

# School Counselor Annual Agreement

This document refers to the role of the counselor in a typical school year. In exceptional situations (such as crises), priorities and time allocations shift in order to best support students.

School counselor:	Year:
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School Counseling Program Mission Statement:

## Ethical and Professional Standards and Competencies

International School Counselors adhere to the American School Counselor Association [Ethical Standards for Counselors](#) and American School Counselor Association [Professional Standards and Competencies](#).

## School Counseling Program Goals

The school counseling program will focus on the following achievement, attendance and/or behavior goals this year.

Program Goal Statements Rating	
1	
2	
3	
4	

## Use of Time

I plan to spend the following percentage of time (in the table below) delivering the components of the school counseling program. All components are required for a comprehensive school counseling program.

## Sample Distribution of Total School Counselor Time

%		Delivery Component	Elementary School % of Time	Middle School % of Time	High School % of Time
80%	DIRECT SUPPORT TO STUDENTS	Core Counseling Curriculum	35%	25%	15%
		Individual Student Planning	5%	15%	25%
		Responsive Services	25%	25%	25%
	INDIRECT SUPPORT FOR STUDENTS ABOUT STUDENTS	Referrals, consultation and collaboration	15%	15%	15%
20%	PROGRAM MANAGEMENT AND SCHOOL SUPPORT	Program Management and School Support	20%	20%	20%

Planned Use				Recommended
Direct Services to Students	%	School counseling core curriculum	Provides developmental curriculum content in a systematic way to all students	80% or more
	%	Individual student planning	Assists students in the development of educational, career and personal plans	
	%	Responsive services	Addresses the immediate concerns of students	
Indirect Services to Students	%	Referrals, consultation and collaboration	Interacts with others to provide support for student achievement	
Program Management and School Support	%	Foundation, management and accountability and school support	Includes planning and evaluating the school counseling program and school support activities	20% or less

## Recommended and Non-Recommended Tasks

School counselors' duties are focused on the overall program delivery of the comprehensive school counseling program—direct and indirect student services, program management, and school support. Administrators are encouraged to eliminate or reassign inappropriate tasks, allowing school counselors to focus on the prevention and intervention needs of their program. The following chart represents a comparison between the two similar types of activities and serves as a helpful tool when explaining school counseling program activities to teachers and/or administrators.

Recommended Activities for School Counselors	Not Recommended Activities for School Counselors	Rationale
Keeping school administration updated about pertinent and important information about student wellbeing.	Reporting details about students to school administration	School counselors have an ethical obligation to maintain the confidentiality of conversations with students. Outside of “need to know” information (exceptions to confidentiality such as risk of harm to oneself, by others, or toward others), all information should be kept confidential in order to build and maintain effective counseling relationships.
Advocating for students at individual education plan (IEP) meetings, student study teams and school attendance review boards	Preparation of individual education plans (IEP) and facilitating student study teams	Learning Support teachers are specialists in preparing and facilitating IEPs and student study teams. School counselors serve as advocates for students with special needs, encourage family involvement in their child’s education and collaborate with other educational professionals to promote academic achievement, social/emotional wellness and college/career readiness for all.
Working with students to provide individual, small- and large-group counseling services	Provide on-going therapy or long-term counseling in schools to address psychological disorders	Counseling is planned and goal focused, and is short term in nature. School counselors do not provide therapy or long-term counseling in schools to address psychological disorders. School counselors are trained to respond to student mental health crises and need to address these barriers to student success by offering education, prevention, and crisis and short-term intervention until the student is connected with available community resources if needed.
Providing recommendations for school staff regarding wellness activities and advocating for mental health support	Providing counseling to school staff	<p>The primary role of school counselors is to support students. Providing counseling to staff would take time away from students and has the potential to interfere with the need to maintain working relationships with colleagues.</p> <p>We know that in many international school settings, school counselors may be the only resource in a community available to counsel families. However, it is not always appropriate or within a counselor’s scope of practice to provide regular ongoing therapy to staff, families and students.</p>

Recommended Activities for School Counselors	Not Recommended Activities for School Counselors	Rationale
Assisting the school principal with identifying and resolving student issues, needs and problems	Assisting with duties in the principal's office	Assisting with the daily routine and duties of the principal's office is beyond the scope of the role of the counselor and takes away counselors' responsibilities.  School counselors should serve on leadership teams and should be involved in decision making that impacts student success.
Being visible and approachable for students as much as possible	Providing supervisory duties	School counselors placed in a role of possible disciplinarian has the potential to damage the counseling relationship and/or perception of counselors.
Collaborating with teachers to present school counseling core curriculum and SEL lessons	Teaching classes when teachers are absent or being the primary person responsible for teaching SEL lessons	Teaching SEL is a shared and collaborative responsibility with everyone in the school building. Being the primary person to plan and deliver SEL lessons would require more time than would be feasible to manage other aspects of a counseling program such as individual counseling and responsive services.
Counseling students as to appropriate school dress code	Sending students home who are not dressed according to the school's dress code	Serving as the person to send a student home, places the counselor in the role of a disciplinarian which can damage the counseling relationship.
Counseling students with disciplinary problems	Performing disciplinary actions	Disciplining students can damage the counseling relationship.
Counseling students who are tardy or absent	Responsibility for signing excuses for students who are tardy or absent	Counseling students to explore reasons for ongoing occurrences is a preventative measure to support student success. Tardies and absences can have a negative outcome on a student's academic success and can be an indicator of other concerns in a student's life.
Individual student academic program planning	Registration and scheduling of students	Counselor's time is best devoted to supporting students to explore academic options that align with students' aspirations.
Interpreting cognitive, aptitude and achievement tests	Coordinating, proctoring or administering cognitive, aptitude and achievement tests	Counselors are trained to interpret these tests which is a specialized skill, rather than spend time administering, proctoring and coordinating tests. School counselors' time is better used providing direct and indirect counseling services.

Recommended Activities for School Counselors	Not Recommended Activities for School Counselors	Rationale
Interpreting student records	Maintaining student records	School counselors have specialized skills and training to interpret student records. Maintaining records should be managed by support staff members which will allow the school counselor to spend more time in direct services to students.
Analyzing grade-point averages in relationship to achievement	Computing grade-point averages	Counselor's time is best spent analyzing data and meeting with students to review their GPA and personal and academic goals.
Disaggregated data analysis	Data entry	Data entry should be managed by support staff members which will allow the school counselor to spend more time planning and delivering programs and activities requiring specialized skills and training.
Ensuring that student records are maintained as per school regulations	Clerical record-keeping	School counselors are familiar with the contents of student records. Maintaining student records should be managed by support staff members which will allow the school counselor to spend more time in direct services to students.

## Professional Learning

**I plan to participate in the following professional learning based on school counseling program goals and my school counselor competencies self-assessment:**

## Caseload and School Counselor's Responsibilities

Indicate how students are assigned to the school counselor's caseload and the specific responsibilities assumed by the school counselor.

Caseload Defined by:	Alpha: last names beginning with _____ to _____
	Grade level: students in grades: _____
	Advisory groups: students in advisories: _____
School Counselor Responsibilities	<b>Direct Student Services</b>
	School Counseling Core Curriculum
	Academic Advisement
	Individual Student Planning
	<b>Responsive Services</b>
	Direct Student Services
	Small Groups
	Crisis Response
	<b>Indirect Student Services</b>
	Referrals to Community Resources/Agencies

## Professional Collaboration and Responsibilities

Group	Weekly/Monthly	Coordinator
Schoolwide Counseling Team Meetings		
Divisional Counseling Team Meetings		
Administration/School Counseling Meetings		
Other		

## Budget Materials and Supplies

Annual budget: \$

Materials and supplies needed:

## Role and Responsibilities of Other Staff

School counseling department assistant:

Attendance assistant:

Data manager/registrar:

Other staff:

School Counselor Signature:

Principal Signature:

Date:

Date:

## References and Acknowledgements

Adapted from the Sample School Annual Agreement from the American International School Bucharest, Romania.

American School Counselor Association. (2016). ASCA ethical standards for school counselors. Alexandria, VA: Author.

American School Counselor Association (2019). ASCA school counselor professional standards & competencies. Alexandria, VA: Author.

American School Counselor Association (2019) The School Counselor and Use of Support Staff in School Counseling Programs. <https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-Professional-Counselor-and-Use-of-Support-Staf>

Fezler, B. and Brown, C. International School Counseling Association. (2011). International model for school counseling programs.