



















## The School Counselor's Role- Transgender/Gender-nonconforming Youth

- Promote the use of best practices:
- Address students by their chosen name and pronouns that correspond to their gender identity
- When requested, change current unofficial student records with the chosen name and appropriate gender markers to promote consistency among all school personnel.
- When contacting the parent/guardian, use the student's legal name and the pronoun corresponding to the student's assigned sex at birth, unless the student or parent/guardian has specified otherwise.
- Students should be allowed to use the restroom in accordance with their gender identity. Any student who has a need or desire for increased privacy has the right to access a single-user restroom.
- Locker-room usage should be determined using the guiding principles of safety and honoring the student's gender identity and expression.

<https://www.schoolcounselor.org/magazine/blogs/september-october-2015/transgender-and-gender-nonconforming-students-adv>

<https://www.nccpsafety.org/resources/library/examples-of-policies-and-emerging-practices-for-supporting-transgender-stud>

## The School Counselor's Role – Children Experiencing Homelessness

- advocate for students and collaborate with their parents/guardians to reduce barriers related to school enrollment and academic success
- establish educational and preventive programs for homeless parents and children
- collaborate with school and community personnel, and coordinate appropriate support services
- increase stakeholder awareness and understanding of the McKinney-Vento Act, and the rights of homeless students.
- advocate for appropriate educational placement

<https://dpi.wi.gov/homeless>

Education for Homeless Children and Youth (EHCY)

**NEW** Training Module



The new training module for the McKinney-Vento Homeless Assistance Act and Education for Homeless Children and Youth is now available!

## The School Counselor's Role – Working with Students Experiencing Issues Surrounding Undocumented Status

- Ensure students are not barred from education based on foreign birth certificates, lack of a Social Security number or a home language other than English
- Work with other district personnel, so any information collected is uniformly applied to all students and not used to discriminate or bar certain students access to education
- Help undocumented students gain access to an equitable education that meets their needs and prepares the student for postsecondary access, such as ELL services, if necessary
- Work with school and district personnel to promote awareness and to educate school district personnel, students, parents and the community on policy, procedures and rights of the students and their families and to eliminate discriminatory language and actions regarding these students and their families
- Support families with questions about educational access and rights
- Assist students with seeking postsecondary goals, navigating college access and finding funding for their goals
- Work with community partners and leverage resources to provide support in keeping families intact if possible while supporting students who are separated from a parent due to deportation
- Ensure schools are a safe haven for undocumented students and do not divulge confidential information to any outside agencies without proper legal documentation
- Provide counseling intervention and social/emotional support for students affected by immigration stressors
- Keep abreast of current policies and practices of postsecondary institutions regarding access for undocumented students

### A.11. Bullying, Harassment and Child Abuse

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

## The School Counselor's Role- Promotion of Safe Schools through Conflict Resolution & Bullying/Harassment Prevention

- communication skills
- conflict-resolution skills
- decision-making skills
- development of cultural competence
- acceptance of differences
- intervention strategies for bullying/harassment
- recognition of early warning signs of violence
- prevention/intervention services
- crisis response
- appropriate use of technology and social media
- community involvement
- parent/guardian and faculty/staff education
- evaluation of program effectiveness
- building positive staff and student relationship

### A.14 Technical and Digital Citizenship

- c. Promote the safe and responsible use of technology in collaboration educators and families.
- e. School counselors help educate students about appropriate communication and boundaries.



## The School Counselor's Role- Student Safety and the Use of Technology

- appropriately respond to online incidents affecting conditions for learning
- assist the community in detecting at-risk behavior and risk-reduction approaches
- address digital citizenship, including technology literacy, privacy, online reputation and social awareness, among students and their families
- develop peer-helper programs encouraging students to help each other understand technological risks, practice responsible use and support other students who are vulnerable
- confront myths surrounding cyberbullying that are perpetuated by media headlines and unsubstantiated public statements like “cyberbullying is occurring at epidemic levels” and “cyberbullying causes suicide”

## Application of 2016 ASCA Ethical Standards

Part 2

## Common and Challenging Ethical Dilemmas Experienced by Professional School Counselors

	Percentage by School Level		
	Elem. (n=25)	Middle (n=28)	High (n=37)
<i>Most common:</i>			
Dual relationships with faculty	38.5	21.4	5.4
Recommendation writing	0	10.7	24.3
Cultural diversity	23.1	3.6	5.4
Awareness of colleague's ethical breach	26.9	14.3	5.4
Dual relationships with students	3.8	22.2	16.2

	Percentage by School Level		
	Elem. (n=25)	Middle (n=28)	High (n=37)
<i>Most challenging:</i>			
Dual relationships with faculty	30.8	28.6	2.7
Recommendation writing	0	7.1	24.3
Dual relationships with students	0	21.4	10.8
Peer helper programs (including mediation)	11.5	0	2.7
Student confidentiality (personal disclosures)	61.5	46.4	35.1
Parental rights	42.3	39.3	21.6

Bodenhorn, N. (2006). Exploratory Study of Common and Challenging Ethical Dilemmas Experienced by Professional School Counselors. *The Professional School Counselor*, 10, 2, 195-202.

Ethical decision making in the schools requires:

- Knowledge of the laws
- Ethical codes
- School board/district policies
- Community standards
- Collaboration with peers
- Decision-making model



## ASCA's Ethical Decision Making Model 9 steps

1. Define the problem emotionally & intellectually
2. Apply the **ASCA** (& ACA) Ethical Codes and the Law
3. Consider the child's chronological & developmental level
4. Consider the setting, parental rights & minors' rights
5. Apply ethical principles- **Beneficence** ("do good");  
**Autonomy** (promote student choice); **Nonmaleficence** ("do no harm");  
**Justice** (equity, fairness); **Loyalty** (connectedness, availability to student)
6. Determine potential courses of action and consequences
7. Evaluate the selected action
8. Consult with fellow and experienced professionals
9. Implement (follow up and assess effects)

### Practice Scenario: Testifying in court, private vs public notes & privileged communication

"This past school year I had a young student disclose to me that a family member sexually assaulted her. I informed the parents and reported the abuse to the proper authorities. The case is going to court and I have been subpoenaed to testify. I want to help this student find justice, yet I am concerned about the importance of respecting the necessity for confidentiality between students and school counselors. I am unsure if the ethical standard of confidentiality applies here."

## Sources:

ASCA Ethical Standards for School Counselors. (2016).  
American School Counselor Association.

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

ASCA Position Statements (2016). American School  
Counselor Association.

<https://www.schoolcounselor.org/school-counselors-members/publications/position-statements>