 referrals at any time during their stay, they will be referred to the school board for expulsion.

All exits back to main campus, with the exception of Group A students or Fast Track students, should occur at the beginning of a grading period to allow for an easy transition with the academic expectations.

Behavior Expectations:

All students are required to comply with the behavior guidelines in the student handbook. The following behaviors will be expected in FOCUS:

- Students are expected to show respect towards staff members and other students.
- Students are expected to use appropriate language towards staff members and other students.
- Students are expected to comply with all requests of school personnel.
- Students are expected to refrain from making inappropriate references written, spoken, or implied about drugs, alcohol, sex, violence or gangs.
- Students are expected to display honesty in dealing with staff, peers and in all course work.
- Students are expected to use computers in an appropriate manner at all times (see district internet use policy).
- Students are expected to comply with the district Zero Tolerance (alcohol, drugs, violence, etc) & Tobacco Policies.
- Students are expected to not bring backpacks, purses or bags. With an exception for ladies to bring one small hygiene bag. Otherwise, all school supplies are available and housed in the classroom.
- Students are not allowed to have cell phones, earbuds, or any other electronic devices during the school day.
- Students may be addressed by the School Board during the school day if needed.

Additional Guidelines for Group A, B (if identified in IEP) and C students:

- Students will use approved school bus transportation or be transported by a parent / guardian, immediate family or an adult approved by principal.
- Students may not check out during the school day unless the parent/guardian signs out their child in person at the time of check-out.
- Students will only be allowed to leave the school grounds on the school bus or with a parent/guardian or approved adult. Walkers will get escorted to a school exit.
- When arriving at the school campus, students will wait in the front office or at the bus pick-up until an authorized adult escorts them to FOCUS. At no time should a FOCUS student be wandering around campus.
- FOCUS students will be subject to searches of personal items or possessions.
- Group C students who are placed in FOCUS for drug related activity may be subject to random, drug tests by Truancy Officer as ordered by the School Board at the expense of the parent/ guardian and must provide a clean drug test from a certified lab at the expense of the parent / guardian prior to exiting the FOCUS program.
- After School: FOCUS students (unless otherwise specified) may not be on the school grounds or attend school functions held on Gilchrist County School Property at any time (unless specified at time of entry).

Additional Guidelines for Group D students:

- Group D students will track their academic progress on a tracking sheet daily while in the program and will not use the successful day point sheet unless prescribed by administration.

Dress Code:

All students are required to comply with the dress code identified in the District Student Handbook with the following additional requirements specific to FOCUS:

- Pants must be in district policy-no holes above the five-inch line from the knee.
- No hats / head coverings.
- No hoodies are allowed, but sweatshirts or a light jacket may be worn once it has been inspected.
- Open-toed shoes are not allowed (i.e. sandals, flip-flops)
- Students will adhere to all directions given by FOCUS personnel when departing the classroom for out of classroom transitions.

Attendance Policy:

All students are required to comply with the attendance policy in the District Student Handbook. Truancy policies are in place for students who have excessive absences.

Curriculum:

Group B & C students will receive computer-based instruction with the exception of Reading, Physical Education, Career Tech (when available) and content areas in which the FOCUS teacher is certified to teach.

Pre-Transition to Main Campus Process:

Three weeks prior to the tentative exit date, pre-transition activities should begin:

- The Truancy Officer will assist in the pre-transition by serving as a liaison between the FOCUS classroom and the front office staff and assist in creating a re-entry plan for board appointed students only.
- Students will sign a transition letter prior to returning to regular class.
- Students will have a 10-day watch period. If a student does not comply with the transition letter, or receives any punitive action, the student will return to focus and/or go back to the school board for expulsion.

Appendix 15

ABUSE Reporting Procedure

http://sss.usf.edu/Resources/Presentations/2008/fscs-doe-cd/FSCA_2008/Abuse_FC_Attend/Child_Abuse_Fact_Sheet.pdf

Child Abuse Reporting For Florida Public School Personnel *FACT SHEET*

Florida Department of Education
Bureau of Exceptional Education and Student Services
The Student Support Services Project/USF

Mandatory reports of child abuse, abandonment or neglect.—Section 39.201(1)(a)Florida Statutes

Any person who knows, or has reasonable cause to suspect that a child is abused, abandoned, or neglected by a parent, legal custodian, caregiver, or other person responsible for the child's welfare, *must report such knowledge or suspicion* to the DCF central abuse hotline at:

- Telephone 1-800-96-ABUSE (1-800-962-2873)
 - FAX: 1-800-914-0004
- **TDD: 1-800-453-5145 (Telephone Device for the Deaf)**

Section 39.201(1)(b) Florida Statutes Reporters in the following occupation categories are required to provide their names to child abuse hotline staff:

1. Physician, osteopathic physician, medical examiner, chiropractic physician, nurse, or hospital personnel engaged in the admission, examination, care, or treatment of persons;
3. Health or mental health professional other than one listed in subparagraph 1;
4. Practitioner who relies solely on spiritual means for healing
- 5. School teacher or other school official or personnel;**
6. Social worker, day care center worker, or other professional childcare, foster care, residential, or institutional worker;
7. Law enforcement officer; or Judge

Names of reporters are entered into the record of the report, but are held confidential. Other Person Responsible for a Child's Welfare.—Section 39.01(48) Florida Statutes: The child's legal guardian, legal custodian, or foster parent; an employee of *any* school, public or private child day care center, residential home, institution, facility, or agency; or any other person legally responsible for the child's welfare in a residential setting; and also includes an adult sitter or relative entrusted with a child's care.

Implications for Public School Districts

Any employee who knows or suspects that another employee has abused or is abusing a student is required by law to immediately report such knowledge or suspicion to the

Department of Children and Families Abuse Hotline at 1-800-96-ABUSE or 1-800-962-2873.

Appendix 16

English Speakers of Other Languages (ESOL)

Section 1: Identification (Rule 6A-6.0902, F.A.C.)

Enrollment Procedures and Administration of the Home Language Survey (HLS).

Describe the Local Education Agency (LEA) registration procedures to register English Language Learners (ELLs). Responses should include the following:

Registration is handled by the guidance counselors and guidance clerks at the schools. The surveys are provided in the student's or parent's primary language, unless clearly not feasible. Provisions to communicate in the home language of the parents and students are implemented by designated school personnel and/or an interpreter. The guidance personnel is responsible for contacting the designated personnel to assist with the registration process at the time of registration

How do LEA procedures compare to those followed for non-ELLs?

LEA's procedure when working with a potential ELL student are to have a bilingual interpreter assistance the parent filling out the registration and Language survey and make sure they have all the information they will need to start school.

Into what languages are the HLS translated?

Spanish translation is available, but other languages are available upon request.

How does the LEA assist parents and students who do not speak English in the registration process?

Spanish translation documents are available, and registration personnel will contact bilingual interpreter to assist parents in the registration process.

How do you identify immigrant students?

When assisting a parent to fill out the registration and language survey the school registration documents also ask about years in a US school, previous schooling and years in the US.

How is Date Entered US School (DEUSS) obtained in the registration process?

When assisting a parent to fill out the registration and language survey the school registration documents also ask about years in a US school, previous schooling and years in the US.

Section 2: English Language Proficiency Assessment (Rule 6A-6.0902, F.A.C.)

1. English Language Proficiency (ELP) Assessment

What is the title of the person(s) responsible for administering the ELP assessment of potential ELLs in the LEA?
(Check all that apply.)

☐ Registrar

- ✓ ESOL Coordinator/Administrator
- ✓ Other (Specify) ESOL Para

2. Listening and Speaking Proficiency Assessment

List the Listening and Speaking (Aural/Oral) assessment(s) used in the LEA to ascertain if a K-12 student is an ELL.

IDEA Oral Language Proficiency Test

Describe the procedures to ensure that the Listening and Speaking assessment(s) are administered within 20 school days of the student's initial enrollment.

Once a student is enrolled and we contact previous school for ESOL records. If the previous school is outside the state of Florida or US, the Listening/Speaking test is administered.

For ELLs who score proficient on the Listening and Speaking assessment, what specific grade level procedures are followed for proper identification of ELLs in K-2 and 3-12?

Students that answer "yes" on their home language survey are given an aural-oral test within 20 school days of entry by ESOL Coordinator or ESOL Para at the school sites. Students who score NES/LES are placed in the ESOL programs. Students who score FEP are given the IPT reading/writing assessment. The IDEA Language Proficiency Test, Level II (IPT II) is administered to students in third, fourth, fifth and sixth grades and the IDEA Oral Language Proficiency Test, Level II (IPT II) is administered to students in grades 7-12. According to the publisher's criteria, the level of oral language proficiency is determined by LEP/FEP

Reading and Writing Proficiency Assessment

List the Reading and Writing assessment(s) used in the LEA to ascertain if a student is an ELL in grades 3-12.

Students who have "yes" on the Home Language Survey are given an Aural-Oral test within 20 schools days of the entry by the ESOL Coordinator or the designated school personnel at the school sites. If there is a delay beyond 20 school days in the identification, assessment, or placement process, parents are notified in their home language, if feasible, by the ESOL Coordinator as to why there is a delay and the student is placed on temporary placement until results of the assessment have been scored . Copies of the Home Language Surveys with "yes" responses and the students' registration forms are given to the ESOL Coordinator immediately after registration. After eligibility screening is completed, the ESOL Coordinator collects the student data, meets with the MIS Director to enter the required data and files the appropriate documents in the ESOL folders in the ESOL Department and Guidance

Describe the procedures the LEA follows if assessment(s) are not given within the 20-day timeline.

Students that answer “yes” on their home language survey are given an aural-oral test within 20 school days of entry by ESOL Coordinator or ESOL Para at the school sites. Students who score NES/LES are placed in the ESOL programs. Students who score FEP are given the IPT reading/writing assessment. The IDEA Language Proficiency Test, Level II (IPT II) is administered to students in third, fourth, fifth and sixth grades and the IDEA Oral Language Proficiency Test, Level II (IPT II) is administered to students in grades 7-12. According to the publisher’s criteria, the level of oral language proficiency is determined by LEP/FEP

3. ELL Committee

Describe the procedures used when the ELL Committee makes an entry (placement) decision. What type of documentation is used to support these decisions?

The LEP Committee decides that the students should receive the services of the ESOL program if at least two of the following considerations indicate a need for ESOL services:

1. Extent and nature of prior education and social experiences and student interview.
2. Written communication and observation by current and previous instructional and supportive services staff
3. Level of mastery of basic competencies or skills in English and /or home language according to appropriate local, state and national criterion-referenced standards;
4. Grades from the current and previous years
5. Test results other than the aural-oral and Reading/Writing tests.

Conference reports are completed on the meeting, including signatures, and copies are made for the parents, ESOL Department, and folders in the cumulative file.

Section 3: Programmatic Assessment (Rule 6A-6.0902, F.A.C.)

Academic/Programmatic Assessment

Describe the procedures that have been implemented for determining prior academic experience of ELLs. Also, address the placement of ELLs with limited or no prior school experience(s) or whose prior school records are incomplete or unobtainable. Specify actions taken to obtain prior school records. Include the procedures to determine appropriate grade level placement for ELLs.

When an LEP student enters our district with incomplete or no school records, first the previous school is contacted and records are requested. If records are incomplete, LEP committee will meet and the ESOL Coordinator and School Guidance Counselor review the educational background of the LEP students and may conduct parent and/or student interviews to determine appropriate grade levels or subject area placements. The age of the LEP student is the primary determining factor in grade placement of LEP student. The LEP conferencing team will look at prior educational experience, Diagnostic/placement Assessment and parent/guardian interview made by the LEP committee. The determining placements are documented in a conference report and copies are made for the parents, ESOL Department, and the ESOL folders in the cumulative folders.

Grade Level and Course Placement Procedures – Grades 9-12

Describe the procedures that have been implemented to determine appropriate grade and course placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9th-12th grades that have completed credits in countries outside of the United States, specifically addressing those students for which there is no documentation.

Explain the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English).

The ESOL Coordinator and the guidance counselors review the educational background of the LEP students and conduct parent and/or student interviews to determine appropriate grade levels or subject area placements. When no academic records are available for high school LEP students, previous grade placement (according to student records and parent interviews) and subject area competency test results are considered. The competency tests are administered at the school sites by subject area teachers or the designated ESOL test administrators to determine mastery of prerequisite courses. The competency test are administered on the day of registration or the following day, to determine the appropriate placement. If a student enters our district with completed credits in countries outside the US, the District ESOL coordinator and Director of Secondary Education will contact DOE for guidance on the transferred credits. The academic findings and determined placements are documented in a conference report and copies are made for parents, ESOL Department, and the ESOL folders in the cumulative folder. The age of the LEP student is the primary determining factor in grade placement but the ELL student is required to meet all graduation requirements to graduate.

What is the title of person(s) responsible for evaluating foreign transcripts? How are they trained? How is documentation maintained?

Foreign transcripts will be translated by bilingual staff and interpreted by previous school, LEP Committee and/or with assistance from FLDOE.

Re-evaluation of ELLs that Previously Withdrew from the LEA

Describe the procedures used for re-evaluating ELLs who withdraw from the LEA and re-enroll after having been either in another LEA, state, or country. Specify the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered. Include data reporting procedures.

Moving from one Florida LEA to another. Moving from another state to Florida LEA.

Moving from another country to Florida LEA.

Upon reentering the school district, the ESOL Coordinator and the guidance counselors review the educational background of the LEP student and conduct parent and/or student interviews to determine appropriate action to be taken. The original Student ELL Plan will be considered when placing the student.

If the student withdrew or left the school system and did not attend another district's school system, and it was within the same school year, the student would be reinstated back into the assigned schedule he had left. If the student had been attending another district during his absence, records from that district would be used in the placement of the LEP student.

ELL Student Plan Development

Describe the procedures for developing the Student ELL Plan. Include the title(s) of the person(s) responsible for developing the plan, and updating the ELL data reporting elements. Also, include a description of when and how the plan is updated to reflect the student's current services.

Once the student completes the school registration document, the school ESOL Interpreter and/or Guidance Clerk sends a copy of the registration to the District ESOL Coordinator. The District ESOL Coordinator uses the information from the Registration to complete the student plan. Once the Student Plan is complete the MIS Director inputs the information into the school data system.

Describe the elements of the plan (e.g., home-school communication, student schedules and classes, progress monitoring, interventions, assessments and other evaluations). What is the teacher's role in development of the plan?

The ESOL Student Plan includes; continued up to date information on the student, students name, date of entry, date enrolled, date classified, date placed, student plan date, entry and exit code, Country born, language survey date, language survey language, LF review dates, Reevaluation dates, extension status, placement code, Date in US school, Entry and Exit Assessments, WIDA Annual Reports, ELL Committee notes, data from previously attended schools.

Section 4: Comprehensive Program Requirements and Student Instruction

Instructional Models

In addition to using required English for Speakers of Other Languages (ESOL) strategies by teachers who teach ELLs, what instructional model(s) or approach(es) are used to ensure comprehensible instruction? Descriptions of each model appear in the current Florida Department of Education (FDOE) [Database Manuals](#). *(Check all that apply)*

- ☐ Sheltered English Language Arts
- ☐ Sheltered Core/Basic Subject Areas
- ☒ Mainstream-Inclusion English Language Arts
- ☒ Mainstream-Inclusion Core/Basic Subject Areas
- ☐ Maintenance and Developmental Bilingual Education
- ☐ Dual Language (two-way) Developmental Bilingual Education

Describe how the instructional models are used in the LEA. Address how the LEA will monitor schools to ensure that instructional models are implemented with fidelity.

LEP students in PK-12 receive ESOL instruction in their Language Arts, Math, Science, Social Studies, and Computer Literacy classes. Inclusion classes provide ESOL strategies for LEP students as they are "immersed" in the English language with non-

LEP students. The ESOL instruction is provided by ESOL trained and/or endorsed ESOL teachers, whenever possible. The students are assigned by guidance personnel to the ESOL teachers upon registration at the school sites, once grade placement or course requirements are determined, placement and instruction is monitored by school based interpreters and District ESOL Coordinator for program and instruction fidelity.

Describe the process to verify that instruction provided to ELLs is equal in amount, sequence, quality, and scope to that provided to non-ELLs.

LEP students and FEP students are provided the same amount of time, scope, and sequence on the Florida/NGSS Standards. Through review of teacher lesson plans and implementation of the inclusion model, administrators and district staff can ensure equal access and LEP students are provided appropriate ESOL strategies and are given the same opportunities as other students.

How does the LEA determine if the instructional models are positively affecting student performance?
The ESOL instruction is provided by ESOL trained and/or endorsed ESOL teachers, whenever possible. ESOL teachers keep a list of ESOL strategies for each LEP student in their plan books. School and district administrators are responsible to check and observe that ESOL strategies are being used

How are ELLs assured equal access to all programs, services and facilities that are available to non-ELLs?

Annually the District ESOL Coordinator monitors the assurance of equal access to all district programs through ESOL- self monitoring documentation.

Describe the method(s) used in the LEA to document the use of ESOL instructional strategies and how this is monitored.

ESOL teachers keep a list of ESOL strategies for each LEP student in their plan books. School and district administrators are responsible to check and observe that ESOL strategies are being used.

How are ELL students assured equal access to all programs and facilities

Annually the District ESOL Coordinator monitors the assurance of equal access to all district programs through ESOL- self monitoring documentation.

How does the LEA and school(s) verify the delivery of comprehensible instruction to ELLs?

What safeguards are in place to ensure that all ELLs are being provided equal access to programs and receiving comprehensible instruction? Include the school and LEA personnel responsible for ensuring comprehensible instruction.

District School Board policy speaks to equal access to programs and comprehensible instruction. This is monitored by school and district administration

What progress monitoring tools are being used to ensure all ELLs are mastering grade level academic content standards, and benchmarks and the English Language Development (ELD) standards? *(Check all that apply)*

☒ Student Portfolios

☐ Other Criterion Referenced Test (Specify) _____

☐ Native Language Assessment (Specify) _____

☒ LEA/school-wide assessments (Specify) Performance Matters, iReady, STAR

☐ Other (Specify) _____

Student Progression

Have the LEA's standards and procedures for promotion, placement, and retention of ELLs been incorporated into the LEA's Student Progression Plan (SPP)? If no, where can this information be found?

☒ Yes <http://gilchristschools.schoolfusion.us/>

☐ No (Specify) _____

Describe how the Good Cause Policy is implemented in your LEA when ELLs who have been enrolled for less than two years (based on DEUSS) are exempted from mandatory third grade retention. Include how parents or guardians are notified of LEA good cause decisions.

Parents of all 3rd grade students receive 3rd grade promotion, retention and good cause information twice a year. Parents also meet with teachers in October to discuss this information along with progress monitoring data.

Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL and what documentation is used to support these decisions.

An LEP committee along with a Child Study Meeting is able to recommend Promotion/Retention recommendation based on SPP.

Section 5: Statewide Assessment (Rule 6A-6.09091, F.A.C.)

Statewide Assessment

Describe the process to ensure that all ELLs participate in Florida statewide assessment programs. Include how responsible staff is trained to administer assessments and maintain documentation of the following, participate in Statewide content area assessments

ESOL District Coordinator ensures all ELL student participate in Florida Statewide Assessment Programs unless it is their first year in the US , then the student is not required to take the ELA portion of the FSA. LEP students must participate in the statewide assessment program .Parents receive a letter from the district prior to state assessments that ask for their approval of approved ESOL Accommodations on State Assessments

ACCESS for ELLs assessment programs:

ESOL District Coordinator ensures all ELL student participate in WIDA Assessment Program. LEP students with LY status must participate in the WIDA assessment program.

What is/are the title(s) of the school-level person responsible for ensuring and documenting that ELLs are provided appropriate testing accommodations (per test administration requirements)?

Guidance Counselors at each school document through the test administrator the accommodations received and used by ESOL students.

Describe how parents of ELLs are notified of assessments and testing accommodations. How does the LEA ensure that parents understand Florida's statewide assessments policies, mandates and student outcomes?

Prior to assessments ELL parents are notified of the assessments and accommodations by a letter in their native language and followed up by a phone call if parent does not communicate back to the school on the accommodations.

Section 6: English Language Proficiency Annual Assessment (Rule 6A-6.0903, F.A.C.)

Describe the procedures to determine if ELLs are ready to exit the LEA's ESOL program. Include exiting procedures for all language domains (listening, speaking, reading and writing), grade-specific academic criteria and data reporting of status change.

ACCESS for ELLs 2.0 Proficiency Criteria:

Proficiency criteria requires a student to achieve a Composite Overall Proficiency Level of 5.0 or greater AND at least a Proficiency Level of a 4.0 in each test domain (Listening, Speaking, Reading and Writing)

What is the title of person(s) responsible for conducting the exit assessments described above? (Check all that apply.)

☐ School/LEA based testing administrator

☒ ESOL Teacher/Coordinator

☒ Other (Specify) **ESOL para**

When is an ELL Committee involved in making exit decisions? What criteria are used by the Committee to determine language and academic proficiency?

ACCESS for ELLs 2.0 Proficiency Criteria:

Proficiency criteria requires a student to achieve a Composite Overall Proficiency Level of 5.0 or greater AND at least a Proficiency Level of a 4.0 in each test domain (Listening, Speaking, Reading and Writing) Also FSA and SAT10 Proficiency is used to determine grade level proficiency

Appendix 17



Determining Section 504 Eligibility:

Establishing Criteria, Following Procedures

John B. Comegno II, Esq.

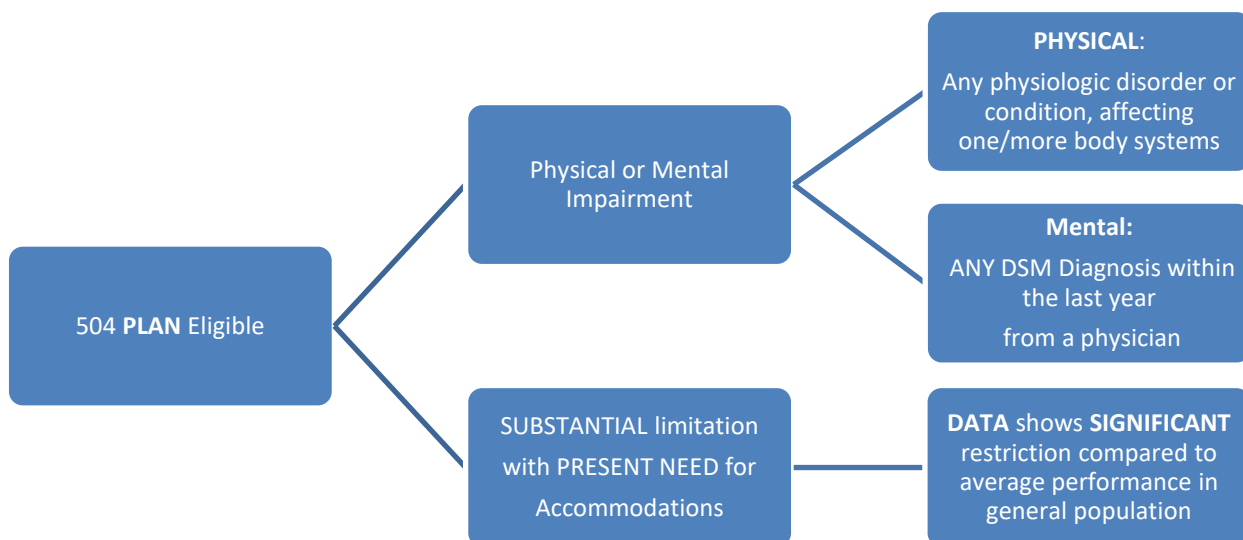
Determining Eligibility: Two Prongs MUST be present to be 504 Plan Eligible Physical or Mental Impairment AND Substantial limitation

- **SUBSTANTIALLY Limit means:**

- Student is unable to perform a major life activity that the average student of approximately the same age can.
- Student is **significantly restricted** as to the condition, manner or duration under which a particular life activity is performed as compared to the average student of approximately the same age.
- **Student data** compared to the AVERAGE performance on the general population shows **significant** difference.

- **SUBSTANTIALLY Limit does NOT mean:**

- An impairment that just “limits” or “affects” a major life activity.



- **Physician's statement** is helpful but *is not required* to obtain a mental, ADD/ADHD diagnosis from a physician. Behavioral data gathered from school psychologist AS WELL AS data intervention charts from the teacher comparing the student to the general population and data gathered indicating that medication has been prescribed can be used as. Parent must sign consent for evaluation for behavioral data to be gathered to consider 504 Eligibility.

GCSD 504 Plan Guidelines

- Teams may consider the need for 504 Eligibility after there has been considerable data gathered over time to make an informed educational decision concerning the need for eligibility and/or a plan for interventions. Both prongs of eligibility must be met (Physical or Mental Impairment *AND* Substantial Limitation), if a 504 plan is to be implemented.
- A doctor's note, prescription, or outside diagnosis is not sufficient to warrant a **504 plan**.
- "Considerable Data" includes data that the teacher and school team has gathered over time that may show that the student is significantly limited or restricted in a major life activity which is reflected in;
 - student grades,
 - intervention tier sheet data showing visible data points of progress within intervention as compared to classroom peers,
 - observations of the student compared to classroom peers,
 - behavioral checklists,
 - school discipline referrals etc.
 - results of using trial accommodations
- If additional information is needed by school psychologist (i.e., normed behavioral checklists comparing student to peers), all intervention data gathered above should be submitted with a packet cover sheet explaining the reason for the referral for additional 504 data, and consent from the parent for a 504 evaluation must be included with the packet.

Rehabilitation Act of 1973 (504)

Public school districts are required to implement procedures to ensure that requirements related to the provision of a free appropriate public education (FAPE), student evaluation, eligibility criteria, and decisions regarding the educational placement of the student are met. Gilchrist County's School Fusion Webpage has all documentation required for addressing the needs of students with disabling conditions as defined by section 504. Please access these pages or the additional documentation provided by the Florida Department of Education found below.

- *District Guide for Meeting the Needs of Students* (publication #ESE 7671)

<http://www.fldoe.org/ease/pdf/sect504.pdf>.

The focus of this document is on the ways in which Section 504 impacts the education of Florida's students with disabilities. It contains sample forms, including *Notice of Parental Rights under Section 504 of Rehabilitation Act of 1973* and *Section 504 Grievance Procedure Checklist*.

- *A Parent and Teacher Guide to Section 504: Frequently Asked Questions* (publication #ESE 11780)

<http://www.fldoe.org/ease/pdf/504bro.pdf>

This pamphlet addresses ten frequently asked questions regarding implementation of Section 504 in public school settings.

- *Protecting Students with Disabilities: Frequently Asked Questions About Section 504 and the Education of Children with Disabilities*

<http://www.ed.gov/about/offices/list/ocr/504faq.html>

This document is a revised version of a document originally developed by the Chicago office of the Office for Civil Rights (OCR) in the U.S. Department of Education (ED) to clarify the requirements of Section 504 in the area of public elementary and secondary education. The revisions incorporate information about the Americans with Disabilities Act Amendments Act of 2008 (Amendments Act), effective January 1, 2009, which amended the Americans with Disabilities Act of 1990 (ADA) and included a conforming amendment to the Rehabilitation Act of 1973 that affects the meaning of disability in Section 504.

- Norlin, John, (2008) (3rd edition). *What Do I Do When... The Answer Book on Section 504*, LRP Publications, Horsham, Pennsylvania.

This book, written in a question and answer format, incorporates recent judicial decisions and OCR Letters of Finding in providing clarification on what Section 504 mandates. This edition also includes and analysis of the regulations implementing the Individuals with Disabilities Education Act and how they compare to Section 504.