



ELKO COUNTY SCHOOL DISTRICT
COMPREHENSIVE
GUIDANCE AND COUNSELING CURRICULUM



Committee Members

Joe de Braga, Director of K-12 Curriculum
Curt Dumas, Counselor, Elko Junior High
Kerry Koenig, Counselor, Elko High School
Sue Kimmet, Counselor, Southside Elementary School
Dick Canady, Counselor, Spring Creek High School

TABLE OF CONTENTS

	Page
What is School Counseling?	2
FERPA Guarantees Parental Access	3
Ethical Standards	7
State of Nevada School Counseling Program Standards	17
Job Description	44
Time Distributions	50
Small Groups	51
Individual Counseling	51
Guidance Curriculum	52
Parent Conferences	52
Evaluations	52
Record Keeping	53
Professional Development	53
In-House Staff Support	53
Counseling Calendar	53
Organization of Guidance Centers	54
Planning Your Transition to a Comprehensive Guidance Program	55
Crisis Intervention "Administration Regulation" Revised	56
Confidential "Crisis Intervention Incident Report"	59
Child Sexual Abuse Investigation Team "ECC SAINT PROTOCOL"	60
Interview of Victims on Elko County School District Premises	62
Philosophy of Intervention	63
Investigative Team Inter-Action	64
S.A.I.N.T. Disclosure Witness Form	66
Nevada Revised Statutes on Reporting Child Abuse and Neglect	67
J.C.B.B. Investigation Conducted by Welfare	69
Open Letter of Association of the Entities Involved in Elko County Abuse	70
Agency Referral	71
Resources to Implement Counseling and Guidance Programs	76
References	80

What is School Counseling?

Reaches Every Student

Comprehensive in Scope – ASCA National Standards

(Selects measurable student competencies based on local need)

- Academic Domain
- Career Domain
- Personal/Social Domain

Preventive in Design

Developmental in Nature

Integral Part of the Total Educational Program

Includes a Delivery System

- Individual Student Planning
- Responsive Service
- System Support

Guidance Curriculum

- Classroom activities
- Interdisciplinary curriculum development
- Group activities
- Parent workshops

Individual Student Planning

- Individual or small-group appraisal
- Individual or small-group advisement

Responsive Services

- Consultation
- Individual and small-group counseling
- Crisis counseling
- Referrals
- Peer facilitation

System Support

- Professional development
- Consultation, collaboration and teaming
- Program management and operation

Implemented by a Credentialed School Counselor

Conducted by Collaboration

Monitors Student Progress

Driven by Data

Seeks Improvement

Shares Successes

WILSON AND BARROWS, LTD.

ATTORNEYS AT LAW

STEWART R. WILSON
RICHARD G. BARROWS
-
ROBERT M. SALYER, CPA
-
ORVILLE R. WILSON
(1910- 1996)

442 COURT STREET
ELKO, NEVADA 89801

PHONE 775-738-7271
FAX 775-738-5041

S.Wilson@WilsonandBarrows.com
R.Barrows@WilsonandBarrows.com
R.Salyer@WilsonandBarrows.com

January 23, 2002

Dr. Allen Brown, Superintendent
Elko County School District
P. O. Box 1012
Elko, NV 89801

Re: What Materials Prepared or Collected by a
Counselor About a Student Are "Education
**Records" Which FERPA Guarantees Parental
Access?**

Dear Dr. Brown:

On January 10, 2002, you asked me for an opinion on the above question.

When carrying out their professional duties, school counselors inevitably acquire personnel and confidential information communicated to them by the students they are counseling. If a counselor is called to court as a witness, Nevada's counselor/pupil privilege, NRS 49.290, prohibits the counselor from testifying about communications made by a student to the counselor in the course of counseling if the lawsuit is any civil or criminal action to which the student is a party. There are only two exceptions:

1. Communications relating to any criminal offense for which the punishment may be death or life imprisonment; and
2. The student consents to the testimony.

If an exception is not applicable, the counselor is obligated to invoke the privilege and even a court order cannot compel such testimony.

Access rights to the written (or other) records maintained by the counselor concerning the student are a separate question. Access rights are

governed by FERPA, the Family Educational Rights and Privacy Act of 1974, 20 USC § 1232g; 34 CFR Part 99. In general, FERPA makes two guarantees to the parents of students under 18 and to students themselves after 18-

1. That parents have the right to access all "education records" concerning their students; and
2. That - with limited exceptions - no one else may access such education records,

For the purpose of this opinion, FERPA impacts counselors in the following ways:

Sole Possession Records

FERPA provides that "sole possession" records are not "education records" subject to the Act; i.e., the parents have no rights under FERPA with respect to them. "Sole Possession" records are defined as:

records ... which are in the sole possession of the [counselor] and which are not accessible or revealed [by the counselor] to any other person except a substitute. 20 USC § 1232g(a)(4)(B)(i). 34 CIFIR § 99.3 adds the requirement that the record be created as a personal memory aid.

Thus, if the counselor makes personal notes of interviews with students: (A) as a personal memory aid; (B) does not put the notes in any student file accessible by other school employees; and (C) does not allow access to, or a copy of, the notes for anyone (including student, parent, administrator), the notes are "sole possession" records and not "education records" subject to FERPA.

However, in a case where the parents of a student consented to an interview of the student by the counselor on the condition that the *parents* receive a copy of the notes, the notes were *not* sole possession notes. *Parents v. Williamsport*, 594 A-2d 796 (Pa 1991).

On the other hand, if a tape recording of a student interview met all three of the above requirements, there is no reason why the tape recording would

not be a sole possession record.

Access By School Officials at Current or Transfer School

A counselor is allowed by FERPA - without the consent of the parent - to disclose the student's education records to school officials (at the current school or a transfer school) who have a legitimate educational interest in the records. 34 CFR § 99.31.

Of course, any records which would otherwise be "sole possession" records are - by such access - converted into education records to which the parent has access.

Court Subpoena or Order

A counselor is allowed by FERPA - without the consent of the parent - to disclose the student's education records to comply with a court subpoena or order *if* the school makes a reasonable effort to notify the parent of the subpoena or order prior to releasing the records so that the parent may seek protective action from the court if desired. 34 CFR 99.31(9).

Subpoena or Court Order for Sole Possession Records

If a counselor receives a state subpoena for "all records in your possession concerning Mary Doe, a student at Happy High School", is the counselor required to include, or may the counselor exclude, "sole possession" records?

On the one hand, the counselor records which are sole possession records are not education records subject to FERPA. Therefore, FERPA does not give parental rights to them, including the right to prior notice. On the other hand, if federal law does not apply to them, the state subpoena will be compulsory upon the counselor. In other words, the fact that the counselor is not obligated to give the parents access to the counselor's sole possession records under FERPA has no bearing on the counselor's obligation to honor a state subpoena requiring the production of the records.

However, it would seem that NRS 49.290 would have no meaning to protect privileged communications by the student to the counselor if the counselor

Dr. Allen Brown, Superintendent
January 23, 2002
Page 4

was obligated to deliver counseling records to the parties, attorneys or court involved in litigation to which the student is a party – even though the counselor could not be forced to *testify* about them. Therefore, I conclude that the counselor is required by NRS 49.290 to *exclude* all records created as a result of counseling from the counselor's response to the subpoena *if* the lawsuit is a civil or criminal action to which the student is a party; and required by state law to *include* all such records in response to the subpoena *if* the student is *not* a party to the suit.

If you have any questions, please contact me.

Sincerely,



RICHARD G. BARROWS

02010682.jas

Ethical Standards for School Counselors

ASCA's Ethical Standards for School Counselors were adopted by the ASCA Delegate Assembly, March 19, 1984, revised March 27, 1992, June 25, 1998 and June 26, 2004. For a PDF version of the Ethical Standards,

Preamble

The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address the academic, personal/social and career development needs of all students. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations regardless of ethnic/racial status, age, economic status, special needs, English as a second language or other language group, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services: students of color, low socio-economic students, students with disabilities and students with nondominant language backgrounds.
- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- Each person has the right to privacy and thereby the right to expect the counselor-student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.

In this document, ASCA specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counseling professionals. The purposes of this document are to:

- Serve as a guide for the ethical practices of all professional school counselors regardless of level, area, population served or membership in this professional association;

-
- Provide self-appraisal and peer evaluations regarding counselor responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and
 - Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

A.1. Responsibilities to Students

The professional school counselor:

- a. Has a primary obligation to the student, who is to be treated with respect as a unique individual.
- b. Is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student.
- c. Respects the student's values and beliefs and does not impose the counselor's personal values.
- d. Is knowledgeable of laws, regulations and policies relating to students and strives to protect and inform students regarding their rights.

A.2. Confidentiality

The professional school counselor:

- a. Informs students of the purposes, goals, techniques and rules of procedure under which they may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes the limits of confidentiality such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are defined in developmentally appropriate terms to students.
- b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information be revealed. Counselors will consult with appropriate professionals when in doubt as to the validity of an exception.
- c. In absence of state legislation expressly forbidding disclosure, considers the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:
 - Student identifies partner or the partner is highly identifiable
 - Counselor recommends the student notify partner and refrain from further high-risk behavior
 - Student refuses
 - Counselor informs the student of the intent to notify the partner

- Counselor seeks legal consultation as to the legalities of informing the partner

d. Requests of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.

e. Protects the confidentiality of students' records and releases personal data in accordance with prescribed laws and school policies. Student information stored and transmitted electronically is treated with the same care as traditional student records.

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

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

A.3. Counseling Plans

The professional school counselor:

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

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

A.4. Dual Relationships

The professional school counselor:

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

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

A.5. Appropriate Referrals

The professional school counselor:

a. Makes referrals when necessary or appropriate to outside resources. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services.

Students retain the right to discontinue the counseling relationship at any time.

A.6. Group Work

The professional school counselor:

- a. Screens prospective group members and maintains an awareness of participants' needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.
- b. Notifies parents/guardians and staff of group participation if the counselor deems it appropriate and if consistent with school board policy or practice.
- c. Establishes clear expectations in the group setting and clearly states that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, the counselor recognizes the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.
- d. Follows up with group members and documents proceedings as appropriate.

A.7. Danger to Self or Others

The professional school counselor:

- a. Informs parents/guardians or appropriate authorities when the student's condition indicates a clear and imminent danger to the student or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals.
- b. Will attempt to minimize threat to a student and may choose to 1) inform the student of actions to be taken, 2) involve the student in a three-way communication with parents/guardians when breaching confidentiality or 3) allow the student to have input as to how and to whom the breach will be made.

A.8. Student Records

The professional school counselor:

- a. Maintains and secures records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.
- b. Keeps sole-possession records separate from students' educational records in keeping with state laws.
- c. Recognizes the limits of sole-possession records and understands these records are a memory aid for the creator and in absence of privilege communication may be subpoenaed and may become educational records when they 1) are shared with others in verbal or written form, 2) include information other than professional opinion or

personal observations and/or 3) are made accessible to others.

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

A.9. Evaluation, Assessment and Interpretation

The professional school counselor:

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

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

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

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

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

f. Uses caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.

g. Assesses the effectiveness of his/her program in having an impact on students' academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

A.10. Technology

The professional school counselor:

a. Promotes the benefits of and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the student's individual needs, (2) that the student understands how to use and (3) for which follow-up counseling assistance is provided.

b. Advocates for equal access to technology for all students, especially those historically underserved.

. Takes appropriate and reasonable measures for maintaining confidentiality of student

information and educational records stored or transmitted over electronic media including although not limited to fax, electronic mail and instant messaging.

d. While working with students on a computer or similar technology, takes reasonable and appropriate measures to protect students from objectionable and/or harmful online material.

e. Who is engaged in the delivery of services involving technologies such as the telephone, videoconferencing and the Internet takes responsible steps to protect students and others from harm.

A.11. Student Peer Support Program

The professional school counselor:

Has unique responsibilities when working with student-assistance programs. The school counselor is responsible for the welfare of students participating in peer-to-peer programs under his/her direction.

B. Responsibilities to Parents/Guardians

B.1. Parent Rights and Responsibilities

The professional school counselor:

a. Respects the rights and responsibilities of parents/guardians for their children and endeavors to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate the student's maximum development.

b. Adheres to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties that interfere with the student's effectiveness and welfare.

c. Respects the confidentiality of parents/guardians.

d. Is sensitive to diversity among families and recognizes that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their role and according to law.

B.2. Parents/Guardians and Confidentiality

The professional school counselor:

a. Informs parents/guardians of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and student.

b. Recognizes that working with minors in a school setting may require counselors to collaborate with students' parents/guardians.

c. Provides parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.

d. Makes reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student and in cases of divorce or separation exercises a good-faith effort to keep both parents informed with regard to critical information with the exception of a court order.

C. Responsibilities to Colleagues and Professional Associates

C.1. Professional Relationships

The professional school counselor:

a. Establishes and maintains professional relationships with faculty, staff and administration to facilitate an optimum counseling program.

b. Treats colleagues with professional respect, courtesy and fairness. The qualifications, views and findings of colleagues are represented to accurately reflect the image of competent professionals.

c. Is aware of and utilizes related professionals, organizations and other resources to whom the student may be referred.

C.2. Sharing Information with Other Professionals

The professional school counselor:

a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.

b. Provides professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.

c. If a student is receiving services from another counselor or other mental health professional, the counselor, with student and/or parent/guardian consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the student.

d. Is knowledgeable about release of information and parental rights in sharing information.

D. Responsibilities to the School and Community

D.1. Responsibilities to the School

The professional school counselor:

a. Supports and protects the educational program against any infringement not in

students' best interest.

b. Informs appropriate officials in accordance with school policy of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property while honoring the confidentiality between the student and counselor.

c. Is knowledgeable and supportive of the school's mission and connects his/her program to the school's mission.

d. Delineates and promotes the counselor's role and function in meeting the needs of those served. Counselors will notify appropriate officials of conditions that may limit or curtail their effectiveness in providing programs and services.

e. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.

f. Advocates that administrators hire only qualified and competent individuals for professional counseling positions.

g. Assists in developing: (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet students' developmental needs and (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services.

D.2. Responsibility to the Community

The professional school counselor:

a. Collaborates with agencies, organizations and individuals in the community in the best interest of students and without regard to personal reward or remuneration.

b. Extends his/her influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.

E. Responsibilities to Self

E.1. Professional Competence

The professional school counselor:

a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.

b. Monitors personal well-being and effectiveness and does not participate in any activity that may lead to inadequate professional services or harm to a student.

c. Strives through personal initiative to maintain professional competence including technological literacy and to keep abreast of professional information. Professional and personal growth are ongoing throughout the counselor's career.

E.2. Diversity

The professional school counselor:

a. Affirms the diversity of students, staff and families.

b. Expands and develops awareness of his/her own attitudes and beliefs affecting cultural values and biases and strives to attain cultural competence.

c. Possesses knowledge and understanding about how oppression, racism, discrimination and stereotyping affects her/him personally and professionally.

d. Acquires educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

F. Responsibilities to the Profession

F.1. Professionalism

The professional school counselor:

a. Accepts the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.

b. Conducts herself/himself in such a manner as to advance individual ethical practice and the profession.

c. Conducts appropriate research and report findings in a manner consistent with acceptable educational and psychological research practices. The counselor advocates for the protection of the individual student's identity when using data for research or program planning.

d. Adheres to ethical standards of the profession, other official policy statements, such as ASCA's position statements, role statement and the ASCA National Model, and relevant statutes established by federal, state and local governments, and when these are in conflict works responsibly for change.

e. Clearly distinguishes between statements and actions made as a private individual and those made as a representative of the school counseling profession.

f. Does not use his/her professional position to recruit or gain clients, consultees for his/her private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services.

F.2. Contribution to the Profession

The professional school counselor:

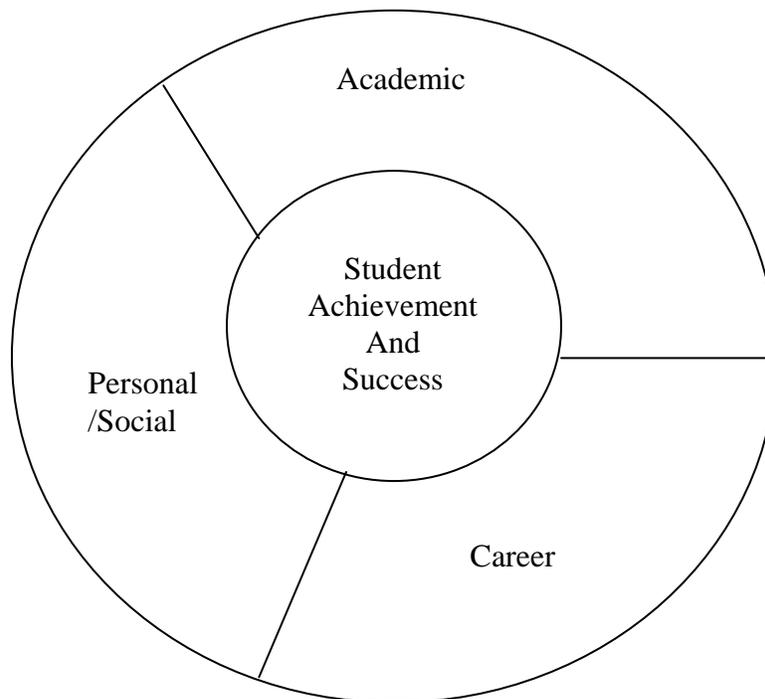
- a. Actively participates in local, state and national associations fostering the development and improvement of school counseling.
- b. Contributes to the development of the profession through the sharing of skills, ideas and expertise with colleagues.
- c. Provides support and mentoring to novice professionals.

G. Maintenance of Standards

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

1. The counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.
2. When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.
3. If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA's Ethics Committee.
4. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
 - state school counselor association
 - American School Counselor Association
5. The ASCA Ethics Committee is responsible for:
 - educating and consulting with the membership regarding ethical standards
 - periodically reviewing and recommending changes in code
 - receiving and processing questions to clarify the application of such standards; Questions must be submitted in writing to the ASCA Ethics chair.
 - handling complaints of alleged violations of the ethical standards. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.

**School Counseling Program
Standards
Grades K-12
Career, Academic, Personal/Social Development**



**As Adopted by State of Nevada Board of Education/
Board for Occupational Education
Date 12/14/02**

State of Nevada School Counseling Program Standards

Nevada State Board of Education/Board for Occupational Education Philosophy

“The Nevada State Board of Education/Board for Occupational Education acts as an advocate and visionary for all children, sets the policy that allows every child equal access to educational services, provides the vision for a premier educational system and works with stakeholders to ensure high levels of success for all in terms of job readiness, graduation, ability to be lifelong learners, problem solvers, citizens able to adapt to a changing world, and to be contributing members of society.”

Nevada State Standards for School Counseling

The Nevada School Counseling Program Standards reflect the philosophy of the Nevada State Board of Education/Board for Occupational Education and are aligned with the national standards of the American School Counselor Association (ASCA). The Nevada School Counseling Program Standards are intended to serve as a practical framework for Nevada school districts to develop comprehensive school counseling programs that promote and enhance career development, academic achievement, and personal/social growth for all students, kindergarten through grade twelve. Counselors in partnership with school staff, family, and community prepare students to achieve success in school and to become contributing members of society. The Nevada State Standards for School Counseling are the foundation of the school counseling program and define the knowledge, attitudes, and skills students should demonstrate.

Nevada School Counseling Program Delivery System

Guidance and Counseling is an integral part of each school. The counseling program is designed with four basic components, each providing counselors the opportunity to promote academic career development, achievement, and personal/social growth.

- **The System Support Component** involves planning, evaluating, consulting, and participating in professional development. The counselor supports an accepting and safe environment where students achieve. Parent education and family/community outreach are an essential part of system support.
- **The Guidance Curriculum Component** integrates counseling standards for career development, academic achievement, and personal/social growth into the school curriculum.
- **The Individual Planning Component** addresses specific student needs, goals and plans in a one-to-one student/counselor setting or as part of a team process. The areas addressed include career development, academic achievement, and personal/social growth.
- **The Responsive Counseling and Consulting Services Component** meets the counseling and referral needs of students whose issues and problems cannot be met within the general school program.

Performance Level Descriptors

Content Standard 1.0: Students demonstrate skills that support academic achievement and lifelong learning.

Performance Standard 1.1	Students demonstrate attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
EXCEEDS STANDARD	<p>Students integrate attitudes and behaviors that lead to independent learning.</p> <p>Students communicate and work cooperatively with others.</p> <p>Students independently take responsibility for their actions.</p>
MEETS STANDARD	<p>1.1.1 Students demonstrate how attitudes and behaviors lead to successful learning (i.e., persistence and effort).</p> <p>1.1.2 Students apply study skills to achieve academic goals.</p> <p>1.1.3 Students use interpersonal skills to know how and when to ask for help.</p> <p>1.1.4 Students take responsibility for their actions.</p> <p>1.1.5 Students demonstrate the ability to be a self-directed, independent learner.</p> <p>1.1.6 Students demonstrate the ability to communicate and work cooperatively with others.</p>
APPROACHES STANDARD	<p>Students describe attitudes and behaviors that affect successful learning.</p> <p>Students describe effective communication skills.</p>

Nevada Academic Standards Correlation:

Health: 5.2.1-5.3.1, 5.8.1-5.12.1, 5.2.2-5.12.2

Mathematics: 7.0, 8.0, 9.0

English:

Reading: 2.0, 4.0

Writing: 5.0, 6.0, 7.0

Listening/Speaking: 8.0, 10.0

Research: 11.0

Employability Skills: 4.3.1- 4.3.7, 4.5.1, 4.6.1, 4.7.1- 4.7.5, 4.9.1-4.9.8

Performance Level Descriptors

Content Standard 1.0: Students demonstrate skills that support academic achievement and lifelong learning.

Performance Standard 1.2	Students complete school academically prepared to choose from a wide range of postsecondary options.
EXCEEDS STANDARD	<p>Students assess and evaluate options to determine educational goals.</p> <p>Students select and pursue their postsecondary goals.</p>
MEETS STANDARD	<p>1.2.1 Students apply decision-making skills.</p> <p>1.2.2 Students apply critical thinking and problem-solving skills.</p> <p>1.2.3 Students identify postsecondary options, including college, consistent with their interests, achievements, and aptitudes.</p> <p>1.2.4 Students establish academic goals.</p> <p>1.2.5 Students develop and implement a plan to achieve academic goals.</p>
APPROACHES STANDARD	<p>Students describe skills necessary to complete school academically prepared.</p> <p>Students explore educational options and goals.</p>

Nevada Academic Standards Correlation:

Mathematics: 7.0, 8.0, 9.0

English:

Reading: 1.0, 2.0, 4.0

Writing: 5.0, 6.0, 7.0

Listening/Speaking: 8.0, 10.0

Research: 11.0

Employability Skills: 4.2.1-4.2.5, 4.8.1-4.8.10, 4.9.1-4.9.8

Performance Level Descriptors

Content Standard 1.0: Students demonstrate skills that support academic achievement and lifelong learning.

Performance Standard 1.3	Students explain the relationship of education to work, life, and community.
EXCEEDS STANDARD	<p>Students effectively balance their responsibilities.</p> <p>Students incorporate academic success into their future goals.</p>
MEETS STANDARD	<p>1.3.1 Students balance academics with extracurricular, recreational, and family responsibilities.</p> <p>1.3.2 Students demonstrate how academic success enhances future career and personal opportunities.</p>
APPROACHES STANDARD	<p>Students identify their responsibilities at home, school, and community.</p> <p>Students describe the relevance of learning to the world of work.</p>

Nevada Academic Standards Correlation:

English:

Listening/Speaking: 8.0, 10.0

Employability Skills: 4.8.1-4.8.8, 4.9.1-4.9.8

Performance Level Descriptors

Content Standard 2.0: Students investigate career options and develop the necessary skills and attitudes to make a successful transition from school to work.

Performance Standard 2.1	Students explain career goals.
EXCEEDS STANDARD	<p>Students utilize career information to make decisions and set goals.</p> <p>Students model employability skills.</p> <p>Students articulate the influence societal and economic trends have on career choices.</p>
MEETS STANDARD	<p>2.1.1 Students locate, interpret, and evaluate career information.</p> <p>2.1.2 Students make decisions and set goals through effective career planning.</p> <p>2.1.3 Students demonstrate employability skills (i.e. working on a team, problem-solving, and possessing good organizational skills).</p> <p>2.1.4 Students explain that changing economic and societal needs influence employment trends.</p> <p>2.1.5 Students explain that equity and access issues should not limit their career choices.</p>
APPROACHES STANDARD	<p>Students describe the value of career exploration.</p> <p>Students describe their role as a member of society.</p>

Nevada Academic Standards Correlation:

English:

Reading: 4.0, 5.0

Writing: 7.0

Research: 11.0

Employability Skills: 1.1.1-5, 1.7.1-6, 1.8.1-10, 1.9.1-8, 1.4

Performance Level Descriptors

Content Standard 2.0: Students investigate career options and develop the necessary skills and attitudes to make a successful transition from school to work.

Performance Standard 2.2	Students explain the relationship between personal characteristics, education, training, and work.
EXCEEDS STANDARD	<p>Students align academic, vocational, and extra curricular endeavors with career goals.</p> <p>Students select activities and curriculum that support career goals and personal satisfaction.</p> <p>Students demonstrate work ethic needed in future careers.</p>
MEETS STANDARD	<p>2.2.1 Students explain how work impacts other aspects of life.</p> <p>2.2.2 Students demonstrate how their interests, achievements and aptitudes relate to achieving personal, social, educational, and career goals.</p> <p>2.2.3 Students explain how work can contribute to their life and personal satisfaction.</p>
APPROACHES STANDARD	<p>Students state that employment is a necessary part of life.</p> <p>Students identify personal strengths and interests.</p>

Nevada Academic Standards Correlation:

English:

Writing: 5.0, 7.0

Employability Skills: 1.8.1-10, 1.9.1-8

Performance Level Descriptors

Content Standard 2.0: Students investigate career options and develop the necessary skills and attitudes to make a successful transition from school to work.

Performance Standard 2.3	Students develop strategies to achieve future career goals.
EXCEEDS STANDARD	<p>Students formulate a plan to achieve career goals.</p> <p>Students maximize work-based learning opportunities.</p> <p>Students transfer knowledge gained from work experiences to career planning.</p>
MEETS STANDARD	<p>2.3.1 Students apply decision-making skills to course selection, and career planning.</p> <p>2.3.2 Students assess and modify their educational plan to support career goals.</p> <p>2.3.3 Students demonstrate job readiness skills through participation in internship, volunteering, job shadowing, or other work experiences.</p> <p>2.3.4 Students acquire job-seeking strategies.</p>
APPROACHES STANDARD	<p>Students describe how selecting a career involves a process of making decisions and choices.</p> <p>Students identify expectations in the workplace.</p> <p>Students identify work-based learning opportunities.</p>

Nevada Academic Standards Correlation:

English:

Writing: 5.0, 7.0

Listening/Speaking: 8.0, 10.0

Research: 11.0

Employability Skills: 1.8.1-10, 1.9.1-8

Performance Level Descriptors

Content Standard 3.0: Students acquire skills that maximize their personal and social development.

Performance Standard 3.1	Students acquire the attitudes, knowledge and interpersonal skills to understand and respect self and others.
EXCEEDS STANDARD	<p>Students apply personal strengths and assets in real life situations.</p> <p>Students achieve goals for personal growth.</p> <p>Students promote tolerance, respect, and advocate for the rights of others.</p> <p>Students model responsible behavior and effective communication skills.</p>
MEETS STANDARD	<p>3.1.1 Students understand and characterize their unique personal strengths and weaknesses.</p> <p>3.1.2 Students develop a plan to achieve goals for personal growth</p> <p>3.1.3 Students respect individual differences.</p> <p>3.1.4 Students explain that everyone has rights and responsibilities.</p> <p>3.1.5 Students utilize effective communication skills including, listening, speaking, and nonverbal behaviors.</p> <p>3.1.6 Students distinguish between appropriate and inappropriate behaviors in a variety of settings.</p>
APPROACHES STANDARD	<p>Students describe personal likes and dislikes.</p> <p>Students recognize that there are individual differences in others.</p> <p>Students identify rules and consequences of actions.</p> <p>Students define components of communication.</p> <p>Students identify effective communication skills.</p>

Nevada Academic Standards Correlation:

Health: 1.5.2, 1.8.2, 1.12.2, 1.2.3, 1.3.3, 1.5.3, 1.8.3, 1.12.3, 1.2.4, 1.3.4, 1.5.4, 1.8.4, 1.12.4, 1.2.5, 1.3.5, 1.5.5, 1.8.5, 1.12.5, 1.2.6, 1.3.6, 1.5.6, 1.8.6, 1.12.6, 1.2.7, 1.3.7, 1.5.7, 1.8.7, 1.12.7, 1.2.8, 1.3.8, 1.5.8, 1.8.8, 1.12.8, 2.3.1, 2.5.1, 2.8.1, 2.12.1, 2.2.2, 2.3.2, 2.5.2, 2.8.2, 2.12.2, 3.2.1, 3.3.1, 3.5.1A, 3.5.1B, 3.8.1A, 3.8.1B, 3.12.1, 3.2.3, 3.3.2, 3.5.2, 3.8.2, 3.12.2, 3.2.3, 3.3.3A, 3.3.3B, 3.5.3, 3.8.3A, 3.8.3B, 3.12.3, 3.2.4, 3.3.4, 3.5.4, 3.8.4, 3.12.4, 4.2.1, 4.3.1, 4.5.1, 4.8.1, 4.12.1, 4.2.3, 4.3.3, 4.5.3, 4.8.3, 4.12.3, 5.2.1, 5.3.1, 5.8.1, 5.12.1, 5.2.2, 5.3.2, 5.5.2, 5.8.2, 5.12.2, 6.2.1, 6.3.1A, 6.3.1B, 6.5.1, 6.8.1, 6.12.1, 6.3.2, 6.5.2, 6.8.2, 6.12.2, 6.3.3, 6.5.3, 6.8.3, 7.2.1, 7.3.1, 7.5.1A, 7.5.1B, 7.12.1A

Mathematics: 7.0, 9.0 English: Reading: 4.0 Writing: 5.0, 7.0

Listening/Speaking: 8.0, 10.0

Employability Skills: 4.3.1-4.3.7, 4.5.1, 4.6.1, 4.7.1- 4.7.5

Performance Level Descriptors

Content Standard 3.0: Students acquire skills that maximize their personal and social development.

Performance Standard 3.2	Students make decisions, set goals and take appropriate action to achieve goals.
EXCEEDS STANDARD	<p>Students apply effective decision-making and problem-solving strategies in a real life situation.</p> <p>Students model and promote conflict-resolution skills.</p> <p>Students respond appropriately to peer pressure.</p>
MEETS STANDARD	<p>3.2.1 Students use decision-making and problem-solving strategies.</p> <p>3.2.2 Students accept consequences of decisions and choices.</p> <p>3.2.3 Students demonstrate conflict-resolution skills.</p> <p>3.2.4 Students explain the influence of peer pressure.</p>
APPROACHES STANDARD	<p>Students identify the decision-making and problem-solving process.</p> <p>Students identify consequences of decisions and choices.</p> <p>Students identify conflict resolution skills.</p> <p>Students define peer pressure.</p>

Nevada Academic Standards Correlation:

Health: 1.5.2-1.12.2, 1.2.4-1.12.4, 1.2.5-1.12.5, 1.2.6-1.12.6, 1.1.7-1.12.7, 1.2.8-1.12.8, 2.3.1-2.12.1, 2.2.2-2.12.2, 3.2.1-3.12.1, 3.2.2-3.12.2, 3.2.3-3.12.3, 3.2.4-3.12.4, 4.12.3, 5.2.1-5.3.1, 5.8.1-5.12.1, 5.2.2-5.12.2, 6.2.1-6.12.1, 6.3.2-6.12.2, 7.2.1-7.12.1,

English:

Reading: 4.0

Listening/Speaking: 10.0

Employability Skills: 4.1.1-4.1.5, 4.5.1, 4.6.1, 4.7.1-4.7.5, 4.9.1-4.9.8

Performance Level Descriptors

Content Standard 3.0: Students acquire skills that maximize their personal and social development.

Performance Standard 3.3	Students apply life skills that contribute to safe and healthy development.
EXCEEDS STANDARD	<p>Students assert rights and establish personal boundaries appropriately.</p> <p>Students model and promote safe and healthy choices.</p> <p>Students apply effective techniques for managing stress, coping, and resolving conflicts.</p> <p>Students access appropriate assistance.</p>
MEETS STANDARD	<p>3.3.1 Students demonstrate the ability to assert rights and establish personal boundaries.</p> <p>3.3.2 Students demonstrate ability to make safe and healthy choices.</p> <p>3.3.3 Students explain techniques for managing stress and conflict.</p> <p>3.3.4 Students use coping skills for managing life events.</p> <p>3.3.5 Students differentiate between situations requiring peer support and situations requiring adult assistance.</p>
APPROACHES STANDARD	<p>Students describe personal rights and boundaries.</p> <p>Students identify techniques for managing stress, coping, and resolving conflicts.</p> <p>Students describe the need for healthy choices.</p>

Nevada Academic Standards Correlation:

Health: 1.2.1-1.12.1, 1.5.2-1.12.2, 1.2.3-1.12.3, 1.2.4-1.12.4, 1.2.5-1.12.5, 1.2.6-1.12.6, 1.1.7-1.12.7, 1.2.8-1.12.8, 2.3.1-2.12.1, 2.2.2-2.12.2, 3.2.1-3.12.1, 3.2.2-3.12.2, 3.2.4-3.12.4, 3.3.5-3.8.5, 4.2.1-4.12.1, 4.2.3-4.12.3, 5.2.1-5.3.1, 5.2.2-5.12.2, 6.2.1-6.12.1, 6.3.2-6.12.2, 6.3.3-6.12.3, 7.2.1-7.12.1

Employability Skills: 1.7.1-6, 1.9.1-8

NOTE: The Employability Skills Section is based on the SCANS competencies, and is included in all Nevada Career and Technical Education Skill Standard documents. However, the counseling standards were developed based on the National Counseling Standards, and the writing team determined that the employability standards are an integral part of the Career, Academic, and Personal/Social Development sections. Therefore, the Employability Skills section that follows is cross walked with the other three sections and does not include the “Exceeds” or “Approaches” performance indicators.

Employability Skills

Content Standard 4.0: Students achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 4.1	Students demonstrate problem-solving skills.
1.2.2 2.1.3 3.2.1	4.1.1 Students solve a problem using the appropriate steps in a problem-solving process. 4.1.2 Students demonstrate brainstorming techniques. 4.1.3 Students examine and explain the advantages and disadvantages of alternative solutions to one or more problems. 4.1.4 Students create an action plan based upon a solution to a problem. 4.1.5 Students identify the benefits of solving a problem.

Employability Skills

Content Standard 4.0: Students achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 4.2	Students demonstrate critical-thinking skills.
1.2.2	4.2.1 Students identify and explain the essential elements of the critical-thinking process. 4.2.2 Students demonstrate critical-thinking skills. 4.2.3 Students explain how emotional thinking and logical thinking affect decision-making. 4.2.4 Students explain the difference between reliable and unreliable observations and discovery. 4.2.5 Students recognize patterns or relationships through observation and discovery.

Employability Skills

Content Standard 4.0: Students achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 4.3	Students demonstrate the ability to speak, write and listen effectively.
1.1.6 3.1.5	4.3.1 Students explain the benefits of effective communication skills. 4.3.2 Students effectively interpret and respond to verbal and nonverbal messages. 4.3.3 Students effectively communicate thoughts, ideas and information. 4.3.4 Students locate, understand and interpret information. 4.3.5 Students select and utilize an appropriate medium for conveying messages with dignity and respect. 4.3.6 Students demonstrate sensitivity to cultural diversity in communication. 4.3.7 Identify common communication barriers and methods for improving communication.

Employability Skills

Content Standard 4.0: Students achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 4.4	Students demonstrate the ability to select, apply and maintain appropriate technology.
2.1.1	4.4.1 Students demonstrate the ability to utilize various electronic research methods. 4.4.2 Students demonstrate knowledge of the basic technology systems currently available and how they apply to a career. 4.4.3 Students identify and demonstrate the appropriate use of technology to enhance the efficiency of the workplace and school.

Employability Skills

Content Standard 4.0: Students achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 4.5	Students demonstrate leadership and teamwork skills.
1.1.3 1.1.6 1.2.2 3.1.3 3.1.4 3.1.5	4.5.1 Students work cooperatively with others when in a group. 4.5.2 Students explain traits necessary to effectively lead and influence individuals and groups. 4.5.3 Students demonstrate appropriate attitudes and behaviors for effective leadership. 4.5.4 Students demonstrate respect for team members, team processes and team goals. 4.5.5 Students participate in the implementation of a group's decision and evaluate the results. 4.5.6 Students demonstrate the qualities of an effective leader and team member.

Employability Skills

Content Standard 4.0: Students achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 4.6	Students demonstrate sound work ethics.
1.1.1 1.1.2 1.1.4 3.1.3 3.1.4 3.1.6 3.2.2	4.6.1 Students will develop personal work ethics. 4.6.2 Students describe the importance of ethics. 4.6.3 Students demonstrate regular attendance, promptness, and the willingness to follow instructions and complete an assigned task. 4.6.4 Students demonstrate appropriate personal and professional attitudes and behaviors. 4.6.5 Students demonstrate knowledge of various types of harassment.

Employability Skills

Content Standard 4.0: Students achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 4.7	Students demonstrate the ability to effectively manage resources.
1.1.1-6 2.1.1-5 3.1.1-6 3.2.1-6 3.3.1-5	<p>4.7.1 Students identify and organize resources needed to complete a job assignment.</p> <p>4.7.2 Students will demonstrate cooperation and leadership in a team at school or in a workplace setting.</p> <p>4.7.3 Students will use the basic components of effective time management.</p> <p>4.7.4 Students will recognize the need for management skills with regard to stress, anger management, and substance abuse.</p> <p>4.7.5 Students will develop a time schedule and prioritize a task list to complete an assignment.</p>

Employability Skills

Content Standard 4.0: Students achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 4.8	Students demonstrate career planning and development skills.
1.2.1-5 1.3.1-2 2.1.1-5 2.2.1-3 2.3.1-4	<p>4.8.1 Students prepare a job application.</p> <p>4.8.2 Students prepare a personal resume.</p> <p>4.8.3 Students complete a personal aptitude and interest inventory.</p> <p>4.8.4 Students participate in a job interview.</p> <p>4.8.5 Students establish short-term career goals.</p> <p>4.8.6 Students establish long-term career goals.</p> <p>4.8.7 Students will use the Nevada Career Information System (NCIS) or a similar computer-based program to research careers in a chosen field.</p> <p>4.8.8 Students will participate in career exploration activities such as job-shadowing, community service projects, and constructing a career portfolio.</p>

Employability Skills

Content Standard 4.0: Students achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 4.9	Students demonstrate job retention and lifelong learning skills.
1.1.1-6	4.9.1 Students maintain an employment/career portfolio.
1.2.1-5	4.9.2 Students identify strategies for balancing work and family roles.
1.3.1-2	4.9.3 Students demonstrate understanding of the need for lifelong learning, in a rapidly changing job market.
2.1.1-5	4.9.4 Students identify strategies to maintain employment in the face of job reduction.
2.2.1-3	4.9.5 Students develop long-term career-planning strategies.
2.3.1-4	4.9.6 Students identify various educational options needed for job advancement.
3.2.1-4	4.9.7 Students demonstrate interpersonal skills needed for job retention.
3.3.1-5	4.9.8 Students identify and model sound workplace ethics, such as loyalty, punctuality and initiative.

Standards Matrix

Schools will Introduce (I), Develop (D), and Reinforce (R), the standards at appropriate levels.

Content Standard 1.0: Students demonstrate skills that support academic achievement and lifelong learning.

Performance Standard 1.1 Students demonstrate attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	K-6	Jr. High	Sr. High
1.1.7 Students demonstrate how attitudes and behaviors lead to successful learning (i.e., persistence and effort).	I	D	R
1.1.8 Students apply study skills to achieve academic goals.	I	D	R
1.1.9 Students use interpersonal skills to know how and when to ask for help.	I	D	R
1.1.10 Students take responsibility for their actions.	I	D	R
1.1.11 Students demonstrate the ability to be a self-directed, independent learner.	I	D	R
1.1.12 Students demonstrate the ability to communicate and work cooperatively with others.	I	D	R

Nevada Academic Standards Correlation:

Health: 5.2.1-5.3.1, 5.8.1-5.12.1, 5.2.2-5.12.2

Mathematics: 7.0, 8.0, 9.0

English:

Reading: 2.0, 4.0; Writing: 5.0, 6.0, 7.0; Listening/Speaking: 8.0, 10.0

Research: 11.0

Employability Skills: 4.3.1- 4.3.7, 4.5.1, 4.6.1, 4.7.1- 4.7.5, 4.9.1-4.9.8

Standards Matrix
Schools will Introduce (I), Develop (D), and Reinforce (R), the standards at appropriate levels.

Content Standard 1.0: Students demonstrate skills that support academic achievement and lifelong learning.

Performance Standard 1.2 Students complete school academically prepared to choose from a wide range of postsecondary options.	K-6	Jr. High	Sr. High
1.2.6 Students apply decision-making skills.	I	I/D	R
1.2.7 Students apply critical thinking and problem-solving skills.	I	I/D	D/R
1.2.8 Students identify postsecondary options, including college, consistent with their interests, achievements, and aptitudes.		I	D/R
1.2.9 Students establish academic goals.	I	I/D	D/R
1.2.10 Students develop and implement a plan to achieve academic goals.		I	D/R

Nevada Academic Standards Correlation:

Mathematics: 7.0, 8.0, 9.0 English: Reading: 1.0, 2.0, 4.0; Writing: 5.0, 6.0, 7.0 Listening/Speaking: 8.0, 10.0

Research: 11.0

Employability Skills: 4.2.1-4.2.5, 4.8.1-4.8.10, 4.9.1-4.9.8

Content Standard 1.0: Students demonstrate skills that support academic achievement and lifelong learning.

Performance Standard 1.3 Students explain the relationship of education to work, life, and community.	K-6	Jr. High	Sr. High
1.3.1 Students balance academics with extracurricular, recreational, and family responsibilities.	I	I/D	D/R
1.3.2 Students demonstrate how academic success enhances future career and personal opportunities.	I	I/D	D/R

Nevada Academic Standards Correlation: English Listening/Speaking: 8.0, 10.0

Employability Skills: 4.8.1-4.8.8, 4.9.1-4.9.8

Standards Matrix

Schools will Introduce (I), Develop (D), and Reinforce (R), the standards at appropriate levels.

Content Standard 2.0: Students investigate career options and develop the necessary skills and attitudes to make a successful transition from school to work.

Performance Standard 2.1 Students explain career goals.	K-6	Jr. High	Sr. High
2.1.6 Students locate, interpret, and evaluate career information.	I	D	R
2.1.7 Students make decisions and set goals through effective career planning.		I	D/R
2.1.8 Students demonstrate employability skills (i.e. working on a team, problem-solving, and possessing good organizational skills).	I	D	R
2.1.9 Students explain that changing economic and societal needs influence employment trends.		I	D/R
2.1.10 Students explain that equity and access issues should not limit their career choices.	I	D	R

Nevada Academic Standards Correlation:

English:

Reading: 4.0, 5.0; Writing: 7.0; Research: 11.0
 Employability Skills: 1.1.1-5, 1.7.1-6, 1.8.1-10, 1.9.1-8, 1.4

Content Standard 2.0: Students investigate career options and develop the necessary skills and attitudes to make a successful transition from school to work.

Performance Standard 2.2 Students explain the relationship between personal characteristics, education, training, and work.	K-6	Jr. High	Sr. High
2.2.4 Students explain how work impacts other aspects of life.	I	D	R
2.2.5 Students demonstrate how their interests, achievements and aptitudes relate to achieving personal, social, educational, and career goals.	I	D	R
2.2.6 Students explain how work can contribute to their life and personal satisfaction.	I	D	R

Nevada Academic Standards Correlation:

English: Writing: 5.0, 7.0

Employability Skills: 1.8.1-10, 1.9.1-8

Standards Matrix

Schools will Introduce (I), Develop (D), and Reinforce (R), the standards at appropriate levels.

Content Standard 2.0: Students investigate career options and develop the necessary skills and attitudes to make a successful transition from school to work.

Performance Standard 2.3 Students develop strategies to achieve future career goals.	K-6	Jr. High	Sr. High
2.3.1 Students apply decision-making skills to course selection, and career planning.		I	D/R
2.3.2 Students assess and modify their educational plan to support career goals.		I	D/R
2.3.3 Students demonstrate job readiness skills through participation in internship, volunteering, job shadowing, or other work experiences.		I/D	R
2.3.4 Students acquire job-seeking strategies.		I	D/R

Nevada Academic Standards Correlation:
 English: Writing: 5.0, 7.0; Listening/Speaking: 8.0, 10.0; Research: 11.0
 Employability Skills: 1.8.1-10, 1.9.1-8

Standards Matrix

Schools will Introduce (I), Develop (D), and Reinforce (R), the standards at appropriate levels.

Content Standard 3.0: Students acquire skills that maximize their personal and social development.

Performance Standard 3.1 Students acquire the attitudes, knowledge and interpersonal skills to understand and respect self and others.	K-6	Jr. High	Sr. High
3.1.1 Students understand and characterize their unique personal strengths and weaknesses.	I	D	R
3.1.2 Students develop a plan to achieve goals for personal growth	I	D	R
3.1.3 Students respect individual differences.	I	D	R
3.1.4 Students explain that everyone has rights and responsibilities.	I	D	R
3.1.5 Students utilize effective communication skills including, listening, speaking, and nonverbal behaviors.	I/D	D	R

Standards Matrix
Schools will Introduce (I), Develop (D), and Reinforce (R), the standards at appropriate levels.

Content Standard 3.0: Students acquire skills that maximize their personal and social development.
CON'TD

3.1.6 Students distinguish between appropriate and inappropriate behaviors in a variety of settings.	I	D	R
--	----------	----------	----------

Nevada Academic Standards Correlation:

Health: 1.5.2, 1.8.2, 1.12.2, 1.2.3, 1.3.3, 1.5.3, 1.8.3, 1.12.3, 1.2.4, 1.3.4, 1.5.4, 1.8.4, 1.12.4, 1.2.5, 1.3.5, 1.5.5, 1.8.5, 1.12.5, 1.2.6, 1.3.6, 1.5.6, 1.8.6, 1.12.6, 1.2.7, 1.3.7, 1.5.7, 1.8.7, 1.12.7, 1.2.8, 1.3.8, 1.5.8, 1.8.8, 1.12.8, 2.3.1, 2.5.1, 2.8.1, 2.12.1, 2.2.2, 2.3.2, 2.5.2, 2.8.2, 2.12.2, 3.2.1, 3.3.1, 3.5.1A, 3.5.1B, 3.8.1A, 3.8.1B, 3.12.1, 3.2.3, 3.3.2, 3.5.2, 3.8.2, 3.12.2, 3.2.3, 3.3.3A, 3.3.3B, 3.5.3, 3.8.3A, 3.8.3B, 3.12.3, 3.2.4, 3.3.4, 3.5.4, 3.8.4, 3.12.4, 4.2.1, 4.3.1, 4.5.1, 4.8.1, 4.12.1, 4.2.3, 4.3.3, 4.5.3, 4.8.3, 4.12.3, 5.2.1, 5.3.1, 5.8.1, 5.12.1, 5.2.2, 5.3.2, 5.5.2, 5.8.2, 5.12.2, 6.2.1, 6.3.1A, 6.3.1B, 6.5.1, 6.8.1, 6.12.1, 6.3.2, 6.5.2, 6.8.2, 6.12.2, 6.3.3, 6.5.3, 6.8.3, 7.2.1, 7.3.1, 7.5.1A, 7.5.1B, 7.12.1A

Mathematics: 7.0, 9.0

English:

Reading: 4.0; Writing: 5.0, 7.0; Listening/Speaking: 8.0, 10.0

Employability Skills: 4.3.1-4.3.7, 4.5.1, 4.6.1, 4.7.1- 4.7.5

Content Standard 3.0: Students acquire skills that maximize their personal and social development.

Performance Standard 3.2 Students make decisions, set goals and take appropriate action to achieve goals.	K-6	Jr. High	Sr. High
3.2.1 Students use decision-making and problem-solving strategies.	I/D	D	R
3.2.2 Students accept consequences of decisions and choices.	I/D	D	R
3.2.3 Students demonstrate conflict-resolution skills.	I/D	D	R
3.2.4 Students explain the influence of peer pressure.	I/D	D	R

Nevada Academic Standards Correlation:

Health: 1.5.2-1.12.2, 1.2.4-1.12.4, 1.2.5-1.12.5, 1.2.6-1.12.6, 1.1.7-1.12.7, 1.2.8-1.12.8, 2.3.1-2.12.1, 2.2.2-2.12.2, 3.2.1-3.12.1, 3.2.2-3.12.2, 3.2.3-3.12.3, 3.2.4-3.12.4, 4.12.3, 5.2.1-5.3.1, 5.8.1-5.12.1, 5.2.2-5.12.2, 6.2.1-6.12.1, 6.3.2-6.12.2, 7.2.1-7.12.1,

English: Reading: 4.0; Listening/Speaking: 10.0

Employability Skills: 4.1.1-4.1.5, 4.5.1, 4.6.1, 4.7.1-4.7.5, 4.9.1-4.9.8

Standards Matrix

Schools will Introduce (I), Develop (D), and Reinforce (R), the standards at appropriate levels.

Content Standard 3.0: Students acquire skills that maximize their personal and social development.

Performance Standard 3.3 Students apply life skills that contribute to safe and healthy development.	K-6	Jr. High	Sr. High
3.3.1 Students demonstrate the ability to assert rights and establish personal boundaries.	I/D	D	R
3.3.2 Students demonstrate ability to make safe and healthy choices.	I	D/R	R
3.3.3 Students explain techniques for managing stress and conflict.	I	D	R
3.3.4 Students use coping skills for managing life events.	I	D	R
3.3.5 Students differentiate between situations requiring peer support and situations requiring adult assistance.	I	D	R

Nevada Academic Standards Correlation:

Health: 1.2.1-1.12.1, 1.5.2-1.12.2, 1.2.3-1.12.3, 1.2.4-1.12.4, 1.2.5-1.12.5, 1.2.6-1.12.6, 1.1.7-1.12.7, 1.2.8-1.12.8, 2.3.1-2.12.1, 2.2.2-2.12.2, 3.2.1-3.12.1, 3.2.2-3.12.2, 3.2.4-3.12.4, 3.3.5-3.8.5, 4.2.1-4.12.1, 4.2.3-4.12.3, 5.2.1-5.3.1, 5.2.2-5.12.2, 6.2.1-6.12.1, 6.3.2-6.12.2, 6.3.3-6.12.3, 7.2.1-7.12.1
 Employability Skills: 1.7.1-6, 1.9.1-8

NOTE: The Employability Skills Section is based on the SCANS competencies, and is included in all Nevada Career and Technical Education Skill Standard documents. However, the counseling standards were developed based on the National Counseling Standards, and the writing team determined that the employability standards are an integral part of the Career, Academic, and Personal/Social Development sections. Therefore, the Employability Skills section that follows is cross walked with the other three sections and does not include the “Exceeds” or “Approaches” performance indicators.

Employability Skills

Content Standard 4.0: Students achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 4.1 Students demonstrate problem-solving skills.	K-6	Jr. High	Sr. High
4.1.6 Students solve a problem using the appropriate steps in a problem-solving process.	I	D	R
4.1.7 Students demonstrate brainstorming techniques.	I	D	R
4.1.8 Students examine and explain the advantages and disadvantages of alternative solutions to one or more problems.	I	D	R
4.1.9 Students create an action plan based upon a solution to a problem.	I	D	R
4.1.10 Students identify the benefits of solving a problem.	I	D	R

Employability Skills

Content Standard 4.0: Students achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 4.2 Students demonstrate critical-thinking skills.	K-6	Jr. High	Sr. High
4.2.1 Students identify and explain the essential elements of the critical-thinking process.	i	I/D	R
4.2.2 Students demonstrate critical-thinking skills.	I	D	R
4.2.3 Students explain how emotional thinking and logical thinking affect decision-making.	I	I/D	R
4.2.4 Students explain the difference between reliable and unreliable observations and discovery.	I	D	R
4.2.5 Students recognize patterns or relationships through observation and discovery.	I	D	R

Employability Skills

Content Standard 4.0: Students achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 4.3 Students demonstrate the ability to speak, write and listen effectively.	K-6	Jr. High	Sr. High
4.3.1 Students explain the benefits of effective communication skills.	I	D	R
4.3.2 Students effectively interpret and respond to verbal and nonverbal messages.	I	D	R
4.3.3 Students effectively communicate thoughts, ideas and information.	I	D	R
4.3.4 Students locate, understand and interpret information.	I	D	R
4.3.5 Students select and utilize an appropriate medium for conveying messages with dignity and respect.	I	D	R
4.3.6 Students demonstrate sensitivity to cultural diversity in communication.	I	D	R
4.3.7 Identify common communication barriers and methods for improving communication.	I	I/D	R

Employability Skills

Content Standard 4.0: Students achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 4.4 Students demonstrate the ability to select, apply and maintain appropriate technology.	K-6	Jr. High	Sr. High
4.4.1 Students demonstrate the ability to utilize various electronic research methods.	I	D	R
4.4.2 Students demonstrate knowledge of the basic technology systems currently available and how they apply to a career.		I/D	R
4.4.3 Students identify and demonstrate the appropriate use of technology to enhance the efficiency of the workplace and school.		I/D	R

Employability Skills

Content Standard 4.0: Students achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 4.5 Students demonstrate leadership and teamwork skills.	K-6	Jr. High	Sr. High
4.5.1 Students work cooperatively with others when in a group.	I	D	R
4.5.2 Students explain traits necessary to effectively lead and influence individuals and groups.		I/D	R
4.5.3 Students demonstrate appropriate attitudes and behaviors for effective leadership.	I	D	R
4.5.4 Students demonstrate respect for team members, team processes and team goals.	I	D	R
4.5.5 Students participate in the implementation of a group's decision and evaluate the results.	I	D	R
4.5.6 Students demonstrate the qualities of an effective leader and team member.	I	D	R

Employability Skills

Content Standard 4.0: Students achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 4.6 Students demonstrate sound work ethics.	K-6	Jr. High	Sr. High
4.6.1 Students will develop personal work ethics.	I	D	R
4.6.2 Students describe the importance of ethics.	I	D	R
4.6.3 Students demonstrate regular attendance, promptness, and the willingness to follow instructions and complete an assigned task.	I	D	R
4.6.4 Students demonstrate appropriate personal and professional attitudes and behaviors.	I	D	R
4.6.5 Students demonstrate knowledge of various types of harassment.	I	D	R

Employability Skills

Content Standard 4.0: Students achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 4.7 Students demonstrate the ability to effectively manage resources.	K-6	Jr. High	Sr. High
4.7.1 Students identify and organize resources needed to complete a job assignment.	I	D	R
4.7.2 Students will demonstrate cooperation and leadership in a team at school or in a workplace setting.	I	D	R
4.7.3 Students will use the basic components of effective time management.	I	D	R
4.7.4 Students will recognize the need for management skills with regard to stress, anger management, and substance abuse.	I	D	R
4.7.5 Students will develop a time schedule and prioritize a task list to complete an assignment.	I	D	R

Employability Skills

Content Standard 4.0: Students achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 4.8 Students demonstrate career planning and development skills.	K-6	Jr. High	Sr. High
4.8.1 Students prepare a job application.		I/D	R
4.8.2 Students prepare a personal resume.		I	D/R
4.8.3 Students complete a personal aptitude and interest inventory.	I	D	R
4.8.4 Students participate in a job interview.		I	D/R
4.8.5 Students establish short-term career goals.		I	D/R
4.8.6 Students establish long-term career goals.		I	D/R
4.8.7 Students will use the Nevada Career Information System (NCIS) or a similar computer-based program to research careers in a chosen field.		I	D/R
4.8.8 Students will participate in career exploration activities such as job-shadowing, community service projects, and constructing a career portfolio.		I	D/R

Employability Skills

Content Standard 4.0: Students achieve competence in workplace readiness, career development, and lifelong learning.

Performance Standard 4.9 Students demonstrate job retention and lifelong learning skills.	K-6	Jr. High	Sr. High
4.9.1 Students maintain an employment/career portfolio.		I	D/R
4.9.2 Students identify strategies for balancing work and family roles.		I	D/R
4.9.3 Students demonstrate understanding of the need for lifelong learning, in a rapidly changing job market.		I	D/R
4.9.4 Students identify strategies to maintain employment in the face of job reduction.		I	D/R
4.9.5 Students develop long-term career-planning strategies.		I	D/R
4.9.6 Students identify various educational options needed for job advancement.		I	D/R
4.9.7 Students demonstrate interpersonal skills needed for job retention.	I	D	R
4.9.8 Students identify and model sound workplace ethics, such as loyalty, punctuality and initiative.	I	D	R

ELKO COUNTY SCHOOL DISTRICT
JOB DESCRIPTION
ELEMENTARY SCHOOL COUNSELOR

PRIMARY FUNCTION:

To provide a comprehensive guidance program for students in grades K-6 and specific activities designed to meet the needs of their assigned case-load; to consult with teachers, staff and parents to enhance their effectiveness in helping students; and to provide support to other elementary educational programs.

MAJOR JOB RESPONSIBILITIES:

1. Implement the elementary guidance curriculum;
2. guide and counsel both individuals and groups of students through the introduction of educational and career opportunities;
3. counsel students with problems;
4. consult with teachers staff and parents regarding meeting the developmental needs of students;
5. refer students with severe problems to appropriate community resources after consultation with their parents;
6. participate in, coordinate or conduct activities which contribute to the effective operation of the school;
7. evaluate and revise the building guidance program; and
8. pursue professional growth.

ILLUSTRATIVE KEY DUTIES:

1. **Implement the elementary guidance curriculum:** conduct guidance learning activities in the classroom which are planned in conjunction with school administration and teachers, consult with and/or be a resource person for teachers to facilitate the infusion of guidance learning activities into the regular education curricula.
2. **Guide and counsel individuals and groups of students through the development of educational and career plans:** provide orientation activities for students new to the school, participate in orientation programs for parents and students; collaborate with junior high school counselors to assist students in the transition from elementary to junior high school; guide students and their parents in understanding the application of test results and information for educational and career planning; provide resources and information to assist in career awareness and career exploration activities.

3. **Counsel individuals and small group of students with problems:** conduct structured, goal oriented counseling sessions to meet the identified needs of individual or groups of students. Session topics at the elementary level may include self awareness/self identity, academic problems, behavior problems, peer problems, family issues, child abuse, substance abuse, and suicide threats and attempts.
4. **Consult with teachers, staff and parents regarding meeting the developmental needs of students:** participate in staffing; conduct in-service programs for faculty; conduct/facilitate conferences with teachers, students, and parents; conduct or provide opportunities for parent education programs; and assist families with school related problems.
5. **Refer students with severe problems to appropriate community agencies after consultation with their parents:** consult and coordinate with in-district and community agencies, such as school psychologist, nurses, administrators, and community-based psychologists, service agencies and physicians.
6. **Participate in, coordinate or conduct activities which contribute to the effective operation of the school:** interpret group test results to faculty and staff; establish effective liaisons with various grade levels as appropriate, in conjunction with other staff; act as an advocate for students as decisions are made that will affect these students; assist other school staff in the placement of students with special needs in appropriate programs such as gifted education and special education; participate with the administration and faculty as a team member in the implementation of the district testing program.
7. **Evaluate the guidance program with staff and administration.**
8. **Pursue professional growth:** attend state and local staff development programs; join association (e.g. NCA, GNSCA, ASCA, ACA); read professional journals; attend relevant workshops and conferences sponsored by professional organizations; and take post graduate courses.

TIME DISTRIBUTION FOR ELEMENTARY SCHOOL COUNSELOR

In order to carry out a comprehensive developmental guidance program the following allocations of time are suggested:

Guidance Curriculum	35% - 45%	Individual Services	5% - 10%
Responsive Services	30% - 40%	School System Services	10% - 15%

ELKO COUNTY SCHOOL DISTRICT
JOB DESCRIPTION
JUNIOR HIGH SCHOOL COUNSELOR

PRIMARY FUNCTION:

To provide a comprehensive guidance program for students in grades 7-8 and specific activities designed to meet the needs of their assigned case-load; to consult with teachers, staff and parents to enhance their effectiveness in helping students; and to provide support to other junior high educational programs.

MAJOR JOB RESPONSIBILITIES:

1. Implement the junior high guidance curriculum;
2. guide and counsel both individuals and groups of students through the introduction of educational and career opportunities;
3. counsel students with problems;
4. consult with teachers staff and parents regarding meeting the developmental needs of students;
5. refer students with severe problems to appropriate community resources after consultation with their parents;
6. participate in, coordinate or conduct activities which contribute to the effective operation of the school;
7. evaluate and revise the building guidance program; and
8. pursue professional growth.

ILLUSTRATIVE KEY DUTIES:

1. **Implement the junior high guidance curriculum:** conduct guidance learning activities in the classroom which are planned in conjunction with school administration and teachers, consult with and/or be a resource person for teachers to facilitate the infusion of guidance learning activities into the regular education curricula.
2. **Guide and counsel individuals and groups of students through the development of educational and career plans:** provide orientation activities for students new to the school, participate in orientation programs for parents and students; collaborate with high school counselors to assist students in the transition from junior high to high school; guide students and their parents in understanding the application of test results and information for educational and career planning; provide resources and information to assist in career awareness and career exploration activities.

3. **Counsel individuals and small group of students with problems:** conduct structured, goal oriented counseling sessions to meet the identified needs of individual or groups of students. Session topics at the junior high level may include self awareness/self identity, academic problems, behavior problems, peer problems, family issues, child abuse, substance abuse, and suicide threats and attempts.
4. **Consult with teachers, staff and parents regarding meeting the developmental needs of students:** participate in staffing; conduct in-service programs for faculty; conduct/facilitate conferences with teachers, students, and parents; conduct or provide opportunities for parent education programs; and assist families with school related problems.
5. **Refer students with severe problems to appropriate community agencies after consultation with their parents:** consult and coordinate with in-district and community agencies, such as school psychologist, nurses, administrators, and community-based psychologists, service agencies and physicians.
6. **Participate in, coordinate or conduct activities which contribute to the effective operation of the school:** interpret group test results to faculty and staff; establish effective liaisons with various grade levels as appropriate, in conjunction with other staff; act as an advocate for students as decisions are made that will affect these students; assist other school staff in the placement of students with special needs in appropriate programs such as gifted education and special education; participate with the administration and faculty as a team member in the implementation of the district testing program.
7. **Evaluate the guidance program with staff and administration.**
8. **Pursue professional growth:** attend state and local staff development programs; join association (e.g. NCA, GNSCA, ASCA, ACA); read professional journals; attend relevant workshops and conferences sponsored by professional organizations; and take post graduate courses.

TIME DISTRIBUTION FOR JUNIOR HIGH SCHOOL COUNSELOR

In order to carry out a comprehensive developmental guidance program the following allocations of time are suggested:

Guidance Curriculum	25% - 35%	Individual Services	15% - 25%
Responsive Services	30% - 40%	School System Services	10%- 15%

**ELKO COUNTY SCHOOL DISTRICT
JOB DESCRIPTION
HIGH SCHOOL COUNSELOR**

PRIMARY FUNCTION:

To provide a comprehensive guidance program for students in grades 9-12 and specific activities designed to meet the needs of their assigned case-load; to consult with teachers, staff and parents to enhance their effectiveness in helping students; and to provide support to other high school educational programs.

MAJOR JOB RESPONSIBILITIES:

1. Implement the high school guidance curriculum;
2. guide and counsel both individuals and groups of students through the introduction of educational and career opportunities;
3. counsel students with problems;
4. consult with teachers staff and parents regarding meeting the developmental needs of students;
5. refer students with severe problems to appropriate community resources after consultation with their parents;
6. participate in, coordinate or conduct activities which contribute to the effective operation of the school;
7. evaluate and revise the building guidance program; and
8. pursue professional growth.

ILLUSTRATIVE KEY DUTIES:

1. **Implement the high school guidance curriculum:** conduct guidance learning activities in the classroom which are planned in conjunction with school administration and teachers, consult with and/or be a resource person for teachers to facilitate the infusion of guidance learning activities into the regular education curricula.
2. **Guide and counsel individuals and groups of students through the development of educational and career plans:** provide orientation activities for students new to the school; participate in orientation programs for incoming 9th graders; guide all student's in the formulation and application of their 4-year course plan. Review requirements needed for high school graduation; guide 12th graders to help them to develop and take appropriate steps toward implementing their post-high school educational and/or career plans; assist in pre-registration of students; guide student and their parents in the use of test results and information for education and career planning; guide all students to develop tentative career/vocational plans through the use of resources in the guidance and career center.

3. **Counsel individuals and small group of students with problems:** conduct structured, goal oriented counseling sessions to meet the identified needs of individual or groups of students. Session topics at the high school level may include self awareness/self identity, academic problems, behavior problems, peer problems, family issues, child abuse, substance abuse, and suicide threats and attempts.
4. **Consult with teachers, staff and parents regarding meeting the developmental needs of students:** participate in staffing; conduct in-service programs for faculty; conduct/facilitate conferences with teachers, students, and parents; conduct or provide opportunities for parent education programs; and assist families with school related problems.
5. **Refer students with severe problems to appropriate community agencies after consultation with their parents:** consult and coordinate with in-district and community agencies, such as school psychologist, nurses, administrators, and community-based psychologists, service agencies and physicians.
6. **Participate in, coordinate or conduct activities which contribute to the effective operation of the school:** interpret group test results to faculty and staff; establish effective liaisons with various grade levels as appropriate, in conjunction with other staff; act as an advocate for students as decisions are made that will affect these students; assist other school staff in the placement of students with special needs in appropriate programs such as gifted education and special education; participate with the administration and faculty as a team member in the implementation of the district testing program.
7. **Evaluate the guidance program with staff and administration.**
8. **Pursue professional growth:** attend state and local staff development programs; join association (e.g. NCA, GNSCA, ASCA, ACA); read professional journals; attend relevant workshops and conferences sponsored by professional organizations; and take post graduate courses.

TIME DISTRIBUTION FOR HIGH SCHOOL COUNSELOR

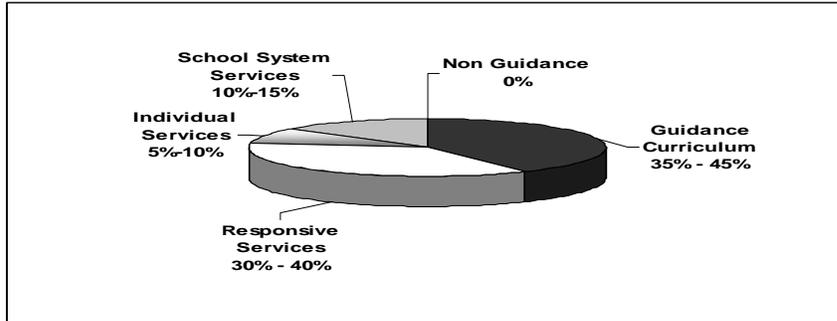
In order to carry out a comprehensive developmental guidance program the following allocations of time are suggested:

Guidance Curriculum	15% - 25%	Individual Services	25% - 35%
Responsive Services	25% - 35%	School System Services	15%- 20%

TIME DISTRIBUTION

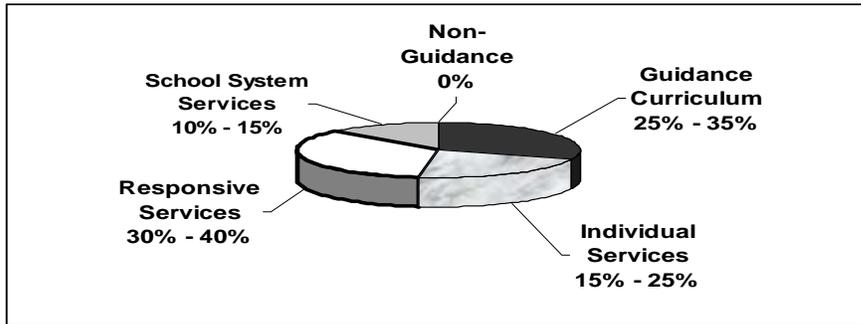
ELEMENTARY LEVEL

Guidance Curriculum	35% - 45 %	Individual Services	5% - 10%
Responsive Services	30% - 40%	School System Services	10% - 15%



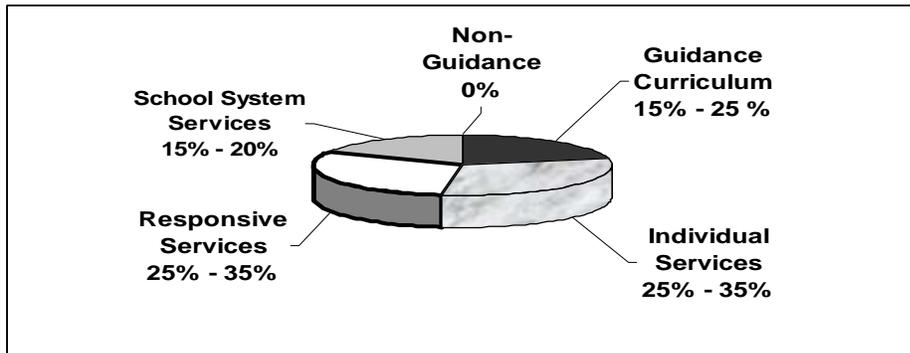
JUNIOR HIGH LEVEL

Guidance Curriculum	25% - 35%	Individual Services	15% - 25%
Responsive Services	30% - 40%	School System Services	10% - 15%



HIGH SCHOOL LEVEL

Guidance Curriculum	15% - 25 %	Individual Services	25% - 35%
Responsive Services	25% - 35%	School System Services	15% - 20%



These suggested time distributions may vary according to individual school needs (i.e. combined schools).

SMALL GROUPS

Small group counseling provides a safe environment for students to practice and model life skills. The following issues need to be addressed and resolved by each counselor individually, taking into account the needs of the student population and the counselor's style:

1. Time management – how long each weekly group session will last and for how many weeks;
2. Group selection process;
3. Confidentiality;
4. Ground rules – i.e., what is said in the group stays in the group, no put downs, do not discuss anyone not present;
5. Areas of emphasis;
6. At counselor's discretion, a letter acknowledging child's involvement in a group may be beneficial. Parent permission for group is not necessary.

Once these issues have been defined, it is essential to communicate them to the staff.

INDIVIDUAL COUNSELING

Individual counseling is a one-on-one private discussion session between the counselor and the student. It is understood that sometimes students encounter stumbling blocks to achieving successful experiences socially, personally, academically, or in combination. It is the goal of individual counseling to remediate the student in such instances, to make referrals if necessary, and in general to assist the teacher, parent or anyone involved with the student in helping the process.

Topics have been identified as those most frequently presented by students and their teachers or parents for response by the counselor. Most of these occur regardless of the school level of the student. They are listed below.

Academic Failures	Child Abuse
Divorce/Single Parents	Grief/Death/Loss
Suicide Threats	Sexuality Issues
Discipline/Behavior Problems	Family Situations/Relocation
Alcohol/Drug Abuse	Study Skills
Information Seekers	Refusal Skills
Scheduling	Decision Making
Post Secondary Planning	Making Friends
Self Esteem	

Tardiness/Absences/Truancy/School Phobia/Dropping Out

Application of other skills taught in guidance curriculum.

In setting up an effective program, the counselor will consider the following:

1. How and to whom referrals are to be made in each individual school;
2. Time management of individual counseling sessions;
3. Circle of confidentiality.

Once these issues have been defined, it is essential to communicate them to staff.

GUIDANCE CURRICULUM

A Guidance Curriculum is the key contributor to a proactive counseling program designed to reach and benefit all students. A curriculum can be a reference point for topics in individual counseling and in small group sessions. As a guide at the elementary level, it is suggested that given a population of approximately twenty-five classrooms in an elementary school, the counselor will deliver twelve forty-five minute lessons at each class each school year.

At the secondary level it is suggested that topics to be covered should be presented at specific grade levels. It will be necessary to deliver presentations in courses that are requirements for all students at a specific grade level; (i.e. English I class is a requirement for all ninth graders).

It is suggested that a curriculum format be organized by the beginning of each school year to plan the guidance curriculum in a sequential manner.

PARENT CONFERENCES

Parent conferencing is the process of communication between the counselor and the parent regarding the student. Again, it is necessary to define the boundaries of the conference situation. The goal is to increase student success in the school environment, with referral to outside support systems as necessary.

The guidance and counseling program recognizes that effective, competent parenting skills play a key role in a child's chances for successful development. It is common for parent conferences to include discussion of various parenting style options. As a liaison between the parent and the school, responsibility for involvement in such parenting education lies with the counselor in combination with various other education sources.

EVALUATIONS

Evaluation for the counselor is an on-going process. Techniques may include but are not limited to:

1. Pre and post testing of information-class presentations, small groups, individual;
2. Informal professional assessment of a student's progress;
3. Request for teacher's input or evaluation;
4. Evaluating the achievement of goals and objectives written by the student;
5. Formal counselor evaluation by the building administrator;
6. Staff evaluation of the counseling program.*

It is understood that any changing population a periodic needs assessment helps to keep programs current and effective.

* Self-Audit information may be obtained from the American School Counselor Association (ASCA), 5999 Stevenson Avenue, Alexandria, VA 22304

RECORD KEEPING

Record keeping is necessary for a smooth functioning, accountable counseling program. These counseling records are strictly confidential not inclusive of the child's permanent record file.

Counselors should understand that counselor records are subject to subpoena and to safeguard records appropriately.

PROFESSIONAL DEVELOPMENT

Professional development is the pursuit of continual growth in the counseling field. Counselors should be encouraged to attend state and local conventions and programs, join associations, read professional journals, attend relevant workshops and conferences sponsored by professional organizations, and take post-graduate courses.

IN-HOUSE STAFF SUPPORT

In-House Staff Support (i.e. Staffing, Student Intervention Teams, Conferences) is a communication process that takes place between the counselor and any staff member. The purpose of such a meeting is to provide support, recommendations, or referral to accommodate staff members' needs. This need may take the following focus:

1. Staff and child;
2. Staff and staff;
3. Staff and administration;
4. Staff and parents;
5. Staff and outside resources.

It is imperative to clarify the fact that school counseling is student directed. All forms of appropriate support must be specific to a student's needs. Marriage counseling, personal adult counseling, or any forms of private therapy are inappropriate. These areas do not fall under the role or training of the school counselor.

COUNSELING CALENDAR

Counselors in all schools will keep an on-going calendar. The Guidance and Counseling calendar will attempt to list the significant events, programs, and learning activities sponsored and conducted by the counselors. The calendar must be revised often, posted, or sent out to the teachers.

A calendar will have many positive aspects . . .

- * It will be a form of self-discipline.
- * It will be a form of public relations. Teachers and students will not wonder what counselors are doing.
- * It will be a form of accountability. The principal, teachers, students, and parents will value what counselors are doing.
- * It will be a form of record keeping. A calendar will assist counselors in keeping up with how many projects and activities the guidance program is involved in, and how many students counselors are in contact with. It will help maintain visibility.

There should be a master calendar for each school. Each counselor should use a calendar or schedule planner that best fits their needs.

ORGANIZATION OF CAREER CENTERS

A guidance center should be established in each school to implement a comprehensive counseling program. Each school's counseling center will be as varied as the students it will serve. One aspect all centers should have in common is that they should be located in an area where student traffic is heaviest. It also needs to be large enough to adequately house personnel, resources and equipment.

The Elementary school center should serve as the coordination center for classroom activities. Therefore it should be rich in a wide variety of resources covering the competencies outlined in the Guidance Program, as should the Junior High and High School centers. These areas should be located so confidential topics can be discussed.

The three centers should also be equipped with parent resources.

The Junior High and High School Career Centers should be equipped with an abundance of career information materials. The centers could be used for such activities as research, planning, self-exploration, and group sessions.

Students could gain assistance in such areas as occupational planning, job entry and placement, financial aid information and post-secondary educational opportunities.

Staff, community members, and parents should be involved in the planning and implementation of the centers. The impact of the centers on school and community can be substantial.

PLANNING YOUR TRANSITION TO A COMPREHENSIVE GUIDANCE PROGRAM

Step 1: SPECIFY CHANGES

Compare and contrast your current program with the District comprehensive guidance and counseling district program.

Example: Guidance Curriculum
Individual Services
Responsive Services
School System Support

Questions: 1. Which areas are you spending too much time?
2. Which areas are you spending too little time?
3. Which areas are you spending appropriate amounts of time?

A. Establish goals for change and identify ways to effect the changes.

Example: All levels – to increase time spent in curriculum:
1. Define your individual program expectations and monitor its implementation closely;
2. Develop curriculum resources;
3. Communicate the program and enlist the support of your administration and faculty;
4. Design systematic delivery system. (Calendar, timeline, individual vs. group).

High school levels – to increase time spent in curriculum;

1. Increase your time spent in group activities;
2. Set a yearly calendar that will facilitate counselors keeping on task for group activities;
3. Get into the classroom and be a visible part of education team;
4. Spend more time with 9th graders. (Orientation to high school, attendance, 4 year plan, school involvement);
5. Use brown bag lunch sessions;
6. Use group guidance to teach decision – making skills and self-esteem.

Step 2: ASSESS PERCEIVED STUDENT NEEDS

A. Student needs at your school – find out what they are.

EXAMPLE: 1. Use a student survey.
1. Use a faculty questionnaire.

J.G.C.A. **Crisis Intervention**

Elko County School District

In the event of any perceived or real suicidal ideation, a crisis staffing must be called and proper action taken. Whether or not the situation seems serious, it is serious to the student and the family. It is mandatory that we err on the side of caution in all circumstances.

The safety of the child is our foremost concern. Parents must be notified of what we know as soon as possible. Failure to inform the parents immediately has resulted in lawsuits, where individual counselors are charged and found guilty.

Attempted Suicide or Gesture

Any self-inflicted action which creates a potential life threatening situation is to be treated as an attempted suicide. The immediate safety and welfare of the student is the first consideration to be taken.

A Crisis Intervention Team (CIT) is responsible for determining the action taken.

The make-up of the Crisis Intervention Team will have the following members as a minimum: counselor, administrator, and nurse, if one is assigned to school, and main teachers. All staff involved with the student should be involved in the team. Other school professionals and non-school agencies should be included when appropriate. People involved with the child, but unable to attend the meeting, will be informed as soon as possible.

1. Locate and immediately assure safety of student. Do not leave student unattended.
2. Notify administrator
3. Determine immediate needs:
 - a. Call school nurse-EMT, ambulance or medical people at your disposal.
 - b. Notify parents/guardians simultaneously.
 - c. Contact appropriate public agency to inform them of incident (i.e. law enforcement, mental health, etc.).
4. As soon as the emergency aspect has been taken care of and the student is under the care of parents/guardians, public agency, etc., convene meeting of the Crisis Intervention Team.

5. Counselor is team leader and contact person between team and all outside agencies.
6. Crisis Intervention Team determines the following steps to be taken in this situation.

Actions if suicide attempt fails:

- A. Determine what steps are being taken for child by parents or appropriate agency.
- B. Remain in contact with parents and public agency.
- C. Counselor will be contact person with parents and outside agency
- D. Counselor will be responsible for contact with student.
- E. Put in place procedures for small group sessions with classmates and /or friends as needed.

Actions if suicide attempt succeeds:

- A. Notify staff of suicide and to be on look out for potential copycat attempts.
- B. Determine need for small group sessions with classmates and/or friends of suicide victim.

The actions should not be limited to the above. The Crisis Intervention Team may modify and/or initiate additional options suitable for individual cases.

7. Complete report documenting actions taken and maintain open case to track follow-up steps and document actions taken.
8. Following completion of the initial incident report, forward a copy of this report to the Superintendent of Schools within 24 hours of incident. All reports should be marked confidential and treated as confidential records.

Suicidal Ideation

This procedure is to be followed in managing a case involving suicidal ideation or bodily harm (i.e. student who has demonstrated verbally or through action that he or she may attempt suicide)

The make-up of the Crisis Intervention Team will have the following members as a minimum: counselor, administrator, nurse, if one is assigned to the school, and main teachers. All staff involved with the student should be involved with the team. Other school professionals and non-school agencies should be included when appropriate. People involved with the child, but unable to attend the meeting, will be informed as soon as possible.

Upon notification of suicidal ideation, immediately convene Crisis Intervention Team.

1. Counselor is team leader. Notify administrator immediately.
2. Locate student and take to counselor's office.
3. After ensuring immediate safety and supervision of student, contact parents. Inform parents of options they have to secure help for their child.
4. Do not allow student to leave the school until some action is taken. .
.parents informed, etc.
5. If the parents or guardians cannot be reached and supervision is necessary, contact Department of Child and Family Services (DCFS) at 753-1300 or local law enforcement and request their assistance in supervising the student.
6. Once child is safe, convene Crisis Intervention Team. The purpose of meeting is to inform all staff involved of crisis of student.
7. An incident report must be forwarded to the Superintendent of Schools within 24 hours of the incident. It is to be marked confidential and maintained as a confidential record.

Death or Trauma Outside of School

There are other times that crisis assistance may be warranted. A death outside of school of a student or faculty member may call for support for students and faculty. The administration may have the option of calling in counselors from other schools should the situation call for this. Central Office must be included in decisions and arrangements. If the situation involves students or faculty who have family at other schools, the counselor or principal will make calls to that school, informing them of the situation.

Administration will notify staff of situation.
Counselor and administration will determine location for support services (i.e. library, conference room, etc.)

CONFIDENTIAL

Elko County School District Crisis Intervention Incident Report

Date		School:	
Student ID		Name of Parent/Guardian Contacted	

Date & Time of P/G Contact		Contact Method	
----------------------------	--	----------------	--

CIT Members

CIT Leader:	
-------------	--

Non-ECSD Agencies involved:

Incident Description:

	Attempted Suicide or Gesture		Suicidal Ideation
	Completed Suicide		Death or Server Trauma

Anecdotal Report:

CIT Leader signature: _____
Route to Superintendent ECSD.

Child Sexual Abuse Investigation Team

ECC SAINT PROTOCOL

PREFACE

The primary purpose of the Elko County Child Sexual Abuse Investigation Team (ECC-SAINT) is to increase our community's ability to protect the child victim of sexual abuse. It is felt that the most effective way to achieve the protection of children is through a county-wide, interagency, cooperative effort.

In cases of alleged child sexual abuse, many agencies become involved with the child and his/her family. Close coordination among all of these agencies is necessary to ensure that:

1. Children are protected;
2. Rights of all are protected;
3. Appropriate interviews are performed;
4. Children and their families receive the best quality of service;
5. All needs of the child and family are addressed;
6. There is no duplication of effort by agencies;
7. The effectiveness of each agency's role is maximized while the amount of time required by each agency is minimized.
8. In all appropriate cases, a prosecution will be pursued and a potential defendant dealt with according to law as supported by the facts.

The protocol is intended to be used by all agencies as a guideline for handling child sexual abuse cases. It is designed to clarify the roles and responsibilities of respective agencies, suggest procedures, and bring more awareness of the issues that need consideration in child sexual abuse cases.

The ECC Saint Protocol is not a static document. We envision it to be a dynamic approach to victim identification, as the field grows and expands.

The protocol can contribute to positive change on behalf of sexually abused children only to the extent to be used and implemented. Toward this end, The Elko County Child Sexual Abuse Investigation Team (ECC-SAINT) urges agency directors and their agencies to work toward ensuring the following:

1. **ASSIGNMENTS:** Job functions and cases are assigned with regard to a staff member's ability to implement relevant sections of this protocol.

2. **EMPLOYEE SELECTION:** Applicants for jobs involving child sexual abuse cases are selected with regard to their ability to implement these guidelines.
3. **POLICY DEVELOPMENT:** Staff is provided with policies, procedures, and with access to other administrative resources needed to implement these guidelines.
4. **REVIEW:** Staff familiarity with and ability to implement relevant sections of this protocol is reviewed periodically.
5. **FEEDBACK:** The Elko County Child Sexual Abuse Investigation Team (ECC-SAINT) is informed of elements of this protocol in need of modification.
6. **PROMOTION:** Their agencies' board of directors, community advisory boards and local legislators are informed of the protocol's importance and of political and fiscal support needed to implement it.

The protocol was developed by an interagency committee including representatives from:

Elko County District Attorney's Office
Elko Police Department
Elko Sheriff's Department
Carlin Police Department
Wells Police Department
Child Protective Services

**ELKO COMBINED LAW ENFORCEMENT S.A.I.N.T.
SEXUAL ASSAULT INVESTIGATION TEAM PROTOCOL**

**INTERVIEW OF VICTIMS BY LAW ENFORCEMENT PERSONNEL ON
ELKO COUNTY SCHOOL DISTRICT PREMISES**

1. When an employee of the Elko County School District becomes a disclosure witness (person to whom a child discloses an act of sexual or physical abuse), she/he is to obtain the information as provided by the "DISCLOSURE WITNESS" form, and contact Elko Central Dispatch (#911).
2. Thereafter, the responding patrol officer/deputy will make an initial determination of the facts (without contacting the child, using the "PATROL OFFICER/DEPUTY INFORMATION" form and contact a S.A.I.N.T. investigator, should the facts warrant.
3. Thereafter, the S.A.I.N.T. investigator will make this on scene decision as to whether circumstances warrant making contact with child at school. If there is sufficient basis to make contact with the child on District premises, the investigator shall do one of two things.
 - a. Allow a designated school district person to attend the interview with the child; or
 - b. Remove the child from the District premises and take the child to a law enforcement center to conduct forensic examination.

PHILOSOPHY OF INTERVENTION

The purpose of intervention on suspected child sexual abuse cases is an appropriate investigation, victim and offender treatment, and treatment for all family members, if needed. It has been found that is best accomplished by:

- arresting and prosecuting the offender
- protecting the child from further abuse
- coordinating investigation and treatment efforts
- providing for the needs of the victim and his/her family
- evaluation of offender adjudication/treatment

Prosecution is an integral part of the intervention process. While each case and each victim is different, the following principles always apply:

1. The victim needs to feel safe from further abuse. This is true for all child sexual abuse cases, not just incest.
2. The victim needs a support system that is always available. (S) he needs to have the intervention process and the reasons for it explained as often as necessary. (S)he needs to have someone available to take about the assault and about what has happened since then. (Family members need this too). This support system may include Police, District Attorney's Office, a therapist, children's support groups, etc.
3. The victim needs to be informed that what the molester did was wrong and the victim is not to blame.
4. Many victims want to know there is help available for the offender.
5. Coordination of services among agencies is essential to meet the victim's needs. This eliminates multiple interviews and gaps in service, and provides the best protection and service for victims and their families.
6. The needs of the victim's siblings and parents must also be considered throughout the process from the time a referral is made.

INVESTIGATIVE TEAM INTER-ACTION

A. DEFINITIONS

Child protective services (CPS): An agency designated by and operating under NRS 432B in the investigation of reports of child abuse or neglect.

Investigator: The child protective services worker or law enforcement officer assigned to investigate a report of child abuse or neglect.

Law Enforcement Agency (LEA): A police department or sheriff's office serving a jurisdiction within Elko County.

Sexual Abuse: Includes sexual assault, incest, lewdness, statutory sexual seduction, child pornography and any other illegal sexual activity involving children.

B. CASE PROCESSING SEQUENCE

1. Certain individuals are required by Nevada State law to report they have reason to believe a child has been sexually abused. (See NRS 432B.220, attached hereto). All others are encouraged to report.
2. An individual with reason to believe that a child was sexually molested makes a report to the appropriate law enforcement agency or to child protective services.
3. A representative of the CPS or LEA agency receiving the report screens the report and, if necessary, refers the report for investigation. If CPS involvement is indicated, CPS or LEA will coordinate their anticipated roles prior to contact with the child or family. Through such consultation an LEA or CPS team member will be designated to conduct a preliminary interview.
4. The pre-interview is designed to determine if there is reason to believe that the child has been molested. Also, the appropriate investigative jurisdiction is determined. Is the child currently at risk of being molested, who the suspect is, and when the incident occurred, are also details gained from the pre-interview. Details of the molestation are not gathered at this time. Whenever possible, information is gathered from reporting parties and other individuals rather than from the child.
5. If the CPS or LEA representative conducting the pre-interview has reason to believe that the child is at risk if he or she remains in the home, a decision to place the child out of the home may be made.
6. An ECC-SAINT, intake interview of the parent is conducted by the referring investigator to gather child and family history. The referring

investigator asks the parent to complete a SAINT application packet prior to the medical examination.

- 7.** Children who have been removed from the home due to risk of re-molestation will be scheduled on a priority basis because a protective custody hearing must be held within 72-hours. Information from the evaluations needs to be available for the hearing.
- 8.** A physical examination of the child is conducted by a physician or nurse practitioner. The examiner records any relevant spontaneous statements or responses to medical questions the child makes during the examination. If significant physical injuries are suspected, the physician should also be asked to conduct an examination for documentation of injuries.
- 9.** Children are interviewed by the team investigator assigned to the case.
- 10.** A multidisciplinary team staffing may be scheduled at the call of a Team member to plan further action regarding the case.
- 11.** If a staffing is held a CPS or LEA representative contacts the parent or guardian and informs the parent or guardian of the course of action decided upon in the staffing.
- 12.** Victims and their families are referred to therapy.

**Elko Combined Law Enforcement S.A.I.N.T.
Sexual Assault Investigation Team**

**Disclosure Witness Form
For Use By, Teachers, Medical, and Health Care Providers etc.**

This form is to be completed by the person to whom the child reports any allegation of sexual abuse, physical harm, neglect, molestation etc.

Do not speak to the child concerning any facts of the incident other than to obtain the information below. If you can provide the requested information from a source other than the child, **do so**. (i.e, school records etc.)

1. Date of disclosure: _____
2. Time of disclosure: _____
3. Child Information
 - Name: _____ Age _____
 - Address: _____ DOB: _____
 - City: _____ State: _____ Zip: _____
 - Phone number: _____
 - Cell phone number: _____
4. Location of disclosure: _____
5. Witness relationship to child: _____
6. Perpetrator information: **(Refer to paragraph 2 above)**
 - Name: _____
 - Address: _____
 - City: _____ State: _____ Zip: _____
 - Phone number: _____
 - Present location: _____
7. Indicate what child disclosed to you **(do not ask any further questions)**

Once you have completed this form, immediately contact 911 or other appropriate reporting agency and deliver this form to the responding officer or investigator.

Make sure no other person discusses this information with the child. Do not discuss this information with anyone other than law enforcement/cps personnel.

NAME OF DISCLOSURE WITNESS _____
Address: _____
City: _____ State: _____ Zip: _____
Phone Number _____ Cell Phone Number: _____

Official Use Only

Name and agency of person receiving disclosure form _____

Date of Disclosure _____ Time of Disclosure _____

NEVADA REVISED STATUES ON REPORTING CHILD ABUSE AND NEGLECT

NRS 432B.220 Persons required to make report; when and to whom reports are required; any person may make report; report and written findings if reasonable cause to believe death of child caused by abuse or neglect.

1. Any person who is described in subsection 3 and who, in his professional or occupational capacity, knows or has reasonable cause to believe that a child has been abused or neglected shall:

(a) Except as otherwise provided in subsection 2, report the abuse or neglect of the child to an agency which provides child welfare services or to a law enforcement agency; and

(b) Make such a report as soon as reasonably practicable but not later than 24 hours after the person knows or has reasonable cause to believe that the child has been abused or neglected.

2. If a person who is required to make a report pursuant to subsection 1 knows or has reasonable cause to believe that the abuse or neglect of the child involves an act or omission of:

(a) A person directly responsible or serving as a volunteer for or an employee of a public or private home, institution or facility where the child is receiving child care outside of his home for a portion of the day, the person shall make the report to a law enforcement agency.

(b) An agency which provides child welfare services or a law enforcement agency, the person shall make the report to an agency other than the one alleged to have committed the act or omission, and the investigation of the abuse or neglect of the child must be made by an agency other than the one alleged to have committed the act or omission.

3. A report must be made pursuant to subsection 1 by the following persons:

(a) A physician, dentist, dental hygienist, chiropractor, optometrist, podiatric physician, medical examiner, resident, intern, professional or practical nurse, physician assistant, psychiatrist, psychologist, marriage and family therapist, alcohol or drug abuse counselor, athletic trainer, advanced emergency medical technician or other person providing medical services licensed or certified in this state;

(b) Any personnel of a hospital or similar institution engaged in the admission, examination, care or treatment of persons or an administrator, manager or other person in charge of a hospital or similar institution upon notification of suspected abuse or neglect of a child by a member of the staff of the hospital;

(c) A coroner;

(d) A clergyman, practitioner of Christian Science or religious healer, unless he has acquired the knowledge of the abuse or neglect from the offender during a confession;

(e) A social worker and an administrator, teacher, librarian or counselor of a school;

(f) Any person who maintains or is employed by a facility or establishment that provides care for children, children's camp or other public or private facility, institution or agency furnishing care to a child;

(g) Any person licensed to conduct a foster home;

(h) Any officer or employee of a law enforcement agency or an adult or juvenile probation officer;

(i) An attorney, unless he has acquired the knowledge of the abuse or neglect from a client who is or may be accused of the abuse or neglect;

(j) Any person who maintains, is employed by or serves as a volunteer for an agency or service which advises persons regarding abuse or neglect of a child and refers them to persons and agencies where their requests and needs can be met;

(k) Any person who is employed by or serves as a volunteer for an approved youth shelter. As used in this paragraph, "approved youth shelter" has the meaning ascribed to it in [NRS 244.422](#); and

(l) Any adult person who is employed by an entity that provides organized activities for children.

4. A report may be made by any other person.

5. If a person who is required to make a report pursuant to subsection 1 knows or has reasonable cause to believe that a child has died as a result of abuse or neglect, the person shall, as soon as reasonably practicable, report this belief to the appropriate medical examiner or coroner, who shall investigate the report and submit to an agency which provides child welfare services his written findings. The written findings must include, if obtainable, the information required pursuant to the provisions of subsection 2 of [NRS 432B.230](#)

J.C.B.B. Investigations Conducted by Welfare

As a result of an attorney general's opinion (June 28, 1990 by Tammy L. Tovey), a designee of the welfare divisions "may interview an alleged victim of child abuse or neglect on school grounds outside of the presence of school officials or employees".

Currently, the district enjoys a friendly relationship with the welfare division. A school employee's presence during an interview with a child has seldom been a problem. To insure that we continue to work in a cooperative manner with the welfare division, the following guidelines have been established:

1. Only one (1) school representative will be allowed in with the investigators during the interview. This representative will be either an administrator or counselor.
2. Prior to the interview, the school representative and the social worker will discuss the course that the interview is to take and the school representative's role in that interview.
3. The interview should take place in the counselors or an administrator's office.
4. The school representative should sit on one side and act as an observer. The representative should remain quiet and not interject into the interview, unless that has been agreed upon with the social worker in advance.
5. If the school representative interferes with the course of the interview, that person may be asked to leave.
6. Welfare division representatives have the right to take the child off-campus for an interview, without the presence of school officials

**AN OPEN LETTER OF ASSOCIATION OF THE ENTITIES
INVOLVED IN THE ELKO COUNTY CHILD SEXUAL ABUSE INVESTIGATION**

This winter a countywide, interagency organization was created to standardize the procedure used to investigate, prosecute, and resolve cases of child sexual abuse.

The participating entities herein share certain community goals and purposed in attempting to investigate, prosecute and resolve cases of child sexual abuse. In combining their respective individual capabilities, each member agency herein seeks to increase the effectiveness with which such matters are dealt with through the creation of Elko County Child Sexual Abuse Investigation Team SAINT, a countywide, interagency, interdisciplinary, cooperative effort.

The purpose of the creation of SAINT is to provide and promote closer coordination and better communication among all participants herein. In addition, the community, the victim, and those otherwise involved in the matters of sexual abuse of children will be indirectly benefited from the guidelines and the procedures establishing protocol in the handling of such cases.

A protocol has been established to memorialize the standardized procedure for investigation, prosecution, and resolution of child sexual assault cases. Each agency that associates with the Elko County Sexual Abuse Investigation Team has the opportunity to comment upon the protocol. Each agency who participates in this effort agrees to comply with the procedures set forth in the protocol when possible.

Each agency associated with SAINT understands that it remains solely liable for the actions of its team members. Each agency agrees that there is no liability to the team by virtue of this agreement to informally associate to provide public services.

Each agency that associates with SAINT reserves the right to withdraw from the association. Each agency agrees that withdrawal will only be after written notification to other team members.

Each agency whose representative hereby signs this open letter of association does hereby commit itself to a uniform effort to investigate, prosecute, and resolve cases of sexual assault, molestation, and abuse.

AGENCY REFERRAL

SCHOOL DISTRICT	
Central Office	738-5196
Early Childhood/Gifted and Talented	753-8646
FAX	738-0808 738-5857
Psychologists/Special Services	753-8646

ELEMENTARY	
Carlin Combined	754-6317
Grammar #2	738-7161
Independence Valley	756-6508
Jackpot Combined	755-2374
Montello	776-2456
Mound Valley	744-4382
Mountain View	738-1844
Northside	738-7255
Owyhee	757-3400
Petan Ranch	756-5562
Ruby Valley	779-2289
Sage	738-4711
Southside	738-3731
Spring Creek Elementary	753-6881
Wells	752-3837
West Wendover	664-3100

JUNIOR/SENIOR	
Elko Junior High	738-7236
Elko Senior High	738-7281
Spring Creek Middle School	777-1688
Spring Creek Senior High	753-5575
Wells High School	752-3477
West Wendover Jr/Sr. High	664-3940

LEGAL/EMERGENCY	
Emergency	911
CARLIN	
Carlin Police	754-2221
Carlin Fire Department	754-6969
ELKO	
BLM Range Fires	738-3473
District Attorney	738-3101
Domestic Violence Hotline	738-9454
Elko Fire Department	738-4011
Elko Police	738-8477
Highway Patrol	738-8035
Juvenile Detention	738-7249
Sheriff	738-3421
JACKPOT	
Jackpot Sheriff's Office – Sub Station	755-2391
OWYHEE	
Owyhee Fire Department	757-2473 or 757-3473
Owyhee Police	757-3614
WELLS	
Wells Emergency	752-3333
WEST WENDOVER	
West Wendover Dispatch	664-4393
West Wendover Emergency	664-2930
West Wendover Fire Department	664-2274
West Wendover Sheriff	777-7300
Poison Control	328-4129

MEDICAL	
Northeastern Regional Medical Center	738-5151
Owyhee Hospital	757-2415
Wells Medical Center	752-3216
Wendover Family Health	664-2220

COUNSELING	
Alcoholics Anonymous	738-4747
Elko Community Mental Health	738-8021
Public Health Services	738-7211
Substance Abuse – Vitality Center	738-8004
Suicide Crisis	800-992-5757
ELKO AREA COUNSELING SERVICES	
Cynthia Blair, LCSW	778-9202
Dan Tutty, LCSW	738-1994
Debbie Heaton-Lamp, MFT	778-9202
Dr. Ron Seaborn, Psychologist	777-3355
Dr. Steve Larson	753-4189
Elko Mental Health	738-8021
Frank Hall, LCSW	753-6768
Janell Anderson, LCSW Intern	753-6773
Jeff Osmonson	777-9548
Mary Boyce, PHD	738-2834
Paul McKean, LCSW	753-4189
Wayne Hansen, MFT	753-8666
FEDERAL/STATE AGENCIES	
Adult Parole and Probation	738-4088
American Red Cross	753-9600
Division of Child and Family Services	753-1300
Employment Security	738-7146
JOIN	738-8095
Nevada Equal Rights Commission	688-1288
Nevada Home Health Services	738-7178
Nevada Housing Division	800-227-4960
Nevada Rural Legal Services	800-323-8666
NV State Rural Housing Authority	738-3038
Office of Protection and Advocacy	800-992-5715
Office of Vital Statistics	855-4480
Veterans' Administration	329-9244
Vocational Rehabilitation	738-7211 738-3895
WIC Clinic	738-3090
Youth Parole Bureau	753-1197 753-1142

ELKO COUNTY AGENCIES	
Elko County Cooperative Extension	738-7291
Elko Senior Center	738-5911
Family Planning	753-1161 753-1162
Mountain View Care Center	738-8051
PREPARE	753-7352
Project Lifeline	738-5151 Ext. 108
Welfare	738-3737

INDIAN SERVICES	
BIA (Indian Probation)-James Ray	777-9232
Bureau of Indian Affairs	738-5165
Elko Band Council	738-8889
Owyhee Mental Health	757-3892
Owyhee Public Health	757-2415
Te-Moak Housing Authority	738-9238
Te-Moak Tribe	738-9251

HELPING AGENCIES	
Adult Basic Education/ESL	753-2213
Area Health Education Center	738-3828
Diabetic Center	359-8777
Early Childhood Program	753-2225
Family Resource Center	753-7352
Financial Aid/Veterans Affairs	753-2275
FISH	738-3038
Job Placement Center	753-2255
NENDA	738-2100
NV Small Business Development Center	753-2245
Re-Entry Center	753-2299
Ruby Mountain Resource	738-8360

CHILD-CARE/PRE SCHOOL	
ABC Preschool	778-9301
Creative Kids Co-Op	753-5941
Family Resource Center	753-7352
Great Basin College Preschool	753-2224
Green House Preschool and Child Care	753-4065
Head Start of Northeastern Nevada	738-5953
Noah's Ark Northside	738-9155
Perkins Place License Childcare (Wendover)	664-2792

LIBRARIES	
Carlin Library	754-6766
Elko County Library	738-3066
Jackpot Library	755-2356
Wells Library	752-3856
Wendover Library	664-2510

ELEMENTARY RESOURCES

CLASSROOM PRESENTATIONS

CLASSROOM/SMALL GROUP

125 Ways to Be A Better Student	K-6
A First Look At Careers	5-6
All About Me	1-3
All About Respect	5-6
Anger Control Training for Children and Teens	4-6
Anger Control Workbook	3-6
Bounce Back Game...resiliency	3-5
Building Communication Skills	1-6
Character Counts	K-6
Children of Divorce book and workbook	3-6
Conflict Management Quiz Show Pro	2-4
Connect With Respect	3-6
Different and the Same	2-3
DUSO Body Rights	K-1
DUSO Kit	K
Explorer. The Career Game	6
Feelings About Friends	3-6
Good Apple Series; Belonging, Coping, etc	2-6
Here's Looking At You (only district-wide adopted)	K-6
Heroes for Life	4-6
Hot Stuff to Help Kids Chill Out	4-6
I Wanna Series	K-3
If You Had To Choose, What Would You Do?	2-4
Job-O	4-5
Key Concepts in Personal Development	K-6
Kids on Stage	K-6
Kids on Stage	3-6
Kids With Character I,II,III	K-6
Know the Code...social skills	K-2
Mind Reading	2-6
Positive Discipline in the Classroom	K-6
Positive Discipline in the Classroom	1-6
Proud to Be Polite	4-6
Pumsy Bright Beginnings	K-1
Pumsy In Pursuit of Excellence	2-4
Ready to Learn	K-1
Second Step	K-6
Shining Stars	K-3
Six Thinking Hats	K-6
Social Skills Workbook	1-6

Sticks and Stones	5
Study Skills Level I-IV	1-6
The Anger Control Game	K-6
Thinking, Changing, Rearranging	4-6
Thinking, Feeling, Behaving	4-6
TRIBES	K-6
Ungame-Kids Version	1-6
Walk This Way	3-6
Waving Good bye	K-6
What Do You Stand For..Character Education	4-6
What Works When With Children	K-6

JUNIOR HIGH SCHOOL RESOURCES

CAREERS:
CAPS - Career Ability Placement Survey
CIS - Career Information System
COPS - Career Occupational Preference System
Military Career Guides
OOH - Occupational Outlook Handbook
Real Life 101
Vocational Biographies - Careers
PARENTING:
New Beginnings - Skills for Single Parents and Step-Family Parents
The Parent Institute - Quick Tips
DIAGNOSTICS:
Achenbach
CIS Interest Inventory
Connors
CRT - Criterion Reference Test
ITBS - Iowa Tests of Basic skills
AUDIO-VISUAL:
Dealing With Stress
Fighting Fair
Listening Skills
Natural Highs
Self-Concept
Self-Esteem
Study Skills
The Power of Choice
Thinking Skills

STUDENT BOOKS:
Daily Assignment Notebooks
Mediation Skills
Peer Mediation Conflict Resolution in Schools
Second Step - Violence Prevention
The Coping With Series
The Parent Institute - Quick Tips

HIGH SCHOOL RESOURCES

8	
America's Best Colleges	
American College Testing (ACT)	www.act.org
American School Counselor Association	www.schoolcounselor.org
American Trade Schools Directory	
ASVAB	
Data Driven School Counseling Program	www.gnsca.org/linksdata.htm
Discovery Programs	
ECSD College and Career Fair	
ECSD Roundtables	
EdFund Financial Planning	www.edwise.org
Elko Plus Classes	
FAFSA	www.fafsa.ed.gov
Fast Web	www.fastweb.monster.com
Great Basin College	www.gbcnv.edu/
Greater Nevada School Counselor Association	www.gnsca.org/linksorg.htm
Here's Looking at You 2000 - Drug and Alcohol Program	
Holland's Occupational Self Directed Search Interest	
Inventory and Career Planning Manual	
Love and Logic	www.loveandlogic.com
Millennium Scholarship Information	www.NevadaTreasurer.com
N. O. T. Program (smoking cessation curriculum)	
NCIS (Nevada Career Information System)	www.detr.state.nv.us/
Nevada State College	www.nsc.nevada.edu/
Occupational Outlook Handbook	www.stats.bls.gov/oco/
Peer Mediation	
Peterson's and Lovejoy's Guides	
PLAN test	
Practice Tests for NV Proficiency	www.doe.nv.gov
PSAT/NMSQT	
S.A. D.D. Program	
S.A.I.L. Program	
SCHOLARSHIP AND FINANCIAL AID	
Scholarship Information	www.scholarships.com
Scholastic Aptitude Test I & II	www.collegeboard.com
Senior Handbook and Scholarship Handbook	

Truckee Meadows Community College	www.tmcc.edu/
University of Nevada - Las Vegas	www.unlv.edu/
University of Nevada – Reno	www.unr.edu/content/
US Government Federal Aid	www.studentaid.ed.gov
Western Nevada Community College	www.wncc.edu/

Elko County School District

Comprehensive Guidance and Counseling Curriculum

REFERENCES

American School Counselor Association. (2003). National Model – a Framework for School Counseling Programs Alexandria, VA