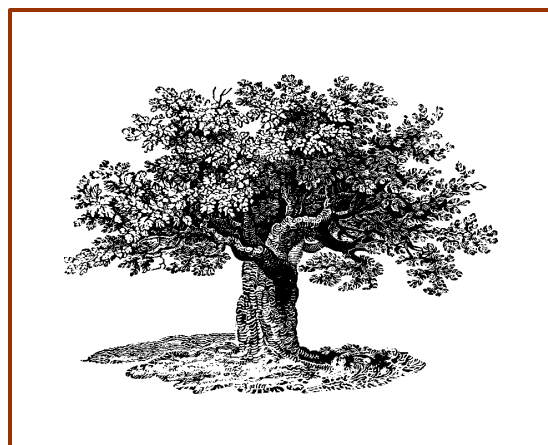


Developing Quality Programs  
*for* Pupil Services:  
A Self-Evaluative Guide



Connecticut State Department of Education ¾ 1999

# Foreword

This compilation of standards has been developed to guide school districts in their efforts to ensure that the programs and services provided by their pupil services staff are of the highest caliber and provide optimal benefit to the school community. The document should help school districts achieve a clear, thoughtful, programmatic focus, plan and implement effective programs and services, enhance the organization and management of pupil services, and provide services in a manner consistent with best professional practice. It should also help inform school administrators and other school personnel about the diverse roles and functions that pupil services specialists can perform, thus promoting understanding and enhanced use of the expertise of these school professionals.

Given the challenges that beset many of today's families and interfere with the healthy development and educational progress of children, schools must become more proactive than ever in helping students connect with school and in engaging parents in the education of their children. Programs and services offered by pupil services specialists can significantly offset the impact of risk factors and stressors. Pupil services programs emphasizing prevention and early intervention and founded upon collaboration with teachers and families serve as models for pursuing these goals. Pupil services specialists can play a key role in initiating and supporting a wide range of collaborative programs and services that promote the physical, mental, and social well-being of all students. These programs and services may include mentoring, peer mediation, violence prevention, character education, development of social and communication skills, health and developmental screening and preventive services, health education, and life planning. Additionally, pupil services specialists can offer targeted parent education programs, consultation with school staff, and, when appropriate, referral to health and mental health services.

Since collaboration with parents, teachers, administrators, and community service providers is a key element in realizing the full potential of pupil services, it is recommended that this guide be made available to the entire school community. I hope you will find them useful in helping to optimize the impact of pupil services on student learning and wellness.







Theodore S. Sergi  
Commissioner of Education

# Introduction to Developing Quality Programs for Pupil Services

*Developing Quality Programs for Pupil Services: A Self-Evaluative Guide* is designed to assist school districts to evaluate and enhance their pupil services programs. The concept and structure for this document were derived from previous versions that consultants in the Bureau of Special Education and Pupil Services used for on-site pupil services program review in the mid-1980s. The current version incorporates standards of ethics and professional practice of national pupil services organizations, and position papers, reports and guidelines generated by the State Department of Education. As such, these standards are written for professional staff members. Pupil services professionals are responsible for ensuring that assistive personnel (e.g., assistants, clerical staff, interns, LPNs) are properly credentialed, trained and supervised in order to support the pupil services professionals in meeting these standards. This guide should be regarded as a companion piece to *Evaluating Pupil Services Specialists* (Connecticut State Department of Education, October 1993), a document modeled on the State's 1987 Guidelines for Teacher Evaluation Programs.

## Principles

*Developing Quality Programs for Pupil Services: A Self-Evaluative Guide* is founded upon the following principles, which are consistent with, or derived from, the *Connecticut Agenda for Improving Education Services to All Students* and *Report on Special Education and Related Services* (Connecticut State Department of Education, February 1998).

-  Pupil services are an integral component of quality education programs for all students.
-  Pupil services promote optimal development, health and learning for all students.
-  Pupil services are organized and delivered so as to help teachers, parents and other members of the school community provide optimum teaching and learning experiences for students.
-  Pupil services are comprehensive in scope, with emphasis on prevention and early intervention.
-  Collaboration with students, parents, school personnel and community providers is key to the success of pupil services programs.
-  Decision-making and service provision by pupil service professionals are guided by ethical principles.






## Purpose

Use of this guide by school districts is voluntary. The standards herein are intended for formative, rather than summative, evaluation—that is, to analyze program strengths and weaknesses and promote improvement, rather than to “grade” current programs, services and policies. The standards may also help school personnel and members of the community who are not familiar with pupil services to better understand the nature, scope and value of the programs and services provided by pupil services specialists.

In undertaking a self-evaluation, it is not expected that a school district can or should immediately address all issues that might warrant attention. Districts should use these standards to identify and prioritize areas that most need improvement. This self-evaluation tool will be most effective when pupil services staff, teachers, administrators, parents, students and community providers are involved in the process.

## Design

The document begins with a set of “generic” standards for the overall pupil services program. Standards for Pupil Services are followed by a corresponding set for each of five disciplines:

-  School Guidance and Counseling,
-  School Language, Speech and Hearing,
-  School Nursing,
-  School Psychology,
-  School Social Work.

This enables each of these disciplines to be evaluated separately.

Each of the six sets of standards follows the same basic outline, as shown on page iv. Standards, labeled by capital letters, are divided into three sections: Foundation, Student Services and Systems Operations. Each standard is further defined by selected indicators that are regarded as important for meeting that standard. These indicators have been sequenced so as to keep the numbering as consistent as possible across the six sets.

Depending on the size of the school district and the scope of the self-evaluation, certain indicators in the discipline-specific sets may be addressed in the generic standards (e.g., vision and mission statements), and need not be duplicated. Depending on the size of the school district and the scope of the self-evaluation, certain indicators in the discipline-specific sets may be addressed in the generic standards (e.g., vision and mission statements), and need not be duplicated.

The loose-leaf notebook format of this document allows sections to be easily photocopied. Local education agency administrators are advised to make copies of the generic Pupil Services Section and the relevant discipline-specific sections for each pupil services specialist. Readers are encouraged to provide feedback by completing and returning the reader response form provided.

## **Acknowledgements**

The following associations are gratefully acknowledged for reviewing this document during various stages of its development:

Association of School Nurses of Connecticut  
Connecticut Association of Counselor Education and Supervision  
Connecticut Association of School Psychologists  
Connecticut Association of School Social Workers  
Connecticut Speech-Language-Hearing Association  
Connecticut Council of Administrators of Special Education  
Connecticut School Counselor Association

## **Contents (by Section)** *Click on page numbers to go to that section*

Standards for Pupil Services	p. 7
Standards for School Guidance and Counseling	p.25
Standards for School Language, Speech and Hearing	p.43
Standards for School Nursing	p.61
Standards for School Psychology	p.79
Standards for School Social Work	p.97

## **Outline that each section follows:**

### **I. Foundation**

- |                        |                            |
|------------------------|----------------------------|
| A. Purpose             | C. Policies and Procedures |
| B. Program Development |                            |

### **II. Student Services**

- |                             |   |
|-----------------------------|---|
| A. Prevention               | E. Promoting Student Independence/Self Advocacy |
| B. Curriculum               | F. Referral and Liaison Activities              |
| C. Screening and Assessment | G. Collaboration and Consultation               |
| D. Intervention             | H. Evaluation of Student Outcomes               |

### **III. Systems Operations**

- |  |                           |
|--|---------------------------|
| A. Organization and Management             | D. Students Records       |
| B. Staff Supervision and Evaluation        | E. Confidentiality        |
| C. Professional Roles and Responsibilities | F. Program Accountability |
|  | G. Program Support        |

## **APPENDIX: Evaluating Pupil Services Specialists**



# STANDARDS FOR PUPIL SERVICES

<b>M</b>	Met
<b>P</b>	Partially Met
<b>U</b>	Unmet
<b>NA</b>	Not Applicable

## I. FOUNDATION

### A. PURPOSE

Standard: The pupil services department has clearly written vision and mission statements and related goals and objectives.

INDICATORS	RATING				COMMENTS
1. Vision and mission statements clearly address the needs of <i>all</i> students.	M	P	U	N/A	
2. Vision and mission statements complement the vision and mission statements of the school district.	M	P	U	N/A	
3. Vision and mission statements reflect collaborative input from all pupil services disciplines and from stakeholders.	M	P	U	N/A	
4. Goals and measurable objectives are derived from the vision and mission statements.	M	P	U	N/A	
5. Vision and mission statements, goals and objectives are consistent with the ethical codes and professional practice standards of the pupil services disciplines.	M	P	U	N/A	
6. Vision and mission statements, goals and objectives are based on periodic needs assessments of students, families and staff.	M	P	U	N/A	
7. Vision and mission statements, goals and objectives are published and disseminated periodically to families, school personnel and members of the board of education, and made available to students, community agencies and the public.	M	P	U	N/A	

**Section I: FOUNDATION (Continued)**

INDICATORS	RATING				COMMENTS
A. PURPOSE (Continued)					
8. Vision and mission statements, goals and objectives are reviewed at least annually and revised as necessary, in collaboration with stakeholders.	M	P	U	N/A	
9. Vision and mission statements support a full range of pupil services that include prevention, assessment, intervention, consultation, and evaluation of student outcomes.	M	P	U	N/A	
10. Vision and mission statements communicate clear expectations for collaboration among pupil services disciplines and with other professionals.	M	P	U	N/A	

**B. PROGRAM DEVELOPMENT**

Standard: Pupil services staff members collaborate to develop programs that meet the identified needs of students, families and school personnel.

INDICATORS	RATING				COMMENTS
1. Pupil services staff members identify program and service needs in collaboration with stakeholders.	M	P	U	N/A	
2. Pupil services programs are developed in accordance with current professional standards of practice and legal mandates.	M	P	U	N/A	
3. Pupil services staff members plan, develop and evaluate pupil services programs in collaboration with stakeholders.	M	P	U	N/A	
4. Pupil services staff members participate in the development, implementation and evaluation of other districtwide initiatives and programs.	M	P	U	N/A	



Section I: FOUNDATION (Continued)

C. POLICIES AND PROCEDURES

Standard: The pupil services department maintains written policies and procedures to ensure quality of services and districtwide uniformity.

INDICATORS	RATING				COMMENTS
1. Policies and procedures are consistent with the program’s vision and mission statement, goals and objectives.	M	P	U	N/A	
2. Policies and procedures are consistent with professional codes of ethics.	M	P	U	N/A	
3. Policies and procedures reflect current professional standards of practice and legal mandates.	M	P	U	N/A	
4. Pupil services staff members collaborate, as appropriate, to develop, review and revise department policies and procedures.	M	P	U	N/A	
5. Policies and procedures allow pupil services staff members to exercise appropriate professional judgement and autonomy in delivering services.	M	P	U	N/A	
6. Policies and procedures promote collaboration among pupil services disciplines and with school personnel, families and community agencies.	M	P	U	N/A	
7. Policies and procedures ensure effective response to individual and schoolwide crisis situations.	M	P	U	N/A	
8. Policies and procedures require staff compliance with universal precautions and other applicable health and safety standards.	M	P	U	N/A	
9. Policies and procedures are available in writing to all pupil services staff.	M	P	U	N/A	
10. Pupil services staff members receive orientation and regular updating on policies and procedures.	M	P	U	N/A	
11. Policies and procedures are published and disseminated periodically to families, school personnel and members of the board of education, and made available to students, community agencies and the public.	M	P	U	N/A	

## II. STUDENT SERVICES

### A. PREVENTION

Standard: Pupil services staff members deliver effective prevention programs and services.

INDICATORS:	RATING				COMMENTS
1. Pupil services staff members collaborate with others to develop, promote, and implement prevention programs and services.	M	P	U	N/A	
2. Pupil services staff members support and, when appropriate, provide leadership for community and school programs that promote wellness, reduce risky behaviors and improve school climate.	M	P	U	N/A	
3. Pupil services staff members serve as prevention role models.	M	P	U	N/A	
4. Pupil services staff members disseminate information about risk factors that adversely affect educational success, and practices and behaviors that promote educational success.	M	P	U	N/A	
5. Pupil services staff members collaborate with other school personnel, families and community agencies to monitor the developmental and educational progress of students exposed to risk factors.	M	P	U	N/A	

**Section II: STUDENT SERVICES (Continued)**

**B. CURRICULUM**

Standard: Student services are coordinated with the school curriculum.

INDICATORS:	RATING				COMMENTS
	M	P	U	N/A	
1. Pupil services staff members keep abreast of relevant curriculum issues and initiatives.	M	P	U	N/A	
2. Pupil services staff members are knowledgeable of school district curriculum.	M	P	U	N/A	
3. Pupil services staff members ensure that student services are coordinated and, where appropriate, integrated with curriculum content.	M	P	U	N/A	
4. Pupil services staff members participate in the selection, development, delivery, and evaluation of curriculum.	M	P	U	N/A	

**C. SCREENING AND ASSESSMENT**

Standard: Pupil services staff members deliver effective screening and assessment services.

INDICATORS:	RATING				COMMENTS
	M	P	U	N/A	
1. Screening programs are designed to ensure coordination of program components (i.e., planning, training, timing and scheduling, implementation, referrals for further assessment, follow through and record keeping).	M	P	U	N/A	
2. Screening activities are conducted according to current professional standards of practice, school district policies and procedures, and legal mandates.	M	P	U	N/A	
3. Pupil services staff members collaborate in the development, implementation and evaluation of screening programs.	M	P	U	N/A	
4. Pupil services staff members communicate with families to provide advance notice of screening activities, to provide notice of findings requiring further action, and to ascertain the status of referrals.	M	P	U	N/A	
5. Pupil services staff members conduct screenings in a timely manner.	M	P	U	N/A	

**Section II: STUDENT SERVICES (Continued)**

INDICATORS:	RATING				COMMENTS
C. SCREENING AND ASSESSMENT (Continued)					
6. Assessment activities are conducted according to current professional standards of practice, school district policies and procedures, and legal mandates.	M	P	U	N/A	
7. Assessments are conducted for a variety of reasons (i.e., program eligibility, determining service needs, monitoring student progress, program evaluation and research).	M	P	U	N/A	
8. Pupil services staff members collaborate, as appropriate, with school personnel, students, families and community providers in planning student assessments.	M	P	U	N/A	
9. Pupil services staff members obtain informed written parental consent to conduct individual evaluations.	M	P	U	N/A	
10. Pupil services staff members select areas of assessment, and assessment instruments and procedures on the basis of individual children’s needs and presenting problems.	M	P	U	N/A	
11. Pupil services staff members conduct multifaceted assessments, which may include both informal procedures (e.g., interviews, observations, and behavioral rating scales) and standardized procedures that are valid and reliable for the populations and purposes intended.	M	P	U	N/A	
12. In conducting assessments and interpreting results, pupil services staff members consider factors such as cultural and language background, educational experience, family priorities and health status. Staff members do not make decisions or recommendations based solely on quantitative formulas.	M	P	U	N/A	
13. Pupil services staff members report assessment results, both orally and in writing, in a manner that promotes appropriate understanding and use, and is consistent with confidentiality requirements.	M	P	U	N/A	
14. Pupil services staff members write formal assessment reports, either individually or as part of a team, that specify sources of information, results, interpretations and recommendations.	M	P	U	N/A	
15. Pupil services staff members conduct evaluations in a timely manner.	M	P	U	N/A	

**Section II: STUDENT SERVICES (Continued)**

**D. INTERVENTION**

Standard: Pupil services staff members deliver a continuum of effective intervention services from early intervention through crisis response.

<b>INDICATORS:</b>	<b>RATING</b>				<b>COMMENTS</b>
1. Intervention activities are conducted according to current professional standards of practices, school district policies and procedures, and legal mandates.	M	P	U	N/A	
2. Pupil services staff members provide comprehensive service delivery by using a variety of intervention approaches, including both indirect services, (e.g., parent counseling and education, staff training and consultation, monitoring of student status) and direct services (e.g., whole class educational programs, individual and group interventions).	M	P	U	N/A	
3. Pupil services staff members collaborate, as appropriate, with school personnel, students, families and community providers to develop measurable goals and objectives for each student receiving services.	M	P	U	N/A	
4. Goals and objectives are based on assessment and reassessment findings.	M	P	U	N/A	
5. Goals and objectives are educationally relevant, developmentally appropriate and sensitive to the child's and family's social, cultural and linguistic background.	M	P	U	N/A	
6. Strategies, techniques and materials are selected to support goals and objectives.	M	P	U	N/A	

**Section II: STUDENT SERVICES (Continued)**

**E. PROMOTING STUDENT INDEPENDENCE AND SELF-ADVOCACY**

Standard: Pupil Services staff members assist students in monitoring and directing their personal development and capabilities.

INDICATORS:	RATING				COMMENTS
1. Pupil services staff members extend services to students in ways that build on their individual strengths and offer them maximum opportunity to participate in the planning and direction of their own learning.	M	P	U	N/A	
2. Pupil services staff members use developmentally appropriate practices to assist students in formulating personal goals and future plans.	M	P	U	N/A	

**F. REFERRAL AND LIAISON ACTIVITIES**

Standard: Pupil services staff members deliver effective referral and liaison services.

INDICATORS	RATING				COMMENTS
1. Pupil services staff members keep abreast of current community services and other resources.	M	P	U	N/A	
2. Pupil services staff members keep families informed of community resources and help families access them independently.	M	P	U	N/A	
3. Pupil services staff members make appropriate referrals to other professionals/agencies for evaluation and services, and ensure follow-up.	M	P	U	N/A	
4. Pupil services staff members fulfill a liaison role with community service providers.	M	P	U	N/A	

**Section II: STUDENT SERVICES (Continued)**

**G. COLLABORATION AND CONSULTATION**

Standard: Pupil services staff members collaborate and consult with others to provide effective and efficient services.

INDICATORS	RATING				COMMENTS
	M	P	U	N/A	
1. Pupil services staff members respect the contributions of all members of school teams (e.g., IEP Team, student assistance team) and consider the input and recommendations of all team members in making decisions.	M	P	U	N/A	
2. Pupil services staff members provide consultative services to parents, students, school personnel and other professionals.	M	P	U	N/A	
3. Pupil services staff members seek appropriate consultation to better meet student and family needs.	M	P	U	N/A	

**H. EVALUATION OF STUDENT OUTCOMES**

Standard: Pupil services staff members evaluate student outcomes to ensure high-quality services.

INDICATORS	RATING				COMMENTS
	M	P	U	N/A	
1. Pupil services staff members collect and maintain relevant data to evaluate student outcomes.	M	P	U	N/A	
2. Pupil services staff members monitor student progress to determine the efficacy of direct and indirect interventions.	M	P	U	N/A	
3. Pupil services staff members revise interventions on the basis of evaluations of student outcomes.	M	P	U	N/A	

### III. SYSTEMS OPERATIONS

#### A. ORGANIZATION AND MANAGEMENT

Standard: The pupil services department is organized and managed in a manner conducive to effective delivery of services and continuous improvement.

INDICATORS	RATING				COMMENTS
1. The district's organizational chart delineates the relationship between the pupil services department and other departments.	M	P	U	N/A	
2. A designated central administrator assumes responsibility for administration of the pupil services department. This individual is allotted sufficient time and opportunity to carry out this responsibility.	M	P	U	N/A	
3. A pupil services advisory council, including representatives of community service providers and parents, advises the district on its delivery of pupil services.	M	P	U	N/A	
4. Organization and funding assure that all students, both in regular education and special education, have access to pupil services.	M	P	U	N/A	
5. Pupil services administrators clearly communicate department priorities and provide support and direction to help staff organize their work and address priorities in a timely fashion.	M	P	U	N/A	
6. Work assignments are consistent with the qualifications and skills of pupil services staff members and are based on current student and program needs identified through a systematic needs assessment.	M	P	U	N/A	
7. The pupil services department maintains systematic records to ensure that staff members complete assignments in a timely manner.	M	P	U	N/A	
8. Work assignments of pupil services staff considers the full range of responsibilities and logistics, including: case load, evaluations, consultations, attendance at team meetings, paperwork demands, numbers of sites to be served and travel.	M	P	U	N/A	
9. If contracted pupil services are used, the contractual agreement requires compliance with district policies and procedures, and the district monitors these services to ensure such compliance.	M	P	U	N/A	



**Section III: SYSTEMS OPERATIONS (Continued)**

INDICATORS	RATING				COMMENTS
A. ORGANIZATION AND MANAGEMENT (Continued)					
10. Contracted pupil services encompass the same continuum of services as those provided by regularly employed pupil services staff and are not used to decrease the amount and quality of pupil services provided by the district.	M	P	U	N/A	
11. Pupil services staff members attend regularly scheduled building, department and discipline-specific staff meetings. These meetings afford the opportunity to discuss professional issues.	M	P	U	N/A	
12. The pupil services department has mechanisms (e.g., input from outside experts, joint school-community ethics committee) for addressing and resolving staff members' professional, legal and ethical concerns about school district policies, procedures and practices in a constructive and non-threatening environment.	M	P	U	N/A	
13. There are current, written job descriptions for each of the pupil services disciplines including titles, qualifications, professional activities and any special responsibilities.	M	P	U	N/A	
14. Sufficient qualified personnel are employed to address district priorities and department goals and objectives.	M	P	U	N/A	
15. Delegation by pupil services staff to assistive personnel meets legal mandates and current standards of professional practice for training, supervision, professional-to-assistant ratios and accountability.	M	P	U	N/A	
16. The decision to delegate any professional function is based on a multi-faceted assessment by the pupil services specialist of: availability of qualified assistive personnel, availability of the delegating professional to provide appropriate training and supervision and to monitor student outcomes, learning environment(s), the student's health and educational status and input from other school personnel and the family.	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

**B. STAFF SUPERVISION AND EVALUATION**

Standard: Pupil services staff members are supervised and evaluated in a manner that ensures the provision of high-quality programs and services and their own professional growth.

INDICATORS	RATING				COMMENTS
1. Pupil services staff members are provided with sufficient administrative and clinical supervision.	M	P	U	N/A	
2. Administrative supervision and coordination are provided by appropriately credentialed individuals who are knowledgeable about pupil services.	M	P	U	N/A	
3. Clinical supervision and consultation, provided by credentialed professionals with discipline-specific training and expertise, are available to all pupil services staff.	M	P	U	N/A	
4. Evaluation of pupil services personnel is systematic, appropriate to meet the individual needs of evaluated staff members and consistent with discipline-specific standards of practice. (See CSDE document, <i>Evaluating Pupil Services Specialists</i> .)	M	P	U	N/A	
5. The personnel evaluation process uses data from multiple sources (e.g., work products, self-report, student records, outcome data, observation) and focuses on quality as well as quantity.	M	P	U	N/A	
6. Evaluation of individual pupil services staff members on discipline-specific clinical competencies is conducted only by a supervisor with credentials and expertise in the relevant discipline. (See CSDE document, <i>Evaluating Pupil Services Specialists</i> .)	M	P	U	N/A	
7. Evaluation procedures are documented and communicated to all pupil services staff and their evaluators.	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

**C. PROFESSIONAL ROLES AND RESPONSIBILITIES**

Standard: Pupil services staff members assume roles and responsibilities that optimize their contributions to the education of students.

INDICATORS	RATING				COMMENTS
1. Pupil services staff members interpret their roles to school personnel so that their professional knowledge and competencies are understood, respected and effectively used.	M	P	U	N/A	
2. Pupil services staff members only provides services within the limits of their individual preparation and expertise. In order to provide services in other areas, staff members acquire the requisite competencies through additional education (e.g., coursework, in-service training, supervised practice).	M	P	U	N/A	
3. Pupil services staff members facilitate student achievement by sharing their perspectives and expertise (e.g., through consultation, staff in-service, parent education).	M	P	U	N/A	
4. Pupil services staff members help families to understand and participate in the communication process between home and school and to access school system resources.	M	P	U	N/A	
5. Pupil services staff members serve both as members and as leaders of interdisciplinary teams.	M	P	U	N/A	
6. Pupil services staff members assume responsibility for their own continued learning.	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

**D. STUDENT RECORDS**

Standard: Pupil services staff members maintain student information and document student services in a manner that meets the needs and protects the rights of students and families.

INDICATORS	RATING				COMMENTS
1. The pupil services department has clear written policies and procedures about the types of student education records maintained by pupil services staff and where they should be kept.	M	P	U	N/A	
2. The school district's records policy and procedures meet federal and state requirements governing education records (and, as applicable, medical records) in order to protect student and family privacy.	M	P	U	N/A	
3. Pupil services staff members maintain student education records that meet current legal mandates and professional standards of practice.	M	P	U	N/A	
4. Access by school personnel to student education records maintained by pupil services staff is limited to those with a legitimate educational interest.	M	P	U	N/A	
5. Student education records maintained by pupil services staff members have an access sheet that meets the requirements of the Family Educational Rights and Privacy Act (FERPA), that is, a record of parties requesting information and their legitimate interest in requesting it.	M	P	U	N/A	
6. The nature and extent of documentation in student records is guided by what is necessary and sufficient to inform and support professional decision-making.	M	P	U	N/A	
7. The school district provides parents and eligible students annual notice of their rights to inspect and review the student's education records, seek amendment of records and consent to disclosures of personally identifiable information as mandated by FERPA.	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

INDICATORS	RATING				COMMENTS
D. STUDENT RECORDS (Continued)					
8. Pupil services staff members assist parents in inspecting and reviewing student education records that school personnel collect, maintain or use in the course of providing services to students. In so doing, pupil services staff members protect test security and observe copyright restrictions.	M	P	U	N/A	
9. Procedures for the retention and destruction of student education records meet federal and state mandates.	M	P	U	N/A	
10. The school district procures prior approval from the Office of the Public Records Administrator before destroying any records, whether or not they appear on the <i>Records Retention/Disposition Schedules</i> .	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

**E. CONFIDENTIALITY**

Standard: Pupil services are delivered in a manner that respects client confidentiality.

INDICATORS	RATING				COMMENTS
1. The school district and the pupil services program have explicit written policies and procedures, applicable to all personnel, addressing rules and exceptions for maintaining the confidentiality of student information.	M	P	U	N/A	
2. Confidentiality policies and procedures are consistent with professional standards of practice and codes of ethics, as well as applicable federal and state laws.	M	P	U	N/A	
3. Confidentiality policies and procedures include consequences for personnel who fail to act according to policy and procedure. (See draft: <i>Guidelines for Policy and Practice: Confidentiality of Student Information.</i> )	M	P	U	N/A	
4. All school personnel receive annual training regarding confidentiality, and pupil services professionals contribute to staff education programs and general school awareness about confidentiality.	M	P	U	N/A	
5. Practices of pupil services staff members are monitored to ensure that they are consistent with, and serve the intended purposes of, school district confidentiality policies and procedures.	M	P	U	N/A	
6. Practices for obtaining informed consent to share student and family information with outside parties are consistent with legal and professional standards.	M	P	U	N/A	
7. Student and family information is shared among school personnel only as needed for the benefit of the student.	M	P	U	N/A	
8. Resources to assist with confidentiality issues (e.g., supervisors, outside experts, written guidelines) are available to, and appropriately accessed by, pupil services staff.	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

**F. PROGRAM ACCOUNTABILITY**

Standard: Accountability procedures ensure the maintenance of high-quality programs and services.

INDICATORS	RATING				COMMENTS
1. The pupil services department has written procedures for evaluating the effectiveness of its programs and services.	M	P	U	N/A	
2. The pupil services department collects and maintains relevant data to evaluate the effectiveness of its programs and services.	M	P	U	N/A	
3. The results of program evaluations are documented and disseminated to appropriate parties.	M	P	U	N/A	
4. Programs and services are modified in response to program evaluations.	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

**G. PROGRAM SUPPORT**

Standard: The school district provides the necessary supports to enable the pupil services department to realize its vision and mission.

INDICATORS	RATING				COMMENTS
1. Facilities provided for pupil services staff meet legal requirements (e.g., fire and health codes, Occupational Safety and Health Administration regulations, Americans with Disabilities Act) and ensure adequate office space, privacy and access to telecommunications equipment.	M	P	U	N/A	
2. Facilities accommodate a diverse range of activities, including evaluation and intervention, and are adequate for meeting with students, parents and school personnel.	M	P	U	N/A	
3. Clerical support, equipment, materials, and supplies are provided, as needed, to efficiently accomplish program objectives.	M	P	U	N/A	
4. A range of relevant and timely professional development activities is supported in a planned manner consistent with district priorities. The staff development plan includes opportunities to update both clinical and other educational knowledge and skills.	M	P	U	N/A	
5. When job responsibilities are changed, pupil services staff members are provided with opportunities for relevant professional development.	M	P	U	N/A	
6. Pupil services staff members have sufficient release time for professional development activities to support department goals and objectives.	M	P	U	N/A	
7. The pupil services department's annual budget is sufficient to support department and school district priorities.	M	P	U	N/A	
8. The annual budget process provides opportunity for cross-disciplinary planning to promote cost-effective administration and delivery of services.	M	P	U	N/A	





# STANDARDS FOR SCHOOL GUIDANCE AND COUNSELING

<b>M</b>	Met
<b>P</b>	Partially Met
<b>U</b>	Unmet
<b>NA</b>	Not Applicable

## I. FOUNDATION

### A. PURPOSE

Standard: The school guidance and counseling program has clearly written vision and mission statements and related goals and objectives.

INDICATORS	RATING				COMMENTS
1. Vision and mission statements clearly address the needs of <i>all</i> students.	M	P	U	N/A	
2. Vision and mission statements complement the vision and mission statements of the school district.	M	P	U	N/A	
3. Vision and mission statements reflect collaborative input from other pupil services disciplines and from stakeholders.	M	P	U	N/A	
4. Goals and measurable objectives are derived from the vision and mission statements.	M	P	U	N/A	
5. Vision and mission statements, goals, and objectives are consistent with the <i>Code of Ethics and Standards of Practice</i> of the American Counseling Association (ACA).	M	P	U	N/A	
6. Vision and mission statements, goals and objectives are based on periodic needs assessment of students, families and staff.	M	P	U	N/A	
7. Vision and mission statements, goals and objectives are published and disseminated periodically to families, school personnel and members of the board of education, and are made available to students, community agencies and the public.	M	P	U	N/A	

**Section I: FOUNDATION (Continued)**

INDICATORS	RATING				COMMENTS
A. PURPOSE (Continued)					
8. Vision and mission statements, goals and objectives are reviewed at least annually and revised as necessary, in collaboration with stakeholders.	M	P	U	N/A	
9. Vision and mission statements support a full range of pupil services that include prevention, assessment, intervention, consultation, and evaluation of student outcomes.	M	P	U	N/A	
10. Vision and mission statements communicate clear expectations for collaboration among pupil services disciplines and with other professionals.	M	P	U	N/A	

**B. PROGRAM DEVELOPMENT**

Standard: School counselors collaborate to develop programs that meet the identified needs of students, families and school personnel.

INDICATORS	RATING				COMMENTS
1. Pupil services programs are developed in accordance with current professional standards of practice in speech and language pathology and legal mandates.	M	P	U	N/A	
2. School guidance/counseling staff collaborates with stakeholders to identify program and service needs.	M	P	U	N/A	
3. School counselors plan, develop and evaluate school guidance and counseling programs in collaboration with stakeholders.	M	P	U	N/A	
4. School counselors participate in the development, implementation and evaluation of other districtwide initiatives and programs.	M	P	U	N/A	

**Section I: FOUNDATION (Continued)**

**C. POLICIES AND PROCEDURES**

Standard: The school guidance and counseling program maintains written policies and procedures to ensure quality of services and districtwide uniformity.

INDICATORS	RATING				COMMENTS
1. Policies and procedures are consistent with the vision and mission statements, goals and objectives.	M	P	U	N/A	
2. Policies and procedures are consistent with the <i>ACA Code of Ethics and Standards of Practice</i> .	M	P	U	N/A	
3. Policies and procedures reflect current professional standards of practice and legal mandates.	M	P	U	N/A	
4. School counselors collaborate, as appropriate, to develop, review and revise department policies and procedures.	M	P	U	N/A	
5. Policies and procedures allow school counselors to exercise appropriate professional judgment and autonomy in delivering services.	M	P	U	N/A	
6. Policies and procedures promote collaboration among pupil services disciplines and with other school personnel, families and community agencies.	M	P	U	N/A	
7. Policies and procedures ensure effective response to individual and schoolwide crisis situations.	M	P	U	N/A	
8. Policies and procedures require staff compliance with universal precautions and other applicable health and safety standards.	M	P	U	N/A	
9. Policies and procedures are available in writing to all school guidance and counseling staff.	M	P	U	N/A	
10. School guidance/counseling staff receives orientation and regular updating on program policies and procedures.	M	P	U	N/A	
11. Policies and procedures are published and disseminated periodically to families, school personnel and members of the board of education, and made available to students, community agencies and the public.	M	P	U	N/A	

## II. STUDENT SERVICES

### A. PREVENTION

Standard: School counselors deliver effective prevention programs and services.

INDICATORS	RATING				COMMENTS
1. School counselors collaborate with others to develop, promote and implement developmental and other prevention programs and services.	M	P	U	N/A	
2. School counselors support and, when appropriate, provide leadership for community and school prevention programs (e.g., prevention of substance abuse, suicide, dropping out of school).	M	P	U	N/A	
3. School counselors serve as prevention role models.	M	P	U	N/A	
4. School counselors disseminate information about practices and behaviors that promote educational success, and risk factors that adversely affect educational success.	M	P	U	N/A	

**Section II: STUDENT SERVICES (Continued)**

**B. CURRICULUM**

Standard: The school guidance and counseling program has a clearly written curriculum designed to address the needs of all students.

INDICATORS	RATING				COMMENTS
1. The guidance/counseling curriculum is consistent with the vision, mission, goals and objectives of the guidance/counseling program.	M	P	U	N/A	
2. The curriculum is planned, ongoing and systematic.	M	P	U	N/A	
3. The curriculum promotes instruction that addresses three primary domains of human development: personal and social growth, academic achievement and career development.	M	P	U	N/A	
4. The curriculum includes a clear explanation of the scope and sequence of its units of instruction.	M	P	U	N/A	
5. The curriculum is based upon a needs assessment of the guidance and counseling program's service population.	M	P	U	N/A	
6. The curriculum indicates the methods of delivering instruction, including but not limited to classroom instruction, small-group discussion, presentations to assemblies, and collaborative activities with teachers, pupil services specialists and other school personnel.	M	P	U	N/A	
7. Lesson plans include specific learner outcomes in measurable form.	M	P	U	N/A	

**Section II: STUDENT SERVICES (Continued)**

**C. SCREENING AND ASSESSMENT**

Standard: School counselors deliver effective screening and assessment services.

INDICATORS	RATING				COMMENTS
	M	P	U	N/A	
1. Screening and assessment activities are conducted according to current professional standards of practice, school district policies and procedures, and legal mandates.	M	P	U	N/A	
2. School counselors conduct screening and assessment activities for a variety of reasons (i.e., program eligibility, determining service needs, monitoring student progress, program evaluation and research).	M	P	U	N/A	
3. School counselors collaborate, as appropriate, with school personnel, students, families and community providers in planning student assessments.	M	P	U	N/A	
4. In conducting assessments and interpreting results, school counselors consider factors such as cultural and language background, educational experience, family priorities, and health status. They do not make decisions or recommendations based solely on quantitative formulas.	M	P	U	N/A	
5. School counselors report assessment results, both orally and in writing, in a manner that promotes appropriate understanding and use, and is consistent with confidentiality requirements.	M	P	U	N/A	

**Section II: STUDENT SERVICES (Continued)**

**D. INTERVENTION**

Standard: School counselors deliver effective intervention services.

INDICATORS	RATING				COMMENTS
	M	P	U	N/A	
1. Intervention activities are conducted according to current professional standards of practices, school district policies and procedures and legal mandates.	M	P	U	N/A	
2. School counselors provide comprehensive service delivery by using a variety of intervention approaches, including both indirect services, (e.g., parent counseling and education, staff training and consultation, monitoring of student status) and direct services (e.g., whole class educational programs, individual and group interventions).	M	P	U	N/A	
3. School counselors collaborate, as appropriate, with school personnel, students, families and community providers to develop measurable goals and objectives for each student receiving services.	M	P	U	N/A	
4. Goals and objectives are based on assessment and reassessment findings.	M	P	U	N/A	
5. Goals and objectives are educationally relevant, developmentally appropriate and sensitive to the child's and family's social, cultural and linguistic background.	M	P	U	N/A	
6. Strategies, techniques and materials are selected to support goals and objectives.	M	P	U	N/A	

**Section II: STUDENT SERVICES (Continued)**

**E. PROMOTING STUDENT INDEPENDENCE AND SELF-ADVOCACY**

Standard: School counselors assist students in monitoring and directing their personal and social growth, academic achievement and career development.

INDICATORS	RATING				COMMENTS
	M	P	U	N/A	
1. School counselors extend services to students in ways that build on their individual strengths and offer them maximum opportunity to participate in the planning and direction of their own learning.	M	P	U	N/A	
2. School counselors participate in developmentally appropriate activities to assist students in establishing personal goals and in developing future plans.	M	P	U	N/A	
3. Individual planning includes learner outcomes in measurable form.	M	P	U	N/A	

**F. REFERRAL AND LIAISON ACTIVITIES**

Standard: School counselors deliver effective referral and liaison services.

INDICATORS	RATING				COMMENTS
	M	P	U	N/A	
1. School counselors keep abreast of current community services and other resources.	M	P	U	N/A	
2. School counselors keep families informed of community resources and help families access them independently.	M	P	U	N/A	
3. School counselors make referrals to other professionals/agencies for evaluation and services, and ensure follow-up.	M	P	U	N/A	
4. School counselors fulfill a liaison role with community service providers, ensuring smooth transition and/or coordination of services with other agencies that have related responsibilities.	M	P	U	N/A	



**Section II: STUDENT SERVICES (Continued)**

**G. COLLABORATION AND CONSULTATION**

Standard: School counselors collaborate and consult with others to provide effective and efficient services.

INDICATORS	RATING				COMMENTS
	M	P	U	N/A	
1. School counselors respect the contributions of all members of school teams (e.g., IEP Team, student assistance team) and integrate the input and recommendations of all team members in making decisions.	M	P	U	N/A	
2. School counselors consult with parents, school personnel and other professionals when developing plans and strategies for facilitating student development.	M	P	U	N/A	
3. School guidance/counseling program staff seeks appropriate consultation to better meet student and family needs.	M	P	U	N/A	
4. School counselors help ensure that there are written procedures for school crisis response which schools are prepared to implement.					

**H. EVALUATION OF STUDENT OUTCOMES**

Standard: School counselors evaluate student outcomes to ensure high-quality services.

INDICATORS	RATING				COMMENTS
	M	P	U	N/A	
1. School counselors collect and maintain relevant data to evaluate student outcomes.	M	P	U	N/A	
2. School counselors monitor student progress to determine the efficacy of interventions.	M	P	U	N/A	
3. School counselors revise services on the basis of evaluations of student outcomes.	M	P	U	N/A	

### III. SYSTEMS OPERATIONS

#### A. ORGANIZATION AND MANAGEMENT

Standard: The guidance and counseling program is organized and managed in a manner conducive to effective delivery of services and continuous improvement.

INDICATORS	RATING				COMMENTS
1. The district's organizational chart clearly delineates the administrative personnel to whom school counselors are accountable, and the relationship between the school guidance/counseling program and other units and departments.	M	P	U	N/A	
2. A designated central administrator assumes responsibility for administration of the school guidance/counseling program. This individual is allotted sufficient time and opportunity to carry out this responsibility.	M	P	U	N/A	
3. A pupil services advisory council, including representatives of community service providers and parents, advises the district on its delivery of pupil services, including school guidance/counseling services.	M	P	U	N/A	
4. Organization and funding assure that all students, both in regular education and special education, have access to school guidance and counseling services.	M	P	U	N/A	
5. The school guidance/counseling program administrator clearly communicates department and program priorities, and provides support and direction to help staff organize their work and address priorities in a timely fashion.	M	P	U	N/A	
6. Work assignments are consistent with the qualifications and skills of school counselors, and are based on current student and program needs identified from a systematic needs assessment.	M	P	U	N/A	
7. The school guidance/counseling program maintains systematic records to ensure staff members complete assignments in a timely manner.	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

INDICATORS	RATING				COMMENTS
A. ORGANIZATION AND MANAGEMENT (Continued)					
8. Work assignments for school counselors are based on the full range of responsibilities and logistics, including: student case load, instruction, attendance at team meetings and paperwork demands.	M	P	U	N/A	
9. School counselors attend regularly scheduled building, department and staff meetings. These meetings afford school counselors the opportunity to discuss professional issues.	M	P	U	N/A	
10. The pupil services department has mechanisms (e.g., input from outside experts, joint school-community ethics committee) for addressing and resolving school counselors' professional, legal and ethical concerns about school district policies and practices in a constructive and non-threatening environment.	M	P	U	N/A	
11. There is a current, written job description for school counselors which includes qualifications, professional activities and any special responsibilities.	M	P	U	N/A	
12. Sufficient qualified school counselors are employed to address district priorities and pupil services department goals and objectives.	M	P	U	N/A	
13. When school guidance/counseling interns are employed, the school district follows relevant regulations and standards for field placements.	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

**B. STAFF SUPERVISION AND EVALUATION**

Standard: School counselors are supervised and evaluated in a manner that ensures the provision of high-quality programs and services and their own professional growth.

INDICATORS	RATING				COMMENTS
1. School counselors are provided with sufficient administrative and clinical supervision.	M	P	U	N/A	
2. Administrative supervision and coordination are provided by appropriately licensed individuals who are knowledgeable about school guidance/counseling.	M	P	U	N/A	
3. Clinical supervision and consultation, provided by credentialed professionals with discipline-specific training and expertise, are available to all school counselors.	M	P	U	N/A	
4. Evaluation of school counselors is systematic, appropriate to meet the individual needs of evaluated staff members and consistent with professional standards of practice. (See CSDE document, <i>Evaluating Pupil Services Specialists.</i> )	M	P	U	N/A	
5. The personnel evaluation process uses data from multiple sources (e.g., work products, self-report, student records, outcome data, observation) and focuses on quality as well as quantity.	M	P	U	N/A	
6. Evaluation of individual school counselors on discipline-specific clinical competencies is conducted only by a supervisor with credentials and expertise in school guidance/counseling. (See CSDE document, <i>Evaluating Pupil Services Specialists.</i> )	M	P	U	N/A	
7. Evaluation procedures are documented and communicated to all school counselors and their evaluators.	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

**C. PROFESSIONAL ROLES AND RESPONSIBILITIES**

Standard: School counselors regard themselves, and are regarded by others, as significant resources for the education of students.

INDICATORS	RATING				COMMENTS
1. School counselors interpret their roles to school personnel so that their professional knowledge and competencies are understood, respected and effectively used.	M	P	U	N/A	
2. School counselors only provide services within the limits of their individual preparation and expertise. In order to provide services in other areas, they acquire the requisite competencies through additional education (e.g., coursework, in-service training, supervised practice).	M	P	U	N/A	
3. School counselors facilitate student achievement by sharing their perspectives and expertise (e.g., through consultation, staff in-service, parent education).	M	P	U	N/A	
4. School counselors help families to understand and participate in the communication process between home and school and to access school system resources.	M	P	U	N/A	
5. School counselors serve both as members and as leaders of interdisciplinary teams.	M	P	U	N/A	
6. School counselors assume responsibility for their own continued learning.	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

**D. STUDENT RECORDS**

Standard: School counselors maintain student information and document student services in a manner that meets the needs and protects the rights of students and families.

INDICATORS	RATING				COMMENTS
1. The pupil services department has clear written policies and procedures about the types of individual student records maintained by school counselors and where they should be kept.	M	P	U	N/A	
2. The school district's records policy and procedures meet federal and state requirements governing education records (and, as applicable, medical records) in order to protect student and family privacy.	M	P	U	N/A	
3. School counselors maintain individual student records that meet current legal mandates and professional standards of practice.	M	P	U	N/A	
4. Access by school personnel to student records maintained by school counselors is limited to those with a legitimate educational interest.	M	P	U	N/A	
5. Student education records maintained by school counselors have an access sheet that meets the requirements of the Family Educational Rights and Privacy Act (FERPA), that is, a record of parties requesting information and their legitimate interest in requesting it.	M	P	U	N/A	
6. The nature and extent of documentation in student records is guided by what is necessary and sufficient to inform and support professional decision-making.	M	P	U	N/A	
7. School counselors are cognizant of the rights of parents and eligible students to inspect and review the student's education records, seek amendment of records and consent to disclosures of personally identifiable information.	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

INDICATORS	RATING				COMMENTS
D. STUDENT RECORDS (Continued)					
8. School counselors assist parents in inspecting and reviewing psycho-educational and mental health records that school personnel collect, maintain or use in the course of providing services to students. In so doing, school counselors protect test security and observe copyright restrictions.	M	P	U	N/A	
9. Procedures for the retention and destruction of student education records meet federal and state mandates.	M	P	U	N/A	
10. The school district procures prior approval from the Office of the Public Records Administrator before destroying any records, whether or not they appear on the <i>Records Retention/Disposition Schedules</i> .	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

**E. CONFIDENTIALITY**

Standard: School guidance and counseling services are delivered in a manner that respects client confidentiality.

INDICATORS	RATING				COMMENTS
1. The school district and the school guidance/counseling program have explicit written policies and procedures, applicable to all personnel, addressing rules and exceptions for maintaining the confidentiality of student information.	M	P	U	N/A	
2. Confidentiality policies and procedures are consistent with the <i>ACA Code of Ethics and Standards of Practice</i> , as well as applicable federal and state laws.	M	P	U	N/A	
3. Confidentiality policies and procedures include consequences for personnel who fail to act according to policy and procedure. (See draft: <i>Guidelines for Policy and Practice: Confidentiality of Student Information.</i> )	M	P	U	N/A	
4. All school personnel receive annual training regarding confidentiality, and school counselors contribute to staff education programs and general school awareness about confidentiality.	M	P	U	N/A	
5. Practices of school guidance and counseling staff are monitored to ensure that they are consistent with, and serve the intended purposes of, school district confidentiality policies and procedures.	M	P	U	N/A	
6. Practices for obtaining informed consent to share student and family information with outside parties are consistent with legal and professional standards.	M	P	U	N/A	
7. Student and family information used by school counselors is shared among school personnel only as needed for the benefit of the student.	M	P	U	N/A	
8. Resources to assist with confidentiality issues (e.g., supervisors, outside experts, written guidelines) are available to, and appropriately accessed by, school guidance/counseling staff.	M	P	U	N/A	



**Section III: SYSTEMS OPERATIONS (Continued)**

**F. PROGRAM ACCOUNTABILITY**

Standard: Accountability procedures ensure the maintenance of high-quality programs and services.

INDICATORS	RATING				COMMENTS
1. The school guidance/counseling program has written procedures for evaluating the effectiveness of its programs and services.	M	P	U	N/A	
2. The school guidance/counseling program collects and maintains relevant data to evaluate the effectiveness of its programs and services.	M	P	U	N/A	
3. School counselors use formal measures to assess satisfaction levels of persons served directly or indirectly by the guidance/counseling program.	M	P	U	N/A	
4. The results of program evaluations are documented and disseminated to appropriate parties.	M	P	U	N/A	
5. Programs and services are modified in response to program evaluations.	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

**G. PROGRAM SUPPORT**

Standard: The school district provides the necessary supports to enable the school guidance/counseling program to realize its vision and mission.

INDICATORS	RATING				COMMENTS
1 . Facilities provided for school guidance/counseling staff meets legal requirements (e.g., fire and health codes, Occupational Safety and Health Administration regulations, Americans with Disabilities Act) and ensure adequate office space, privacy and access to telecommunications equipment.	M	P	U	N/A	
2 . Facilities accommodate a diverse range of activities, including small-group guidance and counseling, and are adequate for meeting with students, parents and school personnel.	M	P	U	N/A	
3 . Clerical support, equipment, materials, and supplies are provided, as needed, to efficiently accomplish school guidance/counseling program objectives.	M	P	U	N/A	
4 . A range of relevant and timely professional development activities is supported in a planned manner consistent with district priorities. The staff development plan includes opportunities to update both clinical and other educational knowledge and skills.	M	P	U	N/A	
5 . When job responsibilities are changed, school counselors are provided with opportunities for relevant professional development.	M	P	U	N/A	
6 . School counselors have sufficient release time for professional development activities to support department goals and objectives.	M	P	U	N/A	
7 . The school guidance/counseling program’s annual budget is sufficient to support department and school district priorities.	M	P	U	N/A	
8 . The annual budget process provides opportunity for cross-disciplinary planning to promote cost-effective administration and delivery of services.	M	P	U	N/A	



# STANDARDS FOR SCHOOL LANGUAGE, SPEECH AND HEARING (LSH) SERVICES

<b>M</b>	Met
<b>P</b>	Partially Met
<b>U</b>	Unmet
<b>NA</b>	Not Applicable

## I. FOUNDATION

### A. PURPOSE

Standard: The school language, speech and hearing program has clearly written vision and mission statements and related goals and objectives.

INDICATORS	RATING				COMMENTS
	M	P	U	N/A	
1. Vision and mission statements clearly address the needs of <i>all</i> students.	M	P	U	N/A	
2. Vision and mission statements complement the vision and mission statements of the school district and pupil services department.	M	P	U	N/A	
3. Vision and mission statements reflect collaborative input from other pupil services disciplines and from stakeholders.	M	P	U	N/A	
4. Goals and measurable objectives are derived from the vision and mission statements.	M	P	U	N/A	
5. Vision and mission statements, goals and objectives are consistent with the ethical codes and professional practice standards of the American Speech-Language-Hearing Association (ASHA) and the Connecticut Speech-Language-Hearing Association (CSHA).	M	P	U	N/A	
6. Vision and mission statements, goals and objectives are based on periodic needs assessments of students, families and staff.	M	P	U	N/A	
7. Vision and mission statements, goals and objectives are published and disseminated periodically to families, school personnel and members of the board of education, and are made available to students, community agencies and the public.	M	P	U	N/A	

**Section I: FOUNDATION (Continued)**

INDICATORS	RATING				COMMENTS
A. PURPOSE (Continued)					
8. Vision and mission statements, goals and objectives are reviewed at least annually, and revised as necessary, in collaboration with program stakeholders.	M	P	U	N/A	
9. Vision and mission statements support a full range of services that include prevention, assessment, intervention, consultation and evaluation of student outcomes.	M	P	U	N/A	
10. Vision and mission statements communicate clear expectations for collaboration among pupil services disciplines and with other professionals.	M	P	U	N/A	

**B. PROGRAM DEVELOPMENT**

Standard: School Speech and Language Pathologists (SLPs) collaborate to develop programs that meet the identified needs of students, families and school personnel.

INDICATORS	RATING				COMMENTS
1. School SLPs identify program and service needs in collaboration with stakeholders.	M	P	U	N/A	
2. School LSH programs are developed in accordance with current professional standards of practice in speech and language pathology and legal mandates.	M	P	U	N/A	
3. School SLPs plan, develop and evaluate school LSH programs in collaboration with stakeholders.	M	P	U	N/A	
4. School SLPs participate in the development, implementation and evaluation of other districtwide initiatives and programs.	M	P	U	N/A	

**Section I: FOUNDATION (Continued)**

**C. POLICIES AND PROCEDURES**

Standard: The school LSH program maintains written policies and procedures to ensure quality of services and districtwide uniformity.

INDICATORS	RATING				COMMENTS
1. Policies and procedures are consistent with the school LSH program’s vision and mission statements, goals and objectives.	M	P	U	N/A	
2. Policies and procedures are consistent with ASHA’s and CSHA’s ethical codes.	M	P	U	N/A	
3. Policies and procedures reflect current professional standards of practice of ASHA and CSHA and legal mandates.	M	P	U	N/A	
4. School SLPs collaborate, as appropriate, to develop, review and revise policies and procedures.	M	P	U	N/A	
5. Policies and procedures allow school SLPs to exercise appropriate professional judgment and autonomy in delivering services.	M	P	U	N/A	
6. Policies and procedures promote collaboration among school SLPs and with other school personnel, families and community agencies.	M	P	U	N/A	
7. Policies and procedures ensure effective response to individual and schoolwide crisis situations.	M	P	U	N/A	
8. Policies and procedures require school SLPs’ compliance with universal precautions and other applicable health and safety standards.	M	P	U	N/A	
9. Policies and procedures are available in writing to all school SLPs.	M	P	U	N/A	
10. School SLPs receive orientation and regular updating on program policies and procedures.	M	P	U	N/A	
11. Policies and procedures are published and disseminated periodically to families, school personnel and members of the board of education, and made available to students, community agencies and the public.	M	P	U	N/A	

## II. STUDENT SERVICES

### A. PREVENTION

Standard: School SLPs deliver effective prevention programs and services.

INDICATORS	RATING				COMMENTS
	M	P	U	N/A	
1. School SLPs collaborate with others to develop, promote and implement prevention programs and services.	M	P	U	N/A	
2. School SLPs support, and when appropriate, provide leadership for community and school programs that promote wellness, reduce risky behaviors and improve school climate.	M	P	U	N/A	
3. School SLPs serve as prevention role models.	M	P	U	N/A	
4. School SLPs disseminate information about risk factors associated with communication impairments, and practices and behaviors that promote educational success.	M	P	U	N/A	
5. School SLPs collaborate with other school personnel, families and community agencies to monitor the development and educational progress of students exposed to risk factors.	M	P	U	N/A	

### B. CURRICULUM

Standard: School SLPs coordinate LSH services with the school curriculum.

INDICATORS:	RATING				COMMENTS
	M	P	U	N/A	
1. School SLPs keep abreast of relevant curriculum issues and initiatives.	M	P	U	N/A	
2. School SLPs are knowledgeable of school district curriculum.	M	P	U	N/A	
3. School SLPs ensure that student services are coordinated and, where appropriate, integrated with curriculum content.	M	P	U	N/A	
4. School SLPs participate in the selection, development, delivery, and evaluation of curriculum.	M	P	U	N/A	

**Section II: STUDENT SERVICES (Continued)**

**C. SCREENING AND ASSESSMENT**

Standard: School SLPs deliver effective screening and assessment services.

INDICATORS	RATING				COMMENTS
1. LSH screening programs are designed to ensure coordination of program components (i.e., planning, training, timing and scheduling, implementation, referrals for further assessment, follow through and record keeping).	M	P	U	N/A	
2. LSH screening programs are conducted according to current professional standards of practice, school district policies and procedures and legal mandates.	M	P	U	N/A	
3. School SLPs collaborate in the development, implementation and evaluation of LSH screening programs and other relevant school screening programs (e.g. kindergarten, early reading).	M	P	U	N/A	
4. School SLPs communicate with families to provide advance notice of LSH screening activities, to provide notice of findings requiring further action, and to ascertain the status of referrals.	M	P	U	N/A	
5. School SLPs conduct screenings in a timely manner.	M	P	U	N/A	
6. LSH assessment activities are conducted according to current professional standards of practice, school district policies and procedures, and legal mandates.	M	P	U	N/A	
7. LSH assessments are conducted for a variety of reasons (i.e., program eligibility, determining service needs, monitoring student progress, program evaluation and research).	M	P	U	N/A	
8. School SLPs collaborate, as appropriate, with school personnel, students, families and community providers in planning student assessments.	M	P	U	N/A	
9. School SLPs obtain informed written parental consent to conduct individual evaluations.	M	P	U	N/A	

**Section II: STUDENT SERVICES (Continued)**

INDICATORS	RATING				COMMENTS
C. SCREENING AND ASSESSMENT (Continued)					
10. School SLPs select areas of LSH assessment, and related assessment instruments and procedures, on the basis of individual children’s needs and presenting problems.	M	P	U	N/A	
11. School SLPs conduct multifactored LSH assessments, which may include both informal procedures (e.g., interviews, observations, and behavioral rating scales) and standardized procedures that are valid and reliable for the populations and purposes intended.	M	P	U	N/A	
12. In conducting LSH assessments and interpreting results, school SLPs consider factors such as cultural and language background, educational experience, family priorities, and health status. They do not make decisions or recommendations based solely on quantitative formulas.	M	P	U	N/A	
13. School SLPs report LSH assessment results, both orally and in writing, in a manner that promotes appropriate understanding and use, and is consistent with confidentiality requirements.	M	P	U	N/A	
14. School SLPs write formal LSH assessment reports, either individually or as part of a team, that specify sources of information, results, interpretations and recommendations.	M	P	U	N/A	
15. School SLPs conduct LSH evaluations in a timely manner.	M	P	U	N/A	



**Section II: STUDENT SERVICES (Continued)**

**D. INTERVENTION**

Standard: School SLPs deliver a continuum of effective LSH intervention services from early intervention through crisis response.

INDICATORS	RATING				COMMENTS
1. LSH intervention activities are conducted according to current professional standards of practice, school district policies and procedures and legal mandates.	M	P	U	N/A	
2. School SLPs provide comprehensive service delivery by using a variety of intervention approaches, including both indirect services (e.g., parent counseling and education, staff training and consultation, monitoring of student status) and direct services (e.g., whole class communication programs, individual and small group interventions).	M	P	U	N/A	
3. School SLPs collaborate, as appropriate, with school personnel, students, families and community providers to develop measurable goals and objectives for each student receiving LSH services.	M	P	U	N/A	
4. Goals and objectives are based on assessment and reassessment findings.	M	P	U	N/A	
5. Goals and objectives are educationally relevant, developmentally appropriate and sensitive to the child's and family's social, cultural and linguistic background.	M	P	U	N/A	
6. Strategies, techniques and materials are selected to support goals and objectives.	M	P	U	N/A	

**Section II: STUDENT SERVICES (Continued)**

**E. PROMOTING STUDENT INDEPENDENCE AND SELF-ADVOCACY**

Standard: School SLPs assist students in monitoring and directing their personal development and capabilities.

INDICATORS:	RATING				COMMENTS
1. School SLPs extend services to students in ways that build on their individual strengths and offer them maximum opportunity to participate in the planning and direction of their own learning.	M	P	U	N/A	
2. School SLPs use developmentally appropriate practices to assist students in formulating personal goals and future plans.	M	P	U	N/A	

**F. REFERRAL AND LIAISON ACTIVITIES**

Standard: School SLPs deliver effective referral and liaison services.

INDICATORS	RATING				COMMENTS
1. School SLPs keep abreast of current community services and other resources.	M	P	U	N/A	
2. School SLPs keep families of school children informed of the community's resources and help families access them independently.	M	P	U	N/A	
3. School SLPs make appropriate referrals to other professionals/agencies for evaluation and services, and ensure follow-up.	M	P	U	N/A	
4. School SLPs fulfill a liaison role with community service providers.	M	P	U	N/A	

**Section II: STUDENT SERVICES (Continued)**

**G. COLLABORATION AND CONSULTATION**

Standard: School SLPs collaborate and consult with others to provide effective and efficient services.

INDICATORS	RATING				COMMENTS
	M	P	U	N/A	
1. School SLPs respect the contributions of all members of school teams (e.g., IEP Team, student assistance team) and consider the input and recommendations of all team members in making decisions.	M	P	U	N/A	
2. School SLPs provide consultative services to parents, students, school personnel and other professionals.	M	P	U	N/A	
3. School SLPs seek appropriate consultation to better meet student and family needs.	M	P	U	N/A	

**H. EVALUATION OF STUDENT OUTCOMES**

Standard: School SLPs evaluate student outcomes to ensure high-quality services.

INDICATORS	RATING				COMMENTS
	M	P	U	N/A	
1. School SLPs collect and maintain relevant data to evaluate student outcomes.	M	P	U	N/A	
2. School SLPs monitor student progress to determine the efficacy of direct and indirect LSH interventions.	M	P	U	N/A	
3. School SLPs revise LSH interventions on the basis of evaluations of student outcomes.	M	P	U	N/A	

### III. SYSTEMS OPERATIONS

#### A. ORGANIZATION AND MANAGEMENT

Standard: The school LSH program is organized and managed in a manner conducive to effective delivery of services and to continuous improvement.

INDICATORS	RATING				COMMENTS
	M	P	U	N/A	
1. The district's organizational chart delineates the relationship between the school LSH program, pupil services department and other departments.	M	P	U	N/A	
2. A designated central administrator assumes responsibility for administration of the school districts' LSH program. This individual is allotted sufficient time and opportunity to carry out this responsibility.	M	P	U	N/A	
3. A pupil services advisory council, including representatives of community service providers and parents, advises the district on its delivery of pupil services, including school LSH services.	M	P	U	N/A	
4. Organization and funding assure that all students, both in regular education and special education, have access to LSH services.	M	P	U	N/A	
5. Administrators of LSH programs clearly communicate department priorities and provides support and direction to help staff organize their work and address priorities in a timely fashion.	M	P	U	N/A	
6. Work assignments are consistent with the qualifications and skills of SLPs and are based on current student and program needs identified through a systematic needs assessment.	M	P	U	N/A	
7. The LSH program maintains systematic records to ensure that staff members complete assignments in a timely manner.	M	P	U	N/A	
8. Work assignments of school SLPs consider the full range of responsibilities and logistics, including: case load, assessments, consultations, attendance at team meetings, paperwork demands, numbers of sites to be served, and travel.	M	P	U	N/A	
9. If contracted SLPs are used, the contractual agreement requires compliance with district policies and procedures, and the district monitors these services to ensure such compliance.	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

INDICATORS	RATING				COMMENTS
A. ORGANIZATION AND MANAGEMENT (Continued)					
10. Contracted LSH services encompass the same continuum of services as those provided by regularly employed LSH staff and are not used to decrease the amount and quality of LSH services provided by the district.	M	P	U	N/A	
11. School SLPs attend regularly scheduled building, department and discipline-specific staff meetings. These meetings afford the opportunity to discuss professional issues.	M	P	U	N/A	
12. The pupil services department has mechanisms (e.g., input from outside experts, joint school-community ethics committee) for addressing school SLPs' professional, legal and ethical concerns about school district policies, procedures and practices in a constructive and non-threatening environment.	M	P	U	N/A	
13. There is a current, written job description for LSH staff which includes titles, qualifications, professional activities and any special responsibilities.	M	P	U	N/A	
14. Sufficient licensed school SLPs are employed to address district priorities and department goals and objectives.	M	P	U	N/A	
15. Delegation by school SLPs to assistive personnel meets legal mandates and current standards of professional practice for training, supervision, professional-to-assistant ratios and accountability.	M	P	U	N/A	
16. The decision to delegate any professional function is based on a multi-faceted assessment by the school SLP of: availability of qualified assistive personnel, availability of the delegating school SLP to provide appropriate training and supervision and to monitor student outcomes, learning environment(s), the student's communication and educational status and input from other school personnel and the family.	M	P	U	N/A	
17. When school LSH interns are employed, the school district follows relevant regulations and standards	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

**B. STAFF SUPERVISION AND EVALUATION**

Standard: School SLPs are supervised and evaluated in a manner that ensures the provision of high-quality programs and services and their own professional growth.

INDICATORS	RATING				COMMENTS
	M	P	U	N/A	
1. School SLPs are provided with sufficient administrative and clinical supervision.	M	P	U	N/A	
2. Administrative supervision and coordination are provided by appropriately credentialed individuals who are knowledgeable about LSH services.	M	P	U	N/A	
3. Clinical supervision and consultation, provided by credentialed professionals with discipline-specific training and expertise, are available to all school SLPs.	M	P	U	N/A	
4. Evaluation of school SLPs is systematic, appropriate to meet the individual needs of evaluated staff members and consistent with discipline-specific standards of practice. (See CSDE document, <i>Evaluating Pupil Services Specialists</i> .)	M	P	U	N/A	
5. The personnel evaluation process uses data from multiple sources (e.g., work products, self-report, student records, outcome data, observation) and focuses on quality as well as quantity.	M	P	U	N/A	
6. Evaluation of individual school SLPs on clinical activities is conducted only by a supervisor with credentials and expertise in speech and language pathology. (See CSDE document, <i>Evaluating Pupil Services Specialists</i> .)	M	P	U	N/A	
7. Evaluation procedures are documented and communicated to all school SLPs and their evaluators.	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

**C. PROFESSIONAL ROLES AND RESPONSIBILITIES**

Standard: School SLPs assume roles and responsibilities that optimize their contributions to the education of students.

INDICATORS	RATING				COMMENTS
1. School SLPs interpret their roles to school personnel so that their professional knowledge and competencies are understood, respected and effectively used.	M	P	U	N/A	
2. School SLPs only provide services within the limits of their individual preparation and expertise. In order to provide services in other areas, they acquire the requisite competencies through additional education (e.g., coursework, in-service training, supervised practice).	M	P	U	N/A	
3. School SLPs facilitate student achievement by sharing their perspectives and expertise (e.g., through consultation, staff in-service, parent education).	M	P	U	N/A	
4. School SLPs help families to understand and participate in the communication process between home and school and to access school system resources.	M	P	U	N/A	
5. School SLPs serve both as members and as leaders of interdisciplinary teams.	M	P	U	N/A	
6. School SLPs assume responsibility for their own continued learning.	M	P	U	N/A	
7. School SLPs maintain their Connecticut Department of Public Health license, Connecticut State Department of Education (SDE) certification, and meet continuing education requirements, as appropriate.	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

**D. STUDENT RECORDS**

Standard: School SLPs maintain student information and document student services in a manner that meets the needs and protects the rights of students and families.

INDICATORS	RATING				COMMENTS
1. The pupil services department has clear written policies and procedures about the types of student education records maintained by school SLPs and where they should be kept.	M	P	U	N/A	
2. The school district's records policy and procedures meet federal and state requirements governing education records (and, as applicable, medical records) in order to protect student and family privacy.	M	P	U	N/A	
3. School SLPs maintain student education records that meet current legal mandates and professional standards of practice.	M	P	U	N/A	
4. Access by school personnel to student education records maintained by school SLPs is limited to those with a legitimate educational interest.	M	P	U	N/A	
5. Student education records maintained by school SLPs have an access sheet that meets the requirements of the Family Educational Rights and Privacy Act (FERPA), that is, a record of parties requesting information and their legitimate interest in requesting it.	M	P	U	N/A	
6. The nature and extent of documentation in student LSH records is guided by what is necessary and sufficient to inform and support professional decision-making.	M	P	U	N/A	
7. School SLPs are cognizant of the rights of parents and eligible students to inspect and review the student's education records, seek amendment of records and consent to disclosures of personally identifiable information, as mandated by FERPA.	M	P	U	N/A	



**Section III: SYSTEMS OPERATIONS (Continued)**

INDICATORS	RATING				COMMENTS
D. STUDENT RECORDS (Continued)					
8. School SLPs assist parents in inspecting and reviewing LSH records that LSH staff members collect, maintain or use in the course of providing services to students. In so doing, SLPs protect test security and observe copyright restrictions.	M	P	U	N/A	
9. Procedures for the retention and destruction of student LSH records meet federal and state mandates.	M	P	U	N/A	
10. The school district procures prior approval from the Office of the Public Records Administrator before destroying any records, whether or not they appear on the <i>Records Retention/Disposition Schedules</i> .	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

**E. CONFIDENTIALITY**

Standard: School LSH services are delivered in a manner that respects client confidentiality.

INDICATORS	RATING				COMMENTS
1. The school district and the LSH program have explicit written policies and procedures, applicable to all personnel, addressing rules and exceptions for maintaining the confidentiality of student information.	M	P	U	N/A	
2. Confidentiality policies and procedures are consistent with ASHA/CSHA standards of practice and codes of ethics, as well as applicable federal and state laws.	M	P	U	N/A	
3. Confidentiality policies and procedures include consequences for personnel who fail to act according to policy and procedure. (See draft: <i>Guidelines for Policy and Practice: Confidentiality of Student Information.</i> )	M	P	U	N/A	
4. All school personnel receive annual training regarding confidentiality, and SLPs contribute to staff education programs and general school awareness about confidentiality.	M	P	U	N/A	
5. Practices of LSH staff members are monitored to ensure that they are consistent with, and serve the intended purposes of, school district confidentiality policies and procedures.	M	P	U	N/A	
6. Practices for obtaining informed consent to share student and family information with outside parties are consistent with legal and professional standards.	M	P	U	N/A	
7. Student and family information used by school SLPs is shared among school personnel only as needed for the benefit of the student.	M	P	U	N/A	
8. Resources to assist with confidentiality issues (e.g., supervisors, outside experts, written guidelines) are available to, and appropriately accessed by, LSH program staff.	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

**F. PROGRAM ACCOUNTABILITY**

Standard: Accountability procedures ensure the maintenance of high-quality programs and services.

INDICATORS	RATING				COMMENTS
1. The school LSH program has written procedures for evaluating the effectiveness of its programs and services.	M	P	U	N/A	
2. School SLPs collect and maintain relevant data to evaluate program outcomes.	M	P	U	N/A	
3. The results of program evaluations are documented and disseminated to appropriate parties.	M	P	U	N/A	
4. LSH programs and services are modified in response to program evaluations.	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

**G. PROGRAM SUPPORT**

Standard: The school district provides the necessary supports to enable the school LSH program to realize its vision and mission.

INDICATORS	RATING				COMMENTS
1. Facilities provided for school LSH program staff meet legal mandates (e.g., fire and health codes, Occupational Safety and Health Administration regulations and the Americans with Disabilities Act) and ensure adequate office space, privacy and access to telecommunications equipment.	M	P	U	N/A	
2. Facilities accommodate a diverse range of professional activities, including evaluation and intervention, and are adequate for meeting with students, families and school personnel.	M	P	U	N/A	
3. Clerical support, equipment, materials and supplies are provided, as needed, to efficiently accomplish program objectives.	M	P	U	N/A	
4. A range of relevant and timely professional development activities is supported in a planned manner consistent with district priorities. The staff development plan includes opportunities to update both clinical and other educational knowledge and skills.	M	P	U	N/A	
5. When job responsibilities are changed, school SLPs are provided with opportunities for relevant professional development.	M	P	U	N/A	
6. School SLPs have sufficient release time for professional development activities to support pupil services department and LSH program goals and objectives.	M	P	U	N/A	
7. The school LSH program's annual budget is sufficient to support program and school district priorities.	M	P	U	N/A	
8. The annual budget process provides opportunities for cross-disciplinary planning to promote cost-effective administration and delivery of services.	M	P	U	N/A	



# STANDARDS FOR SCHOOL NURSING SERVICES

<b>M</b>	Met
<b>P</b>	Partially Met
<b>U</b>	Unmet
<b>NA</b>	Not Applicable

## I. FOUNDATION

### A. PURPOSE

Standard: The school nursing program has clearly written vision and mission statements and related goals and objectives.

INDICATORS	RATING				COMMENTS
1. Vision and mission statements clearly address the needs of <i>all</i> students.	M	P	U	N/A	
2. Vision and mission statements complement the vision and mission statements of the district and pupil services program.	M	P	U	N/A	
3. Vision and mission statements reflect collaborative input from other pupil services disciplines and stakeholders.	M	P	U	N/A	
4. Goals and measurable objectives are derived from the vision and mission statements.	M	P	U	N/A	
5. Vision and mission statements, goals and objectives are consistent with the American Nurses Association's (ANA) Code of Ethics for Nursing (1985) ANA's <i>Standards of Clinical Practice</i> (1998), National Association of School Nurses' (NASN) <i>Standards of School Nursing Practice</i> (1998) and <i>Nursing's Social Policy Statement</i> (ANA, 1995).	M	P	U	N/A	
6. Vision and mission statements, goals and objectives are based on periodic needs assessments of students, families and staff.	M	P	U	N/A	
7. Vision and mission statements, goals and objectives are published and disseminated periodically to families, school personnel and members of the board of education, and made available to students, community agencies and the public.	M	P	U	N/A	

**Section I: FOUNDATION (Continued)**

INDICATORS	RATING				COMMENTS
A. PURPOSE (Continued)					
8. Vision and mission statements, goals and objectives are reviewed at least annually and revised as necessary, in collaboration with program stakeholders, preferably through a school health or pupil services advisory council.	M	P	U	N/A	
9. Vision and mission statements support a full range of services that include prevention, assessment, intervention, consultation, and evaluation of student outcomes.	M	P	U	N/A	
10. Vision and mission statements communicate clear expectations for collaboration among pupil services disciplines and with other professionals.	M	P	U	N/A	

**B. PROGRAM DEVELOPMENT**

Standard: School nurses collaborate to develop programs that meet the identified needs of students, families and school personnel.

INDICATORS	RATING				COMMENTS
1. School nurses identify program and service needs in collaboration with stakeholders.	M	P	U	N/A	
2. School nursing programs are developed in accordance with current professional standards of practice in nursing and medicine, and legal mandates.	M	P	U	N/A	
3. School nurses plan, develop and evaluate health and pupil services programs in collaboration with stakeholders.	M	P	U	N/A	
4. School nurses participate in the development, implementation and evaluation of other districtwide initiatives and programs.	M	P	U	N/A	

**Section I: FOUNDATION (Continued)**

**C. POLICIES AND PROCEDURES**

Standard: The school nursing program maintains written policies and procedures to ensure quality of services and districtwide uniformity.

INDICATORS	RATING				COMMENTS
1. Policies and procedures are consistent with the program’s vision and mission statement, goals, and objectives.	M	P	U	N/A	
2. Policies and procedures are consistent with the ANA’s and NASN’s professional codes of ethics.	M	P	U	N/A	
3. Policies and procedures are consistent with ANA and NASN professional standards of practice, other applicable professional standards (e.g., guidelines of the American Academy of Pediatrics) and legal mandates.	M	P	U	N/A	
4. School nurses collaborate (e.g., with the school medical advisor, administrators) to develop, review and revise program policies and procedures.	M	P	U	N/A	
5. Policies and procedures allow school nurses to exercise appropriate professional judgment and autonomy in delivering services.	M	P	U	N/A	
6. Policies and procedures promote collaboration among pupil services disciplines and with other school personnel, families and community agencies.	M	P	U	N/A	
7. Policies and procedures ensure effective response to individual and schoolwide crisis situations.	M	P	U	N/A	
8. Policies and procedures require staff compliance with universal precautions and other applicable health and safety standards.	M	P	U	N/A	
9. Policies and procedures are available in writing to all school nursing and health services staff (e.g., school medical advisor, assistants).	M	P	U	N/A	
10. School nurses receive orientation and regular updating on program policies and procedures.	M	P	U	N/A	

**Section I: FOUNDATION (Continued)**

INDICATORS	RATING				COMMENTS
C. POLICIES AND PROCEDURES (Continued)					
11. Policies and procedures are published and disseminated periodically to families, school personnel and members of the board of education, and made available to students, community agencies, and the public.	M	P	U	N/A	
12. Policies and procedures are reviewed and updated annually by the school medical advisor, school nurse supervisor and, as applicable, the school health (or pupil services) advisory council.	M	P	U	N/A	
13. Standing orders for medications and emergency protocols are updated and signed by the school medical advisor at least annually and as needed.	M	P	U	N/A	

**II. STUDENT SERVICES**

**A. PREVENTION**

Standard: School nurses deliver effective prevention programs and services.

INDICATORS	RATING				COMMENTS
1. School nurses collaborate with others to develop, promote and implement prevention programs and services.	M	P	U	N/A	
2. School nurses support and, when appropriate, provide leadership for community and school health programs that promote wellness, reduce risky behaviors and improve school climates (e.g., substance abuse, child abuse, suicide, choosing healthy lifestyles).	M	P	U	N/A	
3. School nurses serve as prevention role models.	M	P	U	N/A	
4. School nurses disseminate information about health practices and behaviors that promote educational success, and risk factors that adversely affect educational success.	M	P	U	N/A	
5. School nurses collaborate with other school personnel, families and community agencies to monitor the development and educational progress of students exposed to risk factors.	M	P	U	N/A	



**Section II: STUDENT SERVICES (Continued)**

**B. CURRICULUM**

Standard: School nurses coordinate health services for students.

INDICATORS:	RATING				COMMENTS
	M	P	U	N/A	
1. School nurses keep abreast of relevant curriculum issues and initiatives.	M	P	U	N/A	
2. School nurses are knowledgeable of school district curriculum, especially health-related goals and content.	M	P	U	N/A	
3. School nurses ensure that nursing services are coordinated and, where appropriate, integrated with curriculum content.	M	P	U	N/A	
4. School nurses participate in the selection, development, delivery, and evaluation of health-related curriculum.	M	P	U	N/A	

**C. SCREENING AND ASSESSMENT**

Standard: School nurses deliver effective screening and assessment services.

INDICATORS	RATING				COMMENTS
	M	P	U	N/A	
1. Health screening programs are designed to ensure coordination of program components (i.e., planning, training, timing and scheduling, implementation, referrals for further assessment, follow through and record keeping).	M	P	U	N/A	
2. Health screening activities are conducted according to current professional standards of practice, school district policies and procedures, and legal mandates.	M	P	U	N/A	
3. School nurses collaborate in the development, implementation and evaluation of screening programs.	M	P	U	N/A	
4. School nurses communicate with families to provide advance notice of screening activities, to provide notice of findings requiring further action, and to ascertain the status of referrals.	M	P	U	N/A	
5. School nurses conduct screenings in a timely manner.	M	P	U	N/A	

**Section II: STUDENT SERVICES (Continued)**

INDICATORS	RATING				COMMENTS
C. SCREENING AND ASSESSMENT (Continued)					
6. Assessment activities are conducted according to current professional standards of practice, school district policies and procedures, and legal mandates.	M	P	U	N/A	
7. Assessments are conducted for a variety of reasons (i.e., health complaints, program eligibility, determining service needs, monitoring student progress, program evaluation and research).	M	P	U	N/A	
8. School nurses collaborate, as appropriate, with school personnel, students, families and community providers in planning and conducting student assessments.	M	P	U	N/A	
9. School nurses obtain informed written parental consent to conduct individual student evaluations (e.g. comprehensive health assessment).	M	P	U	N/A	
10. School nurses select areas of health assessment, and health and developmental assessment instruments and procedures, on the basis of individual children's needs and presenting problems, as well as appropriate theories in nursing and the biopsychosocial sciences.	M	P	U	N/A	
11. School nurses conduct focussed and comprehensive, multifaceted assessments, to diagnose student responses to actual and potential health problems (physical and psychosocial). These assessments may include both informal procedures (e.g., interviews, observations, and behavioral rating scales) and standardized procedures that are valid and reliable for the populations and purposes intended.	M	P	U	N/A	
12. In conducting assessments and interpreting results, school nurses consider factors such as cultural and language background, educational experience, family priorities, health and developmental history, and current student and family concerns. School nurses do not make decisions or recommendations based solely on quantitative formulas.	M	P	U	N/A	
13. School nurses report assessment results, both orally and in writing, in a manner that promotes appropriate understanding and use, and is consistent with confidentiality requirements.	M	P	U	N/A	
14. School nurses write formal assessment reports, either individually or as part of a team, that specify sources of information, results, interpretations and recommendations.	M	P	U	N/A	
15. School nurses conduct evaluations in a timely manner.	M	P	U	N/A	

**Section II: STUDENT SERVICES (Continued)**

**D. INTERVENTION**

Standard: School nurses deliver a continuum of effective nursing intervention services from early intervention through crisis response.

INDICATORS	RATING				COMMENTS
1. Intervention activities are conducted according to current professional standards of practice, school district policies and procedures, and legal mandates.	M	P	U	N/A	
2. School nurses provide comprehensive service delivery by using a variety of intervention approaches, including both indirect services (e.g., parent counseling and education, staff training and consultation, monitoring of student status, environmental assessment) and direct services (e.g., the development and implementation of individualized health care plans, health counseling and teaching, casefinding and referral, health maintenance and self-care support and specialized health care treatments).	M	P	U	N/A	
3. School nurses collaborate, as appropriate, with school personnel, students, families and community providers to develop measurable goals and objectives for students receiving health services, as documented in individualized health care plans, Section 504 plans and individualized education programs.	M	P	U	N/A	
4. Goals and objectives are based on assessment and reassessment findings.	M	P	U	N/A	
5. Goals and objectives are educationally relevant, developmentally appropriate and sensitive to the child's and family's social, cultural and linguistic background.	M	P	U	N/A	
6. Strategies, techniques and materials are selected to support goals and objectives.	M	P	U	N/A	

**Section II: STUDENT SERVICES (Continued)**

**E. PROMOTING STUDENT INDEPENDENCE AND SELF-ADVOCACY**

Standard: School nurses assist students in monitoring and directing their personal development and capabilities.

INDICATORS:	RATING				COMMENTS
1. School nurses extend services to students in ways that build on their individual strengths, offer them maximum opportunity to make healthy choices, and allow them to participate in the planning and direction of their own health care and learning.	M	P	U	N/A	
2. School nurses use developmentally appropriate practices to assist students in formulating personal health goals and future plans.	M	P	U	N/A	

**F. REFERRAL AND LIAISON ACTIVITIES**

Standard: School nurses deliver effective referral and liaison services.

INDICATORS	RATING				COMMENTS
1. School nurses keep abreast of current community services and other resources.	M	P	U	N/A	
2. School nurses keep families of school children informed of the community's resources and help families access them independently.	M	P	U	N/A	
3. School nurses make appropriate referrals to other professionals/agencies for evaluation and services, and ensure follow-up.	M	P	U	N/A	
4. School nurses act as liaisons between the school, family and medical community, and as liaisons with other community service providers, as appropriate.	M	P	U	N/A	

**Section II: STUDENT SERVICES (Continued)**

**G. COLLABORATION AND CONSULTATION**

Standard: School nurses collaborate and consult with others to provide effective and efficient services.

INDICATORS	RATING				COMMENTS
1. School nurses respect the contributions of all members of school teams (e.g., IEP Team, student assistance team) and integrate the input and recommendations of all team members in making decisions.	M	P	U	N/A	
2. School nurses provide consultative services to parents, students, school personnel and other professionals.	M	P	U	N/A	
3. School nurses seek appropriate consultation to better meet student and family needs.	M	P	U	N/A	

**H. EVALUATION OF STUDENT OUTCOMES**

Standard: School nurses evaluate student outcomes to ensure high-quality services.

INDICATORS	RATING				COMMENTS
1. School nurses collect and maintain relevant data to evaluate student outcomes.	M	P	U	N/A	
2. School nurses monitor student progress to determine the efficacy of direct and indirect interventions.	M	P	U	N/A	
3. School nurses revise interventions on the basis of evaluations of student outcomes.	M	P	U	N/A	

### III. SYSTEMS OPERATIONS

#### A. ORGANIZATION AND MANAGEMENT

Standard: The school nursing program is organized and managed in a manner conducive to effective delivery of services and continuous improvement.

INDICATORS	RATING				COMMENTS
1. The district's organizational chart delineates the relationship between the school nursing program, pupil services department and other departments.	M	P	U	N/A	
2. A designated school nurse supervisor or other appropriate central administrator assumes responsibility for administration of the school district's nursing program. This individual is allotted sufficient time and opportunity to carry out this responsibility.	M	P	U	N/A	
3. A health (or pupil) services advisory council, including representatives of community service providers and parents, advises the district on its delivery of nursing services.	M	P	U	N/A	
4. Organization and funding of the school nursing program assure that all students, both in regular and special education, have access to appropriate health services.	M	P	U	N/A	
5. The school nursing administrator clearly communicates program priorities and provides sufficient resources and direction to help staff organize their work and address priorities in a timely fashion.	M	P	U	N/A	
6. Work assignments are consistent with the qualifications and skills of nursing personnel and are based on current student and program needs identified through a systematic, annual needs assessment.	M	P	U	N/A	
7. The school nursing program maintains systematic records to ensure that staff members complete assignments in a timely manner.	M	P	U	N/A	
8. Work assignments of school nurses is based on consideration of the full range of responsibilities and logistics. These considerations include: case load; routine and emergency health needs of the student population; number of students requiring individualized health care plans, medication administration and other nursing interventions; consultations with staff, families and community providers; attendance at team meetings; documentation requirements; and if applicable, the numbers of sites to be served, supervision of assistive personnel and travel requirements.	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

INDICATORS	RATING				COMMENTS
A. ORGANIZATION AND MANAGEMENT (Continued)					
9. If contracted nursing services are used, the contractual agreement requires compliance with district policies and procedures, and the district monitors these services to ensure such compliance.	M	P	U	N/A	
10. Contracted nursing services encompass the same continuum of services as those provided by regularly employed school nursing staff and are not used to decrease the amount and quality of nursing services provided by the district.	M	P	U	N/A	
11. School nurses attend regularly scheduled building, school nursing program and interdisciplinary meetings. These meetings afford staff the opportunity to discuss professional issues.	M	P	U	N/A	
12. The pupil services department or the school nursing program has mechanisms (e.g., input from outside experts, joint school-community ethics committee) for addressing and resolving staff members' professional, legal and ethical concerns about school district policies, procedures and practices in a constructive and non-threatening environment.	M	P	U	N/A	
13. There are current, written job descriptions for school nurses and other school health personnel including titles, qualifications, professional activities and special responsibilities.	M	P	U	N/A	
14. Sufficient qualified school nurses and assistive personnel are employed to address district priorities and department goals and objectives. Only nurses or nurse practitioners qualified under C.G.S. Section 10-212, and regulations 10-212-1 through 10-212-7, have the title, role and responsibilities of a "School Nurse."	M	P	U	N/A	
15. Delegation by school nurses to assistive personnel (e.g., LPNs, health aides) meets legal mandates and current standards of professional practice for training, supervision, professional-to-assistant ratios, and accountability.	M	P	U	N/A	
16. A school nurse's decision to delegate nursing and school health services responsibilities is based on a multifaceted assessment by the school nurse, including: availability of qualified assistive personnel; availability of the delegating school nurse to provide appropriate training and supervision, and to monitor student outcomes; learning environment(s); the student's health and educational status; and relevant data from other school personnel and the family.	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

**B. STAFF SUPERVISION AND EVALUATION**

Standard: School nurses are supervised and evaluated in a manner that ensures the provision of high quality programs and services and their own professional growth.

INDICATORS	RATING				COMMENTS
1. School nursing personnel are provided with sufficient administrative and clinical supervision.	M	P	U	N/A	
2. Administrative supervision and coordination are provided by a master's prepared school nurse supervisor (Connecticut Advisory School Health Council, 1988-1997) or, in lieu of such supervision, by appropriately credentialed individuals who are knowledgeable about school health.	M	P	U	N/A	
3. Clinical supervision and consultation, provided by credentialed professionals with discipline-specific training and expertise, are available to all school nurses. See <i>Roles and Qualifications of School Health Personnel</i> (Connecticut Advisory School Health Council, 1997).	M	P	U	N/A	
4. Evaluation of school nurses is systematic, appropriate to meet the individual needs of evaluated staff members, and consistent with school nursing standards of practice. See CSDE document, <i>Evaluating Pupil Services Specialists</i> (1993); the <i>Standards of Clinical Nursing Practice</i> (ANA, 1998); <i>School Nursing Practice: Roles and Standards</i> (Proctor, Lordi and Zaiger, 1993); <i>Roles and Qualifications for School Health Personnel</i> (Connecticut Advisory School Health Council, 1997); and <i>Standards of Professional Practice</i> (National Association of School Nurses, 1998).	M	P	U	N/A	
5. The personnel evaluation process uses data from multiple sources (e.g., work products, self-report, student records, outcome data, observation) and focuses on quality as well as quantity.	M	P	U	N/A	
6. Evaluation of individual school nurses on discipline-specific clinical competencies is conducted only by a supervisor with credentials and expertise in school nursing. (See CSDE document, <i>Evaluating Pupil Services Specialists</i> .)	M	P	U	N/A	
7. Evaluation procedures are documented and communicated to all school nurses and their evaluators.	M	P	U	N/A	



**Section III: SYSTEMS OPERATIONS (Continued)**

**C. PROFESSIONAL ROLES AND RESPONSIBILITIES**

Standard: School nurses assume roles and responsibilities that optimize their contributions to the education of students.

INDICATORS	RATING				COMMENTS
1. School nurses interpret their roles to school personnel so that their professional knowledge and competencies are understood, respected, and effectively used.	M	P	U	N/A	
2. School nurses only provide services within the limits of their individual license, preparation and expertise. In order to provide services in other areas, they must acquire the requisite competencies through additional education (e.g., coursework, in-service training, supervised practice).	M	P	U	N/A	
3. School nurses facilitate student achievement by sharing their perspectives and expertise with others (e.g., through consultation, staff in-service, parent education).	M	P	U	N/A	
4. School nurses help families to understand and participate in the communication process between home and school and to access school system resources.	M	P	U	N/A	
5. School nurses serve both as members and as leaders of interdisciplinary teams.	M	P	U	N/A	
6. School nurses assume responsibility for their own continued learning.	M	P	U	N/A	
7. School nurses implement, and model the implementation of, universal precautions and other applicable health and safety standards for staff and students.	M	P	U	N/A	
8. School nurses maintain RN licensure, CPR certification, and continuing education as required by Connecticut Regulations Section 10-212-5.	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

**D. STUDENT RECORDS**

Standard: School nurses maintain student information and document student services in a manner that meets the needs and protects the rights of students and families.

INDICATORS	RATING				COMMENTS
1. The school nursing program has clearly written policies and procedures about the types of individual student health records maintained by school nurses, where they should be kept, and how they shall be securely protected.	M	P	U	N/A	
2. The school district's records policy and procedures meet federal and state requirements governing education records and, as applicable, medical records, in order to protect student and family privacy.	M	P	U	N/A	
3. School nurses maintain individual student health records that meet current legal mandates and professional standards of practice.	M	P	U	N/A	
4. Access to student health records is limited to school nurses, school medical advisors, assistive school health services personnel (as directed by school nurses), parents, students and, in an emergency, the school principal. School personnel who require student health information for legitimate education purposes should access such information in consultation with the school nurse.	M	P	U	N/A	
5. Student education records maintained by school nurses have an access sheet that meets the requirements of the Family Educational Rights and Privacy Act (FERPA), that is, a record of parties requesting information and their legitimate interest in requesting it (for example, school medical advisors).	M	P	U	N/A	
6. The nature and extent of documentation in student health records is guided by what is necessary and sufficient to inform and support professional decision making.	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

INDICATORS	RATING				COMMENTS
D. STUDENT RECORDS (Continued)					
7. The school district provides parents and eligible students annual notice of their rights to inspect and review the student’s education records, seek amendment of records and consent to disclosures of personally identifiable information as mandated by FERPA. School nurses are cognizant of these rights.	M	P	U	N/A	
8. School nurses assist parents in inspecting and reviewing student health records that school personnel collect, maintain or use in the course of providing health services to students. In so doing, school nurses protect test security and observe copyright restrictions.	M	P	U	N/A	
9. Procedures for the retention and destruction of student education records meet federal and state mandates.	M	P	U	N/A	
10. The school district procures prior approval from the Office of the Public Records Administrator before destroying any records, whether or not they appear on the <i>Records Retention/Disposition Schedules</i> .	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

**E. CONFIDENTIALITY**

Standard: School nursing services are delivered in a manner that respects client confidentiality.

INDICATORS	RATING				COMMENTS
1. The school district and school nursing program have explicit written policies and procedures, applicable to all personnel, addressing rules and exceptions for maintaining the confidentiality of student information.	M	P	U	N/A	
2. Confidentiality policies and procedures are consistent with professional nursing standards of practice and code of ethics, as well as applicable federal and state laws.	M	P	U	N/A	
3. Confidentiality policies and procedures include consequences for school health services personnel who fail to act according to policy and procedure. (See draft: <i>Guidelines for Policy and Practice: Confidentiality of Student Information.</i> )	M	P	U	N/A	
4. All school health services personnel receive annual training regarding confidentiality, and school nurses contribute to staff education programs and general school awareness.	M	P	U	N/A	
5. Practices of school nursing staff are monitored to ensure that they are consistent with, and serve the intended purposes of, school district confidentiality policies and procedures.	M	P	U	N/A	
6. Practices for obtaining informed consent to share student and family information with outside parties are consistent with legal and professional standards.	M	P	U	N/A	
7. Student and family information is shared among school personnel only as needed for the benefit of the student; informed written consent of the student or parent is obtained before sharing specific medical diagnoses and related information (e.g., HIV status of a student.)	M	P	U	N/A	
8. Resources to assist with confidentiality issues (e.g., supervisors, outside experts, written guidelines) are available to, and appropriately accessed by, school nurses and assistive personnel.	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

**F. PROGRAM ACCOUNTABILITY**

Standard: Accountability procedures ensure the maintenance of high-quality programs and services.

INDICATORS	RATING				COMMENTS
1. The school nursing program has written procedures for evaluating the effectiveness of its programs and services.	M	P	U	N/A	
2. School nurses collect and maintain relevant data to evaluate program and service outcomes.	M	P	U	N/A	
3. The results of program evaluations are documented and disseminated to appropriate parties.	M	P	U	N/A	
4. Nursing programs and services are modified in response to program evaluations.	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

**G. PROGRAM SUPPORT**

Standard: The school district provides the necessary supports to enable the school nursing program to realize its vision and mission.

INDICATORS	RATING				COMMENTS
1. Facilities provided for school nurses meet legal requirements (e.g., fire and health codes, Americans with Disabilities Act, Occupational Safety and Health Administration (OSHA) regulations), and ensure adequate office space, privacy, and access to adequate telecommunication equipment for routine and emergency use.	M	P	U	N/A	
2. Facilities accommodate a diverse range of professional activities, including physical assessment, medical treatments, health counseling, screenings, medication administration, emergency interventions and consultation with pupils, parents, and school personnel.	M	P	U	N/A	
3. Clerical support, equipment, materials, and supplies are provided, as needed, to efficiently accomplish program objectives.	M	P	U	N/A	
4. A range of relevant and timely professional development activities is supported in a planned manner consistent with district priorities. The staff development plan includes opportunities for school nurses, as appropriate, to update both <i>clinical</i> and other educational knowledge and skills.	M	P	U	N/A	
5. When job responsibilities are changed, school nursing personnel are provided with opportunities for relevant professional development.	M	P	U	N/A	
6. School nurses have sufficient release time for professional development activities in order to support program and department goals and objectives.	M	P	U	N/A	
7. The school nursing program's annual budget is sufficient to support program and school district priorities.	M	P	U	N/A	
8. The annual budget process provides opportunities for cross-disciplinary planning to promote cost effective administration and delivery of services.	M	P	U	N/A	



# STANDARDS FOR SCHOOL PSYCHOLOGICAL SERVICES

<b>M</b>	Met
<b>P</b>	Partially Met
<b>U</b>	Unmet
<b>NA</b>	Not Applicable

## I. FOUNDATION

### A. PURPOSE

Standard: The school psychology program has clearly written vision and mission statements and related goals and objectives.

INDICATORS	RATING				COMMENTS
1. Vision and mission statements clearly address the needs of <i>all</i> students.	M	P	U	N/A	
2. Vision and mission statements complement the vision and mission statements of the school district.	M	P	U	N/A	
3. Vision and mission statements reflect collaborative input from other pupil services disciplines and from stakeholders.	M	P	U	N/A	
4. Goals and measurable objectives are derived from the vision and mission statements.	M	P	U	N/A	
5. Vision and mission statements, goals and objectives are consistent with the <i>Principles for Professional Ethics and Standards for the Provision of School Psychological Services</i> of the National Association of School Psychologists (NASP).	M	P	U	N/A	
6. Vision and mission statements, goals and objectives are based on periodic needs assessments of students, families and staff.	M	P	U	N/A	
7. Vision and mission statements, goals and objectives are published and disseminated periodically to families, school personnel, and members of the board of education; and made available to students, community agencies and the public.	M	P	U	N/A	

**Section I: FOUNDATION (Continued)**

INDICATORS	RATING				COMMENTS
A. PURPOSE (Continued)					
8. Vision and mission statements, goals and objectives are reviewed at least annually, and revised as necessary, in collaboration with program stakeholders.	M	P	U	N/A	
9. Vision and mission statements support a range of services that include prevention, assessment, intervention, consultation, and evaluation of student outcomes.	M	P	U	N/A	
10. Vision and mission statements communicate clear expectations for collaboration among pupil services disciplines and with other professionals.	M	P	U	N/A	

**B. PROGRAM DEVELOPMENT**

Standard: School psychologists collaborate to develop programs that meet the identified needs of students, families and school personnel.

INDICATORS	RATING				COMMENTS
1. School psychologists identify program and service needs in collaboration with stakeholders.	M	P	U	N/A	
2. Programs are developed in accordance with current professional standards of practice and legal mandates.	M	P	U	N/A	
3. School psychologists plan, develop and evaluate school psychology programs and services in collaboration with stakeholders.	M	P	U	N/A	
4. School psychologists participate in the development, implementation and evaluation of other districtwide initiatives and programs.	M	P	U	N/A	



**Section I: FOUNDATION (Continued)**

**C. POLICIES AND PROCEDURES**

Standard: The school psychology program maintains written policies and procedures to ensure quality of services and districtwide uniformity.

INDICATORS	RATING				COMMENTS
1. Policies and procedures are consistent with the vision and mission statement, goals and objectives.	M	P	U	N/A	
2. Policies and procedures are consistent with the <i>NASP Principles for Professional Ethics</i> .	M	P	U	N/A	
3. Policies and procedures reflect current professional standards of practice and legal mandates.	M	P	U	N/A	
4. School psychologists collaborate, as appropriate, to develop, review and revise department policies and procedures.	M	P	U	N/A	
5. Policies and procedures allow school psychologists to exercise appropriate professional judgement and autonomy in delivering services.	M	P	U	N/A	
6. Policies and procedures promote collaboration among pupil services disciplines and with school personnel, families and community agencies.	M	P	U	N/A	
7. Policies and procedures ensure effective response to individual and schoolwide crisis situations.	M	P	U	N/A	
8. Policies and procedures require staff compliance with universal precautions and other applicable health and safety standards.	M	P	U	N/A	
9. Policies and procedures are available in writing to all school psychology staff.	M	P	U	N/A	
10. School psychology staff receives orientation and regular updating on policies and procedures.	M	P	U	N/A	
11. Policies and procedures are published and disseminated periodically to families, school personnel and members of the board of education, and made available to students, community agencies and the public.	M	P	U	N/A	

## II. STUDENT SERVICES

### A. PREVENTION

Standard: School psychologists deliver effective prevention programs and services.

INDICATORS	RATING				COMMENTS
	M	P	U	N/A	
1. School psychologists collaborate with others to develop, promote, and implement prevention programs and services.	M	P	U	N/A	
2. School psychologists support and, when appropriate, provide leadership for community and school programs that promote wellness, reduce risky behaviors and improve school climate.	M	P	U	N/A	
3. School psychologists serve as prevention role models.	M	P	U	N/A	
4. School psychologists disseminate information about practices and behaviors that promote educational success, and risk factors that adversely affect educational success.	M	P	U	N/A	
5. School psychologists collaborate with other school personnel, families and community agencies to monitor the developmental and educational progress of students exposed to risk factors.	M	P	U	N/A	

### B. CURRICULUM

Standard: School psychological services are coordinated with the school curriculum.

INDICATORS:	RATING				COMMENTS
	M	P	U	N/A	
1. School psychologists keep abreast of relevant curriculum issues and initiatives.	M	P	U	N/A	
2. School psychologists are knowledgeable of school district curriculum.	M	P	U	N/A	
3. School psychologists ensure that student services are coordinated and, where appropriate, integrated with curriculum content.	M	P	U	N/A	
4. School psychologists participate in the selection, development, delivery, and evaluation of curriculum.	M	P	U	N/A	

**Section II: STUDENT SERVICES (Continued)**

**C. SCREENING AND ASSESSMENT**

Standard: School psychologists deliver effective screening and assessment services.

INDICATORS	RATING				COMMENTS
1. Screening programs are designed to ensure coordination of program components (i.e., planning, training, timing and scheduling, implementation, referrals for further assessment, follow through and record keeping).	M	P	U	N/A	
2. School psychologists conduct screening activities according to current professional standards of practice, school district policies and procedures, and legal mandates.	M	P	U	N/A	
3. School psychologists collaborate in the development, implementation and evaluation of screening programs.	M	P	U	N/A	
4. School psychologists communicate with families to provide advance notice of screening activities, to provide notice of findings requiring further action, and to ascertain the status of referrals.	M	P	U	N/A	
5. School psychologists conduct screenings in a timely manner.	M	P	U	N/A	
6. Assessment activities are conducted according to current professional standards of practice, school district policies and procedures, and legal mandates.	M	P	U	N/A	
7. Assessments are conducted for a variety of reasons (i.e., program eligibility, determining service needs, monitoring student progress, program evaluation and research).	M	P	U	N/A	
8. School psychologists collaborate, as appropriate, with school personnel, students, families and community providers in planning student assessments.	M	P	U	N/A	
9. School psychologists obtain informed written parental consent to conduct individual evaluations.	M	P	U	N/A	

**Section II: STUDENT SERVICES (Continued)**

INDICATORS	RATING				COMMENTS
C. SCREENING AND ASSESSMENT (Continued)					
10. School psychologists select areas of assessment, and assessment instruments and procedures on the basis of individual children’s needs and presenting problems.	M	P	U	N/A	
11. School psychologists conduct multifaceted assessments, which may include both informal procedures (e.g., interviews, observations, and behavioral rating scales) and standardized procedures that are valid and reliable for the populations and purposes intended.	M	P	U	N/A	
12. In conducting assessments and interpreting results, school psychologists consider factors such as cultural and language background, educational experience, family priorities and health status. They do not make decisions or recommendations based solely on quantitative formulas.	M	P	U	N/A	
13. School psychologists report assessment results, both orally and in writing, in a manner that promotes appropriate understanding and use, and is consistent with confidentiality requirements.	M	P	U	N/A	
14. School psychologists write formal assessment reports, either individually or as part of a team, that specify sources of information, results, interpretations and recommendations.	M	P	U	N/A	
15. School psychologists conduct evaluations in a timely manner.	M	P	U	N/A	

**Section II: STUDENT SERVICES (Continued)**

**D. INTERVENTION**

Standard: School psychologists deliver a continuum of effective intervention services from early intervention through crisis response.

INDICATORS	RATING				COMMENTS
1. Intervention activities are conducted according to current professional standards of practices, school district policies and procedures and legal mandates.	M	P	U	N/A	
2. School psychologists provide comprehensive service delivery by using a variety of intervention approaches, including both indirect services (e.g., parent counseling and education, staff training and consultation, monitoring of student status) and direct services (e.g., whole class educational programs, individual and group interventions).	M	P	U	N/A	
3. School psychologists collaborate, as appropriate, with school personnel, students, families and community providers to develop goals and objectives for each student receiving services.	M	P	U	N/A	
4. Goals and objectives are based on assessment and reassessment findings.	M	P	U	N/A	
5. Goals and objectives are educationally relevant, developmentally appropriate and sensitive to the child's and family's social, cultural and linguistic background.	M	P	U	N/A	
6. Strategies, techniques and materials are selected to support goals and objectives.	M	P	U	N/A	

**Section II: STUDENT SERVICES (Continued)**

**E. PROMOTING STUDENT INDEPENDENCE AND SELF-ADVOCACY**

Standard: School psychologists assist students in monitoring and directing their personal development and capabilities.

INDICATORS:	RATING				COMMENTS
1. School psychologists extend services to students in ways that build on their individual strengths and offer them maximum opportunity to participate in the planning and direction of their own learning.	M	P	U	N/A	
2. School psychologists use developmentally appropriate practices to assist students in formulating personal goals and future plans.	M	P	U	N/A	

**F. REFERRAL AND LIAISON ACTIVITIES**

Standard: School psychologists deliver effective referral and liaison services.

INDICATORS	RATING				COMMENTS
1. School psychologists keep abreast of current community services and other resources.	M	P	U	N/A	
2. School psychologists keep families of school children informed of the community's resources and help families access them independently.	M	P	U	N/A	
3. School psychologists make appropriate referrals to other professionals/agencies for evaluation and services, and ensure follow-up.	M	P	U	N/A	
4. School psychologists fulfill a liaison role with community service providers.	M	P	U	N/A	

**Section II: STUDENT SERVICES (Continued)**

**G. COLLABORATION AND CONSULTATION**

Standard: School psychologists collaborate and consult with others to provide effective and efficient services.

INDICATORS	RATING				COMMENTS
	M	P	U	N/A	
1. School psychologists respect the contributions of all members of school teams (e.g., IEP Team, student assistance team) and integrate the input and recommendations of all team members in making decisions.	M	P	U	N/A	
2. School psychologists provide consultative services to parents, students, school personnel and other professionals.	M	P	U	N/A	
3. School psychology program staff seeks appropriate consultation to better meet student and family needs.	M	P	U	N/A	

**H. EVALUATION OF STUDENT OUTCOMES**

Standard: School psychologists evaluate student outcomes to ensure high-quality services.

INDICATORS	RATING				COMMENTS
	M	P	U	N/A	
1. School psychologists collect and maintain relevant data to evaluate student outcomes.	M	P	U	N/A	
2. School psychologists monitor student progress to determine the efficacy of direct and indirect interventions.	M	P	U	N/A	
3. School psychologists revise interventions on the basis of evaluations of student outcomes.	M	P	U	N/A	

### III. SYSTEMS OPERATIONS

#### A. ORGANIZATION AND MANAGEMENT

Standard: The school psychology program is organized and managed in a manner conducive to effective delivery of services and to continuous improvement.

INDICATORS	RATING				COMMENTS
	M	P	U	N/A	
1. The district's organizational chart delineates the relationship between the school psychology program, pupil services department and other departments.	M	P	U	N/A	
2. A designated central administrator assumes responsibility for administration of the school district's psychological services program. This individual is allotted sufficient time and opportunity to carry out this responsibility.	M	P	U	N/A	
3. A pupil services advisory council, including representatives of community service providers and parents, advises the district on its delivery of pupil services, including school psychological services.	M	P	U	N/A	
4. Organization and funding assure that all students, both in regular education and special education, have access to school psychological services.	M	P	U	N/A	
5. The school psychology program administrator clearly communicates department priorities and provides support and direction to help staff organize their work and address priorities in a timely fashion.	M	P	U	N/A	
6. Work assignments are consistent with the qualifications and skills of school psychologists and are based on current student and program needs identified through a systematic needs assessment.	M	P	U	N/A	
7. The school psychology program maintains systematic records to ensure that staff complete assignments in a timely manner.	M	P	U	N/A	
8. Work assignments of school psychology staff considers the full range of responsibilities and logistics, including: case load, assessments, consultations, attendance at team meetings, paperwork demands, numbers of sites to be served, and travel.	M	P	U	N/A	
9. If contracted school psychological services are used, the contractual agreement requires compliance with district policies and procedures, and the district monitors these services to ensure such compliance.	M	P	U	N/A	



**Section III: SYSTEMS OPERATIONS (Continued)**

INDICATORS	RATING				COMMENTS
A. ORGANIZATION AND MANAGEMENT (Continued)					
10. Contracted school psychology services encompass the same continuum of services as those provided by regularly employed pupil services staff and are not used to decrease the amount and quality of pupil services provided by the district.	M	P	U	N/A	
11. School psychologists attend regularly scheduled building, department and discipline-specific staff meetings. These meetings afford staff the opportunity to discuss professional issues.	M	P	U	N/A	
12. The pupil services department has mechanisms (e.g., input from outside experts, joint school-community ethics committee) for addressing and resolving school psychologists' professional, legal and ethical concerns about school district policies, procedures and practices in a constructive and non-threatening environment.	M	P	U	N/A	
13. There is a current, written job description for school psychologists which includes qualifications, professional activities and any special responsibilities.	M	P	U	N/A	
14. Sufficient qualified school psychologists are employed to address district priorities and department goals and objectives.	M	P	U	N/A	
15. When school psychology interns are employed, the school district follows relevant regulations and standards for field placements.	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

**B. STAFF SUPERVISION AND EVALUATION**

Standard: School psychologists are supervised and evaluated in a manner that ensures the provision of high-quality programs and services and their own professional growth.

INDICATORS	RATING				COMMENTS
1. School psychologists are provided with sufficient administrative and clinical supervision.	M	P	U	N/A	
2. Administrative supervision and coordination are provided by appropriately credentialed individuals who are knowledgeable about school psychology.	M	P	U	N/A	
3. Clinical supervision and consultation, provided by credentialed professionals with discipline-specific training and expertise, are available to all school psychologists.	M	P	U	N/A	
4. Evaluation of school psychologists is systematic, appropriate to meet the individual needs of staff members and consistent with discipline-specific standards of practice. (See CSDE document, <i>Evaluating Pupil Services Specialists</i> .)	M	P	U	N/A	
5. The personnel evaluation process uses data from multiple sources (e.g., work products, self-report, student records, outcome data, observation) and focuses on quality as well as quantity.	M	P	U	N/A	
6. Evaluation of individual school psychologists on clinical activities is conducted only by a supervisor with credentials and expertise in school psychology. (See CSDE document, <i>Evaluating Pupil Services Specialists</i> .)	M	P	U	N/A	
7. Evaluation procedures are documented and communicated to all school psychologists and their evaluators.	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

**C. PROFESSIONAL ROLES AND RESPONSIBILITIES**

Standard: School psychologists assume roles and responsibilities that optimize their contributions to the education of students.

INDICATORS	RATING				COMMENTS
1. School psychologists interpret their roles to school personnel so that their professional knowledge and competencies are understood, respected and effectively used.	M	P	U	N/A	
2. School psychologists only provide services within the limits of their individual preparation and expertise. In order to provide services in other areas, they acquire the requisite competencies through additional education (e.g., coursework, in-service training, supervised practice).	M	P	U	N/A	
3. School psychologists facilitate student achievement by sharing their perspectives and expertise (e.g., through consultation, staff in-service, parent education).	M	P	U	N/A	
4. School psychologists help families to understand and participate in the communication process between home and school and to access school system resources.	M	P	U	N/A	
5. School psychologists serve both as members and as leaders of interdisciplinary teams.	M	P	U	N/A	
6. School psychologists assume responsibility for their own continued learning.	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

**D. STUDENT RECORDS**

Standard: School psychologists maintain student information and document student services in a manner that meets the needs and protects the rights of students and families.

INDICATORS	RATING				COMMENTS
1. The pupil services department has clear written policies and procedures about the types of student education records maintained by school psychologists and where they should be kept.	M	P	U	N/A	
2. The school district's records policy and procedures meet federal and state requirements governing education records (and, when applicable, medical records) in order to protect student and family privacy.	M	P	U	N/A	
3. School psychologists maintain student education records that meet current legal mandates and professional standards of practice.	M	P	U	N/A	
4. Access by school personnel to student education records maintained by school psychologists is limited to those with a legitimate educational interest.	M	P	U	N/A	
5. Student education records maintained by school psychologists have an access sheet that meets the requirements of the Family Educational Rights and Privacy Act (FERPA), that is, a record of parties requesting information and their legitimate interest in requesting it.	M	P	U	N/A	
6. The nature and extent of documentation in student records is guided by what is necessary and sufficient to inform and support professional decision-making.	M	P	U	N/A	
7. School psychologists are cognizant of the rights of parents and eligible students to inspect and review the student's education records, seek amendment of records and consent to disclosures of personally identifiable information.	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

INDICATORS	RATING				COMMENTS
D. STUDENT RECORDS (Continued)					
8. School psychologists assist parents in inspecting and reviewing psycho-educational and mental health records that school personnel collect, maintain or use in the course of providing services to students. In so doing, school psychologists protect test security and observe copyright restrictions.	M	P	U	N/A	
9. Procedures for the retention and destruction of student education records meet federal and state mandates.	M	P	U	N/A	
10. The school district procures prior approval from the Office of the Public Records Administrator before destroying any records, whether or not they appear on the <i>Records Retention/Disposition Schedules</i> .	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

**E. CONFIDENTIALITY**

Standard: School psychological services are delivered in a manner that respects client confidentiality.

INDICATORS	RATING				COMMENTS
	M	P	U	N/A	
1. The school district and the school psychology program have explicit written policies and procedures, applicable to all personnel, addressing rules and exceptions for maintaining the confidentiality of student information.	M	P	U	N/A	
2. Confidentiality policies and procedures are consistent with the NASP <i>Principles for Professional Ethics</i> and <i>Standards for the Provision of School Psychological Services</i> , as well as applicable federal and state laws.	M	P	U	N/A	
3. Confidentiality policies and procedures include consequences for personnel who fail to act according to policy and procedure. (See draft: <i>Guidelines for Policy and Practice: Confidentiality of Student Information.</i> )	M	P	U	N/A	
4. All school personnel receive annual training regarding confidentiality, and school psychologists contribute to staff education programs and general school awareness about confidentiality.	M	P	U	N/A	
5. Practices of school psychology staff are monitored to ensure that they are consistent with, and serve the intended purposes of, school district confidentiality policies and procedures.	M	P	U	N/A	
6. Practices for obtaining informed consent to share student and family information with outside parties are consistent with legal and professional standards.	M	P	U	N/A	
7. Student and family information used by school psychologists is shared among school personnel only as needed for the benefit of the student.	M	P	U	N/A	
8. Resources to assist with confidentiality issues (e.g., supervisors, outside experts, written guidelines) are available to, and appropriately accessed by, school psychology staff.	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

**F. PROGRAM ACCOUNTABILITY**

Standard: Accountability procedures ensure the maintenance of high-quality programs and services.

INDICATORS	RATING				COMMENTS
1. The school psychology program has written procedures for evaluating the effectiveness of its programs and services.	M	P	U	N/A	
2. School psychologists collect and maintain relevant data to evaluate program outcomes.	M	P	U	N/A	
3. The results of program evaluations are documented and disseminated to appropriate parties.	M	P	U	N/A	
4. School psychology programs and services are modified in response to program evaluations.	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

**G. PROGRAM SUPPORT**

Standard: The school district provides the necessary supports to enable the school psychology program to realize its vision and mission.

INDICATORS	RATING				COMMENTS
1. Facilities provided for school psychology staff meet legal requirements (e.g., fire and health codes, Occupational Safety and Health Administration regulations, Americans with Disabilities Act) and ensure adequate office space, privacy and access to telecommunications equipment.	M	P	U	N/A	
2. Facilities accommodate a diverse range of activities, including evaluation and intervention, and are adequate for meeting with students, parents and school personnel.	M	P	U	N/A	
3. Clerical support, equipment, materials, and supplies are provided, as needed, to efficiently accomplish school psychology program objectives.	M	P	U	N/A	
4. A range of relevant and timely professional development activities is supported in a planned manner consistent with district priorities. The staff development plan includes opportunities to update both clinical and other educational knowledge and skills.	M	P	U	N/A	
5. When job responsibilities are changed, school psychologists are provided with opportunities for relevant professional development.	M	P	U	N/A	
6. School psychologists have sufficient release time for professional development activities to support department goals and objectives.	M	P	U	N/A	
7. The school psychology program's annual budget is sufficient to support department and school district priorities.	M	P	U	N/A	
8. The annual budget process provides opportunity for cross-disciplinary planning to promote cost-effective administration and delivery of services.	M	P	U	N/A	





# STANDARDS FOR SCHOOL SOCIAL WORK SERVICES

<b>M</b>	Met
<b>P</b>	Partially Met
<b>U</b>	Unmet
<b>NA</b>	Not Applicable

## I. FOUNDATION

### A. PURPOSE

Standard: The school social work program has clearly written vision and mission statements and related goals and objectives.

INDICATORS	RATING				COMMENTS
1. Vision and mission statements clearly address the needs of <i>all</i> students.	M	P	U	N/A	
2. Vision and mission statements complement the vision and mission statements of the school district.	M	P	U	N/A	
3. Vision and mission statements reflect collaborative input from other pupil services disciplines and from stakeholders.	M	P	U	N/A	
4. Goals and measurable objectives are derived from the vision and mission statements.	M	P	U	N/A	
5. Vision and mission statements, goals, and objectives are consistent with the National Association of Social Workers (NASW) <i>Code of Ethics and Standards for School Social Work Services</i> .	M	P	U	N/A	
6. Vision and mission statements, goals, and objectives are based on a periodic needs assessment of students, families and staff.	M	P	U	N/A	
7. Vision and mission statements, goals, and objectives are published and disseminated periodically to families, school personnel, and members of the board of education; and made available to students, community agencies, and the public.	M	P	U	N/A	

**Section I: FOUNDATION (Continued)**

INDICATORS	RATING				COMMENTS
A. PURPOSE (Continued)					
8. Vision and mission statements, goals and objectives are reviewed at least annually, and revised as necessary, in collaboration with program stakeholders.	M	P	U	N/A	
9. Vision and mission statements support a range of services that include prevention, assessment, intervention, consultation, and evaluation of student outcomes.	M	P	U	N/A	
10. Vision and mission statements communicate clear expectations for collaboration among school social work disciplines and with other professionals.	M	P	U	N/A	

**B. PROGRAM DEVELOPMENT**

Standard: School social workers collaborate to develop programs that meet the identified needs of students, families and school personnel.

INDICATORS	RATING				COMMENTS
1. School social workers identify program and service needs in collaboration with stakeholders <sup>7</sup> .	M	P	U	N/A	
2. Programs are developed in accordance with current professional standards of practice and legal mandates.	M	P	U	N/A	
3. School social workers plan, develop and evaluate school social work programs and services in collaboration with stakeholders.	M	P	U	N/A	
4. School social workers participate in the development, implementation and evaluation of districtwide initiatives and programs.	M	P	U	N/A	

**Section I: FOUNDATION (Continued)**

**C. POLICIES AND PROCEDURES**

Standard: The school social work program maintains written policies and procedures to ensure quality of services and districtwide uniformity.

INDICATORS	RATING				COMMENTS
1. Policies and procedures are consistent with the vision and mission statement, goals and objectives.	M	P	U	N/A	
2. Policies and procedures are consistent with the <i>NASW Code of Ethics</i> .	M	P	U	N/A	
3. Policies and procedures reflect current professional standards of practice and legal mandates.	M	P	U	N/A	
4. School social workers collaborate, as appropriate, to develop, review and revise department policies and procedures.	M	P	U	N/A	
5. Policies and procedures allow school social workers to exercise appropriate professional judgement and autonomy in delivering services.	M	P	U	N/A	
6. Policies and procedures promote collaboration among pupil services disciplines and with school personnel, families and community agencies.	M	P	U	N/A	
7. Policies and procedures ensure effective response to individual and schoolwide crisis situations.	M	P	U	N/A	
8. Policies and procedures require staff compliance with universal precautions and other applicable health and safety standards.	M	P	U	N/A	
9. Policies and procedures are available in writing to all school social work staff.	M	P	U	N/A	
10. School social work staff receives orientation and regular updating on policies and procedures.	M	P	U	N/A	
11. Policies and procedures are published and disseminated periodically to families, school personnel and members of the board of education, and made available to students, community agencies and the public.	M	P	U	N/A	

## II. STUDENT SERVICES

### A. PREVENTION

Standard: School social workers deliver effective prevention programs and services.

INDICATORS	RATING				COMMENTS
	M	P	U	N/A	
1. School social workers collaborate with others to develop, promote and implement prevention programs and services.	M	P	U	N/A	
2. School social workers support and, when appropriate, provide leadership for community and school programs that promote wellness, reduce risky behaviors and improve school climate.	M	P	U	N/A	
3. School social workers serve as prevention role models.	M	P	U	N/A	
4. School social workers disseminate information about practices and behaviors that promote educational success, and risk factors that adversely affect educational success.	M	P	U	N/A	
5. School social workers collaborate with other school personnel, families and community agencies to monitor the developmental and educational progress of students exposed to risk factors.	M	P	U	N/A	

### B. CURRICULUM

Standard: School social work services are coordinated with the school curriculum.

INDICATORS:	RATING				COMMENTS
	M	P	U	N/A	
1. School social workers keep abreast of relevant curriculum issues and initiatives.	M	P	U	N/A	
2. School social workers are knowledgeable of school district curriculum.	M	P	U	N/A	
3. School social workers ensure that student services are coordinated and, where appropriate, integrated with curriculum content.	M	P	U	N/A	
4. School social workers participate in the selection, development, delivery, and evaluation of curriculum.	M	P	U	N/A	

**Section II: STUDENT SERVICES (Continued)**

**C. SCREENING AND ASSESSMENT**

Standard: School social workers deliver effective screening and assessment services.

INDICATORS	RATING				COMMENTS
1. Screening programs are designed to ensure coordination of program components (i.e., planning, training, timing and scheduling, implementation, referrals for further assessment, follow through and record keeping).	M	P	U	N/A	
2. School social workers conduct screening activities according to current professional standards of practice, school district policies and procedures, and legal mandates.	M	P	U	N/A	
3. School social workers collaborate in the development, implementation and evaluation of screening programs.	M	P	U	N/A	
4. School social workers communicate with families to provide advance notice of screening activities, to provide notice of findings requiring further action, and to ascertain the status of referrals.	M	P	U	N/A	
5. School social workers conduct screenings in a timely manner.	M	P	U	N/A	
6. Assessment activities are conducted according to current professional standards of practice, school district policies and procedures, and legal mandates.	M	P	U	N/A	
7. Assessments are conducted for a variety of reasons (i.e., program eligibility, determining service needs, monitoring student progress, program evaluation and research).	M	P	U	N/A	
8. School social workers collaborate, as appropriate, with school personnel, students, families and community providers in planning student assessments.	M	P	U	N/A	
9. School social workers obtain informed written parental consent to conduct individual evaluations.	M	P	U	N/A	

**Section II: STUDENT SERVICES (Continued)**

INDICATORS	RATING				COMMENTS
C. SCREENING AND ASSESSMENT (Continued)					
10. School social workers select assessment instruments and procedures on the basis of individual children’s needs and presenting problems.	M	P	U	N/A	
11. School social workers conduct multifactor assessments, which may include both informal procedures (e.g., interviews, observations, and behavioral rating scales) and standardized procedures that are valid and reliable for the populations and purposes intended.	M	P	U	N/A	
12. In conducting assessments and interpreting results, school social workers consider factors such as cultural and language background, educational experience, family priorities and health status. They do not make decisions or recommendations based solely on quantitative formulas.	M	P	U	N/A	
13. School social workers report assessment results, both orally and in writing, in a manner that promotes appropriate understanding and use, and is consistent with confidentiality requirements.	M	P	U	N/A	
14. School social workers write formal assessment reports, either individually or as part of a team, that specify sources of information, results, interpretations and recommendations.	M	P	U	N/A	
15. School social workers conduct evaluations in a timely manner.	M	P	U	N/A	

**Section II: STUDENT SERVICES (Continued)**

**D. INTERVENTION**

Standard: School social workers deliver a continuum of effective intervention services from early intervention through crisis response.

INDICATORS	RATING				COMMENTS
1. Intervention activities are conducted according to current professional standards of practices, school district policies and procedures and legal mandates.	M	P	U	N/A	
2. School social workers provide comprehensive service delivery by using a variety of intervention approaches, including both indirect services (e.g., parent counseling and education, staff training and consultation, monitoring of student status) and direct services (e.g., whole class educational programs, individual and group interventions).	M	P	U	N/A	
3. School social workers collaborate, as appropriate, with school personnel, students, families and community providers to develop measurable goals and objectives for each student receiving services.	M	P	U	N/A	
4. Goals and objectives are based on assessment and reassessment findings.	M	P	U	N/A	
5. Goals and objectives are educationally relevant, developmentally appropriate and sensitive to the child's and family's social, cultural and linguistic background.	M	P	U	N/A	
6. Strategies, techniques and materials are selected to support goals and objectives.	M	P	U	N/A	

**Section II: STUDENT SERVICES (Continued)**

**E. PROMOTING STUDENT INDEPENDENCE AND SELF-ADVOCACY**

Standard: School social workers assist students in monitoring and directing their personal development and capabilities.

INDICATORS:	RATING				COMMENTS
1. School social workers extend services to students in ways that build on their individual strengths and offer them maximum opportunity to participate in the planning and direction of their own learning.	M	P	U	N/A	
2. School social workers use developmentally appropriate practices to assist students in formulating personal goals and future plans.	M	P	U	N/A	

**F. REFERRAL AND LIAISON ACTIVITIES**

Standard: School social workers deliver effective referral and liaison services.

INDICATORS	RATING				COMMENTS
1. School social workers keep abreast of current community services and other resources.	M	P	U	N/A	
2. School social workers keep families informed of the community's resources and help families access them independently.	M	P	U	N/A	
3. School social workers make referrals to other professionals/agencies for evaluation and services, and ensure follow-up.	M	P	U	N/A	
4. School social workers fulfill a liaison role with community service providers.	M	P	U	N/A	



**Section II: STUDENT SERVICES (Continued)**

**G. COLLABORATION AND CONSULTATION**

Standard: School social workers collaborate and consult with others to provide effective and efficient services.

INDICATORS	RATING				COMMENTS
	M	P	U	N/A	
1. School social workers respect the contributions of all members of school teams (e.g., IEP Team, student assistance team) and integrate the input and recommendations of all team members in making decisions.	M	P	U	N/A	
2. School social workers provide consultative services to parents, students, school personnel and other professionals.	M	P	U	N/A	
3. School social work program staff seeks appropriate consultation to better meet student and family needs.	M	P	U	N/A	

**H. EVALUATION OF STUDENT OUTCOMES**

Standard: School social workers evaluate student outcomes to ensure high-quality services.

INDICATORS	RATING				COMMENTS
	M	P	U	N/A	
1. School social workers collect and maintain relevant data to evaluate student outcomes.	M	P	U	N/A	
2. School social workers monitor student progress to determine the efficacy of direct and indirect interventions.	M	P	U	N/A	
3. School social workers revise interventions on the basis of evaluations of student outcomes.	M	P	U	N/A	

### III. SYSTEMS OPERATIONS

#### A. ORGANIZATION AND MANAGEMENT

Standard: The school social work program is organized and managed in a manner conducive to effective delivery of services and continuous improvement.

INDICATORS	RATING				COMMENTS
	M	P	U	N/A	
1. The district's organizational chart delineates the relationship between the school social work staff, pupil services department and other departments.	M	P	U	N/A	
2. A designated central administrator assumes responsibility for administration of the school district's social work program. This individual is allotted sufficient time and opportunity to carry out this responsibility.	M	P	U	N/A	
3. A pupil services advisory council, including representatives of community service providers and parents, advises the district on its delivery of pupil services, including school social work services.	M	P	U	N/A	
4. Organization and funding assure that all students, both in regular education and special education, have access to school social work services.	M	P	U	N/A	
5. The school social work program administrator clearly communicates department and program priorities and provides support and direction to help staff members organize their work and address priorities in a timely fashion.	M	P	U	N/A	
6. Work assignments are consistent with the qualifications and skills of school social workers, and are based on current student and program needs identified from a systematic needs assessment.	M	P	U	N/A	
7. The school social work program maintains systematic records to ensure that staff complete assignments in a timely manner.	M	P	U	N/A	
8. Work assignments of school social work staff considers the full range of responsibilities and logistics, including: case load, assessments, consultations, attendance at team meetings, paperwork demands, numbers of sites to be served, and travel.	M	P	U	N/A	
9. If contracted school social work services are used, the contractual agreement requires compliance with district policies and procedures, and the district monitors these services to ensure such compliance.	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

INDICATORS	RATING				COMMENTS
A. ORGANIZATION AND MANAGEMENT (Continued)					
10. Contracted school social work services encompass the same continuum of services as those provided by regularly employed school social work staff and are not used to decrease the amount and quality of school social work services provided by the district.	M	P	U	N/A	
11. School social workers attend regularly scheduled building, department and staff meetings. These meetings afford school social workers the opportunity to discuss professional issues.	M	P	U	N/A	
12. The pupil services department has mechanisms (e.g., input from outside experts, joint school-community ethics committee) for addressing and resolving school social workers' professional, legal and ethical concerns about school district policies, procedures and practices in a constructive and non-threatening environment.	M	P	U	N/A	
13. There is a current, written job description for school social workers which includes qualifications, professional activities and any special responsibilities.	M	P	U	N/A	
14. Sufficient qualified school social workers are employed to address district priorities and pupil services department goals and objectives.	M	P	U	N/A	
15. When school social work interns are employed, the school district follows relevant regulations and standards for field placements.	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

**B. STAFF SUPERVISION AND EVALUATION**

Standard: School social workers are supervised and evaluated in a manner that ensures the provision of high quality programs and services and their own professional growth.

INDICATORS	RATING				COMMENTS
1. School social workers are provided with sufficient administrative and clinical supervision.	M	P	U	N/A	
2. Administrative supervision and coordination are provided by appropriately licensed individuals who are knowledgeable about school social work.	M	P	U	N/A	
3. Clinical supervision and consultation, provided by credentialed professionals with discipline-specific training and expertise, are available to all school social workers.	M	P	U	N/A	
4. Evaluation of school social workers is systematic, appropriate to meet the individual needs of staff members and consistent with discipline-specific standards of practice. (See CSDE document, <i>Evaluating Pupil Services Specialists</i> .)	M	P	U	N/A	
5. The personnel evaluation process uses data from multiple sources (e.g., work products, self-report, student records, outcome data, observation) and focuses on quality as well as quantity.	M	P	U	N/A	
6. Evaluation of individual school social workers on clinical activities is conducted only by a supervisor with credentials and expertise in school social work. (See CSDE document, <i>Evaluating Pupil Services Specialists</i> .)	M	P	U	N/A	
7. Evaluation procedures are documented and communicated to all school social workers and their evaluators.	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

**C. PROFESSIONAL ROLES AND RESPONSIBILITIES**

Standard: School social workers assume roles and responsibilities that optimize their contributions to the education of students.

INDICATORS	RATING				COMMENTS
1. School social workers interpret their roles to school personnel so that their professional knowledge and competencies are understood, respected and effectively used.	M	P	U	N/A	
2. School social workers only provide services within the limits of their individual preparation and expertise. In order to provide services in other areas, they acquire the requisite competencies through additional education (e.g., coursework, in-service training, supervised practice).	M	P	U	N/A	
3. School social workers facilitate student achievement by sharing their perspectives and expertise (e.g., through consultation, staff in-service, parent education).	M	P	U	N/A	
4. School social workers help families to understand and participate in the communication process between home and school and to access school system resources.	M	P	U	N/A	
5. School social workers serve both as members and as leaders of interdisciplinary teams.	M	P	U	N/A	
6. School social workers assume responsibility for their own continued learning.	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

**D. STUDENT RECORDS**

Standard: School social workers maintain student information and document student services in a manner that meets the needs and protects the rights of students and families.

INDICATORS	RATING				COMMENTS
1. The pupil services department has clear written policies and procedures about the types of student education records maintained by school social workers and where they should be kept.	M	P	U	N/A	
2. The school district's records policy and procedures meet federal and state requirements governing education records (and, as applicable, medical records) in order to protect student and family privacy.	M	P	U	N/A	
3. School social workers maintain student education records that meet current legal mandates and professional standards of practice.	M	P	U	N/A	
4. Access by school personnel to student education records maintained by school social workers is limited to those with a legitimate educational interest.	M	P	U	N/A	
5. Student education records maintained by pupil services staff have an access sheet that meets the requirements of the Family Educational Rights and Privacy Act (FERPA), that is, a record of parties requesting information and their legitimate interest in requesting it.	M	P	U	N/A	
6. The nature and extent of documentation in student records is guided by what is necessary and sufficient to inform and support professional decision-making.	M	P	U	N/A	
7. School social workers are cognizant of the rights of parents and eligible students to inspect and review the student's education records, seek amendment of records and consent to disclosures of personally identifiable information.	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

INDICATORS	RATING				COMMENTS
D. STUDENT RECORDS (Continued)					
8. School social workers assist parents in inspecting and reviewing psycho-educational and mental health records that school personnel collect, maintain or use in the course of providing services to students. In so doing, school psychologists protect test security and observe copyright restrictions.	M	P	U	N/A	
9. Procedures for the retention and destruction of student education records meet federal and state mandates.	M	P	U	N/A	
10. The school district procures prior approval from the Office of the Public Records Administrator before destroying any records, whether or not they appear on the <i>Records Retention/Disposition Schedules</i> .	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

**E. CONFIDENTIALITY**

Standard: School social work services are delivered in a manner that respects client confidentiality.

INDICATORS	RATING				COMMENTS
1. The school district and the school social work program have explicit written policies and procedures, applicable to all personnel, addressing rules and exceptions for maintaining the confidentiality of student information.	M	P	U	N/A	
2. Confidentiality policies and procedures are consistent with the NASW <i>Code of Ethics and Standards for School Social Work Services</i> , as well as applicable federal and state laws.	M	P	U	N/A	
3. Confidentiality policies and procedures include consequences for personnel who fail to act according to policy and procedure. (See draft: <i>Guidelines for Policy and Practice: Confidentiality of Student Information.</i> )	M	P	U	N/A	
4. All school personnel receive annual training regarding confidentiality, and school social workers contribute to staff education programs and general school awareness about confidentiality.	M	P	U	N/A	
5. Practices of school social work staff are monitored to ensure that they are consistent with, and serve the intended purposes of, school district confidentiality policies and procedures.	M	P	U	N/A	
6. Practices for obtaining informed consent to share student and family information with outside parties are consistent with legal and professional standards.	M	P	U	N/A	
7. Student and family information used by school social workers is shared among school personnel only as needed for the benefit of the student.	M	P	U	N/A	
8. Resources to assist with confidentiality issues (e.g., supervisors, outside experts, written guidelines) are available to, and appropriately accessed by, school social work staff.	M	P	U	N/A	



**Section III: SYSTEMS OPERATIONS (Continued)**

**F. PROGRAM ACCOUNTABILITY**

Standard: Accountability procedures ensure the maintenance of high-quality programs and services.

INDICATORS	RATING				COMMENTS
1. The school social work program has written procedures for evaluating the effectiveness of its programs and services.	M	P	U	N/A	
2. School social workers collect and maintain relevant data to evaluate program outcomes.	M	P	U	N/A	
3. The results of program evaluations are documented and disseminated to appropriate parties.	M	P	U	N/A	
4. School social work programs and services are modified in response to program evaluations.	M	P	U	N/A	

**Section III: SYSTEMS OPERATIONS (Continued)**

**G. PROGRAM SUPPORT**

Standard: The school district provides the necessary supports to enable the school social work program to realize its vision and mission.

INDICATORS	RATING				COMMENTS
1. Facilities provided for school social work staff meet legal requirements (e.g., fire and health codes, Occupational Safety and Health Administration regulations, Americans with Disabilities Act) and ensure adequate office space, privacy and access to telecommunications equipment.	M	P	U	N/A	
2. Facilities accommodate a diverse range of activities, including evaluation and intervention, and are adequate for meeting with students, parents and school personnel.	M	P	U	N/A	
3. Clerical support, equipment, materials, and supplies are provided, as needed, to efficiently accomplish school social work program objectives.	M	P	U	N/A	
4. A range of relevant and timely professional development activities is supported in a planned manner consistent with district priorities. The staff development plan includes opportunities to update both clinical and other educational knowledge and skills.	M	P	U	N/A	
5. When job responsibilities are changed, pupil services staff are provided with opportunities for relevant professional development.	M	P	U	N/A	
6. School social workers have sufficient release time for professional development activities to support department goals and objectives.	M	P	U	N/A	
7. The school social work program's annual budget is sufficient to support department and school district priorities.	M	P	U	N/A	
8. The annual budget process provides opportunity for cross-disciplinary planning to promote cost-effective administration and delivery of services.	M	P	U	N/A	

# **EVALUATING PUPIL SERVICES SPECIALISTS**

**A REPORT BY THE  
STATE COMMITTEE FOR EVALUATION OF PUPIL SERVICES  
SPECIALISTS**

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**

**Hartford**

**October 1993**

# **State of Connecticut**

Lowell P. Weicker, Jr. Governor

## **Board of Education**

Edgar F. Beckham, Chairperson

Beverly P. Greenberg, Vice-Chairperson

Glenda M. Armstrong

Marcial Cuevas

Tom Gerety

Michael Helfgott

John Riege

Craig Toensing

Alphonse Wright

Andrew G. De Rocco (ex officio)

Commissioner of Higher Education

Vincent L. Ferrandino

Commissioner of Education

Lorraine M. Aronson

Deputy Commissioner of Education

Benjamin Dixon

Deputy Commissioner of Education

## CONTENTS

Acknowledgments .....	iii
Introduction .....	1
Summary of Findings .....	6
Recommendations .....	7
School Counselor Competencies and Indicators.....	9
School Nurse Competencies and Indicators .....	21
School Psychologist Competencies and Indicators.....	29
School Social Worker Competencies and Indicators.....	37
Speech and Language Pathologist Competencies and Indicators .....	45
Appendix A - Connecticut Teaching Competencies .....	53
Appendix B - Philosophy Statement.....	57
Appendix C - Demographic Information.....	59



## ACKNOWLEDGMENTS

Recognition and appreciation are extended to the following individuals for their significant contributions of expertise and time to this project:

### **Steering Committee**

Colleagues in the Connecticut State Department of Education chaired discipline-specific subcommittees and provided vision and leadership throughout the development of the assessment instruments and in the preparation of this report.

Jean Campbell  
Donald Douville\*  
Allen Fossbender\*\*  
Carolyn Isakson

Nadine Schwab  
William Turek  
Gloria Williams

### **Focus Group Members**

Practitioners from a large number of public school districts and representatives from the professional associations contributed time and expertise in discussing, developing and reviewing the competences and indicators for the five discipline-specific instruments presented in this report.

### **School Counseling**

Bruce Barnak  
Marie Catania  
Stephen Crane  
David Downes  
Allen Fossbender

Earl Geissler  
William Kovacki  
Edward Lysak  
Helen Pares  
Ann Taylor

### **School Nursing**

Celine Bakala  
Elaine Brainerd  
Lynne Gustafson

Carole Passarelli  
Leah Williams

### **School Psychology**

Gary Casey  
V. Curtis Hunter  
Robert Uchtenstein  
Michael Martin

Frank Morisano  
Susanna Sikorsky  
Katherine Wagar  
Pauline White

---

\* Retired

\*\* Currently with Regional School District No.6

### **School Social Work**

Martha Bellevue  
Ken Cheek  
George Culp  
Patricia Doyle

Jeff Forman  
Winston Johnson  
Nancy Santini  
Sally Wisniewski

### **Speech and Language Pathology**

Joan Gay  
Pamela Horrocks  
Anthony Malavenda

Frank Sansone  
Sandra Ulrich

Appreciation also is extended to the following colleagues in the Bureau of Research and Teacher Assessment and in the Bureau of Certification and Professional Development of the Connecticut State Department of Education, who provided technical support for this project.

Stuart Flavell  
Lawrence Jacobson  
Raymond Pecheone

Hal Portner  
Richard Vaillancourt

Gloria Williams\*  
Education Consultant  
Bureau of Certification and Professional Development

---

\*Project Coordinator



## INTRODUCTION

The State of Connecticut enacted statutory requirements in 1974 for evaluating certain education personnel. Section 10-151 b of the *Connecticut General Statutes* required local and regional boards of education to evaluate teachers on a continuous basis, in accordance with guidelines established by the State Board of Education. "Teacher," as defined by the statute, includes each employee of a board of education below the rank of superintendent who holds a certificate or permit issued by the State Board of Education. By definition, this includes guidance counselors, social workers, nurses\*, speech and language pathologists and psychologists. Guiding principles and guidelines were adopted by the State Board of Education to facilitate the development and implementation of teacher evaluation plans at the local level in accordance with statutory intent.

The Education Enhancement Act of 1986 mandated major reforms in the preparation, certification and continued professionalization of Connecticut teachers and caused increased attention to focus on teacher evaluation practices. In 1987, the State Board of Education adopted a new set of *Guidelines for Teacher Evaluation Programs* to assist local and regional boards of education in revising their existing plans or in developing new plans. Districts were required to submit those plans to the Connecticut State Department of Education for approval by June 15, 1989.

---

\*It should be noted that school nurses assigned as health educators in schools are certified as "school-nurse teachers." School nurses who are not responsible for health education curricula are not required to be certified, but must meet specific qualifications as defined in C.G.S. Section 10-212. These competencies and indicators were developed for the performance evaluation of school nurses who function primarily as clinicians rather than classroom health educators. The process of requiring certification for these school nurses has been initiated.

Deficiencies were noted in many of the new and revised teacher evaluation plans because districts failed to develop evaluation procedures for those teachers whose primary responsibilities were non-classroom oriented. Many local districts had failed to develop specific procedures for evaluating administrators and many districts failed to address the unique needs of the approximately 3,000 Connecticut teachers who are employed as pupil services specialists. Attempts to superimpose the procedures which had been developed for instructional personnel frequently were found to be inappropriate and inadequate for administrators or for pupil services specialists. Clearly there was a need for appropriate strategies which could lead to the effective evaluation of the performance of such non-classroom teachers.

By 1988 the Connecticut Principals' Academy had begun to address evaluation procedures for principals and, by 1995, major changes will occur for evaluating principals, i.e., outcome-based evaluations with portfolio assessments. No initiatives to address the evaluation procedures for pupil services specialists existed until the spring of 1989, when this project began.

On April 27, 1989, consultants from the Bureau of Professional Development and Bureau of Special Education and Pupil Services convened a small group of pupil services specialists from eight districts to discuss the scope of the problem and to examine strategies which could lead to the effective evaluation of pupil personnel specialists in Connecticut. Department staff consultants for professional development and for pupil services in the areas of guidance and counseling, nursing, psychology social work and speech and language served as group facilitators. This group confirmed the need to develop evaluation procedures for pupil services specialists and to provide these procedures to local districts to use as a framework to conduct effective

performance evaluations. A focus group was initiated in the fall of 1989 for that purpose. Later this group was broadened, with representatives from the state professional associations. The 1991 revisions to the teacher evaluation guidelines specified requirements for evaluating noninstructional teachers. Districts were asked to include in their Comprehensive Professional Development Plans their evaluation procedures for those teachers whose primary responsibilities lay outside classroom instruction.

More than 40 educators participated in the developmental activities (see Acknowledgments). The key objectives of the focus group were to:

- develop competencies and indicators for each pupil services discipline;
- determine who would be most appropriate to evaluate performance indicators for pupil services specialists;
- conduct a statewide validation of these competencies and indicators; and
- issue a report with recommendations for school districts.

The major outcomes of the project follow.

- It was agreed that the Connecticut Teaching Competencies (see Appendix A) would be used as a basis for the development of competencies and indicators for the five disciplines (counseling, nursing, psychology, social work, speech and language pathology).

Six Connecticut Teaching Competency statements were identified as being applicable to each of the disciplines, and nine competency statements would be applicable with some modification in language. However, the classroom-oriented indicators for the Connecticut Teaching Competencies would be modified, as appropriate, for each discipline.

- A statement of philosophy (see Appendix B) was developed which represented the basic beliefs and assumptions upon which the evaluation strategies of pupil personnel specialists should be formulated across disciplines.
- Accountability, ethical and licensure issues were identified as key factors in evaluating the performance of pupil personnel specialists (see report recommendations, Page 4).

Based on consultations with the Bureau of Research and Teacher Assessment, discipline-specific survey instruments, pages 9 through 52, comparable to the one used to validate the Connecticut Teaching Competencies were developed. A stratified random sampling process was implemented to validate the competencies and indicators for each discipline. Demographic information about the sample has been summarized in Table 1 of Appendix C.

The competency and indicator statements were rated by the respondents using four scales:

1. Frequency - How frequently the respondent performed the behavior described by each statement,
2. Importance - How important each statement was to his or her professional competence,

3. Measurement - Whether the respondent thought the behavior described in each statement could be measured through an evaluation instrument, and
4. Acquisition - At what point the respondent believed the behaviors described in each of the statements are usually acquired.

This document should be particularly helpful as districts revise their Comprehensive Professional Development Plans for the five-year period beginning in September 1994.

## SUMMARY OF FINDINGS

### Frequency

All 15 competencies were reported as performed *frequently to repetitively* by a majority of respondents.

### Importance

The 15 competencies were overwhelmingly reported as *Important to Extremely Important*. The most frequent responses were in the *Very Important to Extremely Important* categories. The competency "Demonstrates Knowledge of the American Public School System" generally was rated as *Important*, rather than *Very Important* or *Extremely Important*.

### Measurement

All competencies were rated as measurable. Across disciplines, the majority of respondents reported that the 15 competencies could be measured by a combination of observation, interview and written data. There was variation in responses, however, both among the 15 competencies and among the disciplines. Psychologists most often rated 13.0 as measurable by written data or by interview. On five of the competencies (1.0, 4.0, 8.0, 9.0 and 13.0), the responses of speech and language pathologists were spread across the measurement options.

### Acquisition

There was variation between disciplines and among competencies regarding the point at which each of the competencies should be acquired (before practice, practice by two years, practice more than two years).

## **RECOMMENDATIONS**

1. Pupil services specialists should receive supervision and evaluation in their clinical practice by personnel of the same discipline.
2. If the supervisor does not come from the same discipline, he or she can provide supervision and evaluation on the nonclinical indicators.
3. If the performance evaluator does not come from the same discipline, school districts should obtain consultation from a professional in the discipline to participate in clinical aspects of the evaluation.
4. When observation is part of the evaluation, ethical issues regarding confidentiality and informed consent must be addressed.





**CONNECTICUT  
COMPETENCIES AND INDICATORS  
FOR PERFORMANCE EVALUATION OF  
SCHOOL COUNSELORS\***

**CONNECTICUT STATE DEPARTMENT OF EDUCATION  
Bureau of Certification and Professional Development  
Bureau of Special Education and Pupil Services  
Vocational-Technical School System  
October 1993**

---

\*The competencies and indicators presented herein are not proposed to replace the validated *Indicators for the Evaluation of School Counselor* personnel document, published and distributed by the Connecticut Association of Counselor Educators (CACES), Connecticut School Counseling Association (CSCA) and the Connecticut State Department of Education (CSDE) in October 1990. School districts using those indicators may wish to review and use this list of competencies to enhance their current evaluation tool. The competencies and indicators presented herein are not proposed as a complete evaluation tool; but rather they are proposed as a set of descriptors of counselor expectations that may be used as a foundation on which local school districts can build counselor evaluation tools.



## **SCHOOL COUNSELOR COMPETENCIES AND INDICATORS**

### **1.0 Demonstrates facility in the skills of reading, writing and mathematics**

### **2.0 Demonstrates knowledge of the theory and practice of the discipline**

- 2.1 Demonstrates knowledge of the theory and practice of school guidance and counseling services for grades pre-kindergarten through 12
- 2.2 Demonstrates knowledge of the role and the function of the school counselor
- 2.3 Articulates methods or processes by which school guidance and counseling services are or can be integrated into the school system
- 2.4 Demonstrates knowledge of the standards for exemplary school guidance and counseling programs, as recommended by the Connecticut School Counselor Association in its publication, *Program Standards for School Guidance and Counseling*
- 2.5 Demonstrates knowledge of the major theories of career development
- 2.6 Demonstrates knowledge of occupational trends and their relevance to students' educational planning and career development
- 2.7 Assists teachers in relating subject matter to career information
- 2.8 Demonstrates knowledge of the major theories of family development and of family life
- 2.9 Demonstrates knowledge of the psychological, social, physical and economic factors that influence family behavior
- 2.10 Demonstrates knowledge of the relevance of the major theories of family development and of family life to the provision of school guidance and counseling services
- 2.11 Demonstrates knowledge of the theory and practice of individual and group guidance
- 2.12 Demonstrates knowledge of the theory and practice of school-based consultation
- 2.13 Demonstrates knowledge of the role and the function of the school counselor as school consultant
- 2.14 Demonstrates knowledge of contemporary local, state, regional and national issues pertinent to school guidance and counseling programs
- 2.15 Demonstrates knowledge of the theory and practice of individual and group counseling

2.16 Articulates one's own counseling theory

2.17 Identifies appropriate sources of additional information regarding school and community resources

### **3.0 Demonstrates knowledge of human growth and development as it relates to the educational process**

3.1 Demonstrates knowledge of social and cultural factors that influence the learning environment and the educational services of a school

3.2 Demonstrates knowledge of the major theories of personality development

3.3 Demonstrates knowledge of family relationships and their impact on student development

3.4 Demonstrates understanding of the effects of physical, social, emotional and intellectual development on learning

3.5 Demonstrates understanding of the relationship between learning problems and school adjustment problems

3.6 Demonstrates understanding of the relationship between teaching styles and learning styles

### **4.0 Demonstrates knowledge of the American public school system**

4.1 Demonstrates knowledge of how contemporary state, regional and national issues pertinent to school guidance and counseling services influence the provision of guidance and counseling services in Connecticut public schools

4.2 Demonstrates knowledge of contemporary state, regional and national issues pertinent to public school education

4.3 Knows and understands the governance of schools on the local, state and federal levels

4.4 Understands how the organization of the district and school has an impact upon the school community

4.5 Understands the rights and responsibilities of students, parents and staff

4.6 Demonstrates knowledge of the role and function of instructional personnel, pupil personnel specialists and school administrators

## **5.0 Effectively assesses student needs and progress**

- 5.1 Demonstrates knowledge of measurement techniques used to evaluate individual students and groups of students
- 5.2 Demonstrates the ability to observe and to interpret the behavior of individual students and groups of students in actual, naturally occurring circumstances
- 5.3 Demonstrates the ability to select and to use relevant information and appropriate appraisal techniques in assessing the personal adjustment and the academic development of individual students and groups of students
- 5.4 Demonstrates the ability to conduct follow-up studies to assess the impact of the school guidance and counseling program on students
- 5.5 Demonstrates knowledge of the relevance of educational research to the provision of guidance and counseling services
- 5.6 Administers, scores and interprets the results of measurements, inventories and evaluations relevant to guidance and counseling services
- 5.7 Demonstrates understanding of family dynamics to assist the students' functioning in the educational setting
- 5.8 Demonstrates knowledge of elementary statistical concepts and methods
- 5.9 Demonstrates knowledge of standardized achievement tests
- 5.10 Demonstrates knowledge of standardized tests of intelligence and scholastic aptitude
- 5.11 Demonstrates knowledge of questionnaires and inventories used for self-appraisal
- 5.12 Demonstrates the ability to communicate clearly test results to students, teachers and parents
- 5.13 Demonstrates knowledge of the principles of educational research
- 5.14 Demonstrates knowledge of the ethical and legal issues pertinent to educational research
- 5.15 Demonstrates the ability to conduct applied research

## **6.0 Plans programs and interventions to achieve established objectives**

- 6.1 Demonstrates knowledge of major curriculum trends in all subject areas

- 6.2 Assists in the development and implementation of the school curricula
- 6.3 Collects, disseminates and uses information that is relevant to the interests, needs and developmental levels of students
- 6.4 Makes appropriate referrals to school district personnel
- 6.5 Makes appropriate referrals to out-of-school district support personnel

## **7.0 Effectively implements programs and interventions to achieve established goals**

- 7.1 Provides to new staff members an orientation to the school district's guidance and counseling program
- 7.2 Assists school administrators in the development of policies and procedures for course scheduling, selection, registration and placement
- 7.3 Assists school administrators in the development of policies and procedures for the confidentiality, maintenance and destruction of educational records
- 7.4 Assists school administrators in the development of policies and procedures for grade reporting
- 7.5 Assists in the development and implementation of public relations activities designed to publicize the mission and services of the guidance and counseling program
- 7.6 Provides career guidance and counseling services that are relevant to the interests, needs and developmental level of counselees
- 7.7 Helps students relate their abilities, aptitudes and interests to current and future educational and occupational choices
- 7.8 Provides individual and group guidance services that are relevant to the interests, needs and developmental level of counselees
- 7.9 Conducts classroom-based guidance activities in collaboration with instructional personnel
- 7.10 Assists in the development and implementation of public relations activities designed to publicize the mission and services of the school district's pupil personnel specialists
- 7.11 Assists students in the development of decision-making and problem-solving skills

- 7.12 Demonstrates one's own counseling techniques
- 7.13 Assists parents to understand the factors interfering with their child's learning
- 7.14 Demonstrates ability to engage parents in educational planning to facilitate their child's learning
- 7.15 Demonstrates the ability to assume the role of the school counselor as school consultant
- 7.16 Demonstrates knowledge of computer information systems employed in school guidance and counseling programs
- 7.17 Demonstrates the ability to utilize information systems available in one's guidance and counseling department
- 7.18 Demonstrates the ability to evaluate computer information Systems used by one's guidance and counseling department

## **8.0 Helps students develop positive self-concepts**

- 8.1 Recognizes and understands the worth of all students and opportunities that racial, cultural, sexual and religious diversity present in the school environment
- 8.2 Demonstrates sensitivity to and respect for the needs and feelings of all students and parents
- 8.3 Demonstrates patience, empathy and enthusiasm with students
- 8.4 Helps students develop interpersonal skills
- 8.5 Assists staff in implementing strategies to foster positive self-concepts

## **9.0 Facilitates the development of student independence**

- 9.1 Recognizes and encourages the special interests and abilities of individual students
- 9.2 Engages students in selecting their own learning objectives
- 9.3 Presents opportunities that assist students in developing thinking skills, problem-solving skills and self-evaluation skills
- 9.4 Assists and encourages students to explore personal issues and questions that concern them

- 9.5 Promotes the ability of students to communicate effectively with others about ideas, concerns and emotions
- 9.6 Assists students in evaluating their own progress towards achieving counseling goals
- 9.7 Articulates the need to integrate career education into the school curricula
- 9.8 Demonstrates knowledge of postsecondary educational programs and postsecondary institutions
- 9.9 Assists students with postsecondary admission processes and procedures

#### **10.0 Effectively meets the needs of exceptional students**

- 10.1 Demonstrates knowledge of the psychology of exceptional students
- 10.2 Demonstrates knowledge of the psychological and social aspects of special education environments
- 10.3 Demonstrates knowledge of the role and function of the Planning and Placement Team
- 10.4 Assists staff and parents to better understand their child's handicapping condition and how it interferes with their child's learning
- 10.5 Demonstrates knowledge of the psychological, educational and vocational assessment of exceptional children
- 10.6 Demonstrates knowledge of exemplary guidance and counseling services for exceptional children
- 10.7 Demonstrates knowledge of the role and function of the school counselor as member of the Planning and Placement Team
- 10.8 Demonstrates knowledge of the role and function of the school counselor in the development and implementation of an Individualized Education Program
- 10.9 Demonstrates knowledge of the role and function of the school counselor in the development and implementation of an Individualized Transition Plan

#### **11.0 Effectively communicates with students, family members, school personnel and members of the community**

- 11.1 Demonstrates ability to transmit ideas, concepts and pertinent data in both oral and written modes of expression



- 11.2 Establishes rapport with students and staff and fosters positive interactions through verbal and nonverbal communications
- 11.3 Facilitates communication between home and school
- 11.4 Initiates and maintains a liaison role, as appropriate, with community service providers and school personnel

**12.0 Promotes a positive learning environment**

- 12.1 Demonstrates knowledge of social and cultural factors that influence the learning environment and the educational services of a school
- 12.2 Promotes appropriate behavior standards for students in the learning environment
- 12.3 Promotes an atmosphere which fosters self-discipline
- 12.4 Promotes positive interpersonal relations based upon mutual respect
- 12.5 Supports fair disciplinary practice

**13.0 Facilitates the cooperative involvement of parents and community in the educational process**

- 13.1 Demonstrates knowledge of strategies by which parents may become involved in the educational process
- 13.2 Assists in fostering a school environment that is responsive to the educational and developmental needs of students
- 13.3 Demonstrates the ability to work with parents in helping students to solve their own problems
- 13.4 Demonstrates knowledge of methods and techniques of parent education
- 13.5 Maintains productive working relationships with community support personnel and community agencies that provide services to school-age children
- 13.6 Makes parents and students aware of community resources
- 13.7 Obtains and uses, appropriately, information about students from parents
- 13.8 Assists staff in conducting effective parent-teacher conferences

- 13.9 Empowers parents to communicate their needs and concerns effectively to school and community agency staff
- 13.10 Identifies unmet needs in the community that adversely impact student learning
- 13.11 Demonstrates knowledge of the school and community resources that complement the provision of guidance and counseling services
- 13.12 Initiates liaisons with various community agencies that enhance guidance and counseling services

**14.0 Effectively organizes time, space, materials and equipment**

- 14.1 Organizes effectively time, space, materials and equipment for the provision of guidance and counseling services
- 14.2 Maintains a productive working environment in one's own office

**15.0 Meets professional responsibilities**

- 15.1 Demonstrates responsibility for self-growth, professional improvement and ongoing self-evaluation
- 15.2 Works cooperatively with colleagues and administrators
- 15.3 Follows the policies and procedures of the school district
- 15.4 Respects the privacy of students and parents and holds in confidence all information obtained in the course of professional service unless there is a compelling reason to do otherwise
- 15.5 Obtains informed consent of students and/or parents before taping, recording or permitting third-party observation of counseling sessions
- 15.6 Meets deadlines and expectations for documentation of operational requirements
- 15.7 Demonstrates knowledge of the preferred practices recommended in the position statements of the American School Counselor Association
- 15.8 Demonstrates knowledge of the professional competencies required of school counselors
- 15.9 Articulates the relevance of one's own personal growth and professional development to the provision of exemplary guidance and counseling services

- 15.10 Articulates the role and function of the school counselor as an agent for change
- 15.11 Demonstrates knowledge of the ethical standards of the American School Counselor Association
- 15.12 Demonstrates knowledge of the ethical standards of the American Association for Counseling and Development
- 15.13 Demonstrates knowledge of the ethical principles of the National Association of College Admissions Officers
- 15.14 Demonstrates knowledge of the federal and state laws pertinent to the role, function and services of the school counselor
- 15.15 Demonstrates knowledge of the relationship of school counselor professional associations to the provision of school guidance and counseling services
- 15.16 Demonstrates knowledge of the goals and functions of the state, regional and national school counselor professional associations



**CONNECTICUT  
COMPETENCIES AND INDICATORS  
FOR PERFORMANCE EVALUATION OF  
SCHOOL NURSES\***

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**  
Bureau of Certification and Professional Development  
Bureau of Special Education and Pupil Services  
Vocational-Technical School System  
**October 1993**

---

\* Competencies and indicators in this document are not proposed as a complete instrument. School districts may wish to review and use this document to enhance their current evaluation process.



## **SCHOOL NURSE COMPETENCIES AND INDICATORS**

### **1.0 Demonstrates facility in the skills of reading, writing and mathematics**

### **2.0 Demonstrates knowledge of the theory and practice of the discipline**

- 2.1 Understands and applies appropriate theories in nursing and related fields as the basis for decision making in nursing practice.
- 2.2 Possesses and utilizes accurate and up-to-date knowledge and skills applicable to school nursing practice
- 2.3 Understands the purpose and value of school health services
- 2.4 Identifies parameters of nursing practice within the educational setting
- 2.5 Utilizes appropriate professional resources for consultation and supervision

### **3.0 Demonstrates knowledge of human growth and development as it relates to the educational process**

- 3.1 Knows, understands and applies in nursing practice the major theories of human growth and development
- 3.2 Understands the relationship of growth and development (physical, social, emotional and intellectual) to health, disability and disease in children of all ages and applies this knowledge to school nursing practice
- 3.3 Utilizes knowledge of growth and development to promote effective teaching, learning, health promotion and nursing intervention
- 3.4 Recognizes the developmental differences and unique needs of special students and the impact of such needs on the delivery of school health services

### **4.0 Demonstrates knowledge of the American public school system**

- 4.1 Knows and understands the governance of schools from the local, state and federal levels
- 4.2 Knows and understands the health care system and its interaction with school health services
- 4.3 Understands the rights and responsibilities of students, parents, teachers and school health personnel

## **5.0 Effectively assesses student needs and progress**

- 5.1 Collects information about the health and developmental status of students in a systematic and continuous manner
- 5.2 Assesses the physiological and psychological health needs of individual students through the collection of relevant data and appropriate assessment techniques
- 5.3 Utilizes collected data to diagnose human responses to actual or potential physical and mental health problems of individual students and their families
- 5.4 Assesses schoolwide health needs through the collection of relevant data
- 5.5 Establishes appropriate goals for school health services
- 5.6 Identifies short- and long-term school health services
- 5.7 Utilizes collected data to develop a health services program
- 5.8 Maintains appropriate documentation of nursing assessments for individual students and for the schoolwide community

## **6.0 Plans programs and interventions to achieve established objectives**

- 6.1 Plans nursing interventions for individual students and groups of students with health service needs identified through the assessment process
- 6.2 Develops and documents individualized health care plans for students whenever appropriate
- 6.3 Plans school health programs to attain the short- and long-term school health objectives
- 6.4 Selects appropriate intervention techniques, human resources, materials, media and equipment to support goal achievement
- 6.5 Plans health programs and activities that are sensitive to the differences in individuals

## **7.0 Effectively implements programs and interventions to achieve established objectives**

- 7.1 Implements nursing interventions for individual students and groups of students based on the plan of care, which may include supportive and restorative care, health counseling and teaching, case finding and referral, collaborating in the implementation of the total health care regimen and executing the medical regimen under the direction of a licensed physician or dentist
- 7.2 Evaluates the effectiveness of interventions by assessment of student responses to the interventions, and revises the health care plan accordingly



- 7.3 Utilizes a variety of intervention strategies and advanced technology as indicated
- 7.4 Evaluates effectiveness of the school health program and revises the program's goals, objectives and implementation strategies accordingly
- 7.5 Determines progress towards goal achievement and revises the program as necessary
- 7.6 Maintains documentation of nursing interventions for student responses and evaluations

### **8.0 Helps students develop positive self-concepts**

- 8.1 Provides school health services and nursing interventions in the context of the individual student's racial and cultural heritage and sexual and religious values
- 8.2 Demonstrates sensitivity to and respect for the needs and feelings of all students
- 8.3 Demonstrates patience, empathy and enthusiasm

### **9.0 Facilitates the development of student Independence**

- 9.1 Recognizes and encourages the special interests and abilities of individual students
- 9.2 Engages students in selecting their own health objectives and behaviors
- 9.3 Stimulates students to recall, analyze, synthesize, implement and evaluate knowledge and actions leading to healthy lifestyles and independence
- 9.4 Provides opportunities that promote positive coping and problem-solving skills
- 9.5 Promotes student's ability to communicate effectively with others about ideas and concerns

### **10.0 Effectively meets the needs of exceptional students**

- 10.1 Obtains and uses health-related information about exceptional students to develop, implement and evaluate individualized health care plans, whenever appropriate
- 10.2 Demonstrates an understanding of the interrelationship of educationally handicapping conditions with physical and mental health
- 10.3 Identifies students who require the assistance of other specialists and makes appropriate referrals
- 10.4 Provides school health services as a related service, when appropriate

**11.0 Effectively communicates with students, family members, school personnel and members of the community**

- 11.1 Provides health information and explanations in a clear, coherent and logical manner
- 11.2 Uses appropriate written and oral expressions with students and families
- 11.3 Provides opportunity for effective and therapeutic communication with students
- 11.4 Establishes rapport and fosters positive reinforcement through verbal and non-verbal communication
- 11.5 Establishes professional credibility and trust with students in order to promote effective health interventions
- 11.6 Communicates with students both individually and collectively about their health needs and progress
- 11.7 Promotes positive communication between student, parents and teachers to facilitate the achievement of health goals
- 11.8 Utilizes effective communication techniques to ensure collaboration of family members in planning, implementing and evaluating health services for students
- 11.9 Clearly communicates protection rights and disclosure requirements of confidential information in both general and specific circumstances

**12.0 Promotes a positive learning environment**

- 12.1 Assesses the environment for health risks, physical or emotional, and makes recommendations to enhance learning
- 12.2 Supports behavior standards for students in the learning environment
- 12.3 Promotes positive interpersonal relations based upon mutual respect
- 12.4 Supports fair and consistent disciplinary practices

**13.0 Facilitates the cooperative involvement of parents and community in the educational process**

- 13.1 Establishes ongoing communications with parents based on mutual respect
- 13.2 Provides opportunities for parent and community involvement
- 13.3 Ensures parent collaboration in the development of individualized health care plans for students with health service needs

13.4 Conducts effective parent-nurse conferences

13.5 Communicates goals and objectives for the school health program

13.6 Uses community resources appropriately

13.7 Participates in cooperative parent/school/community endeavors

**14.0 Effectively organizes time, space, materials and equipment**

14.1 Establishes and maintains clinical protocols and administrative procedures for the provision of health services and operation of the health room

14.2 Organizes health services in order to promote appropriate use of the health room and to maximize students' educational experiences

14.3 Promotes an environment that is physically and emotionally healthy for students and staff

**15.0 Meets professional responsibilities**

15.1 Demonstrates responsibility for self-growth, professional improvement and ongoing self-evaluation

15.2 Works cooperatively with colleagues and administrators

15.3 Follows nursing standards of practice and the policies, procedures and nursing protocols of the school district.

15.4 Demonstrates ethical behavior

15.5 Seeks appropriate supervision and consultation



**CONNECTICUT  
COMPETENCIES AND INDICATORS  
FOR PERFORMANCE EVALUATION OF  
SCHOOL PSYCHOLOGISTS\***

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**  
Bureau of Certification and Professional Development  
Bureau of Special Education and Pupil Services  
Vocational-Technical School System  
**October 1993**

---

\*Competencies and indicators in this document are not proposed as a complete instrument. School districts may wish to review and use this document to enhance their current evaluation process.



## **SCHOOL PSYCHOLOGIST COMPETENCIES AND INDICATORS**

### **1.0 Demonstrates facility in reading, writing and mathematics**

### **2.0 Demonstrates knowledge of his or her special area of practice in education**

- 2.1 Demonstrates a knowledge of personality theories and personality dynamics
- 2.2 Demonstrates a knowledge of learning and emotional problems and strategies for remediation
- 2.3 Demonstrates a knowledge of psychological assessment and its application to questions of educational development
- 2.4 Demonstrate knowledge of the physical, social, emotional and cognitive aspects of human learning

### **3.0 Demonstrates knowledge of human growth and development as It relates to the teaching-learning process**

- 3.1 Demonstrates understanding of the major theories of human development
- 3.2 Demonstrates understanding of how physical, social, emotional and intellectual development affects learning
- 3.3 Demonstrates understanding of the relationship between learning problems and school adjustment problems
- 3.4 Demonstrates understanding of the interrelationship between teaching styles and learning styles
- 3.5 Demonstrates understanding of the impact of stress, disability<sup>1</sup> disease and deprivation (including neglect and abuse) on human behavior and development

### **4.0 Demonstrates knowledge of the public school system**

- 4.1 Knows and understands the governance of schools at the local, state and federal levels
- 4.2 Understands how the organization of the district and school has an impact upon the school community
- 4.3 Understands the rights and responsibilities of students, parents and staff

## **5.0 Implements Interventions to achieve selected objectives**

- 5.1 Plans and implements individual and/or group treatment services (i.e. individual or group counseling<sup>1</sup> behavior modification)
- 5.2 Assists in designing programs to enhance the cognitive, affective, social and vocational development of students
- 5.3 Designs and develops procedures for preventing disorders, promoting mental health and improving affective educational programs
- 5.4 Monitors the effectiveness and outcomes of intervention program

## **6.0 Effectively communicates with students, family members, school personnel and the community at large**

- 6.1 Report psychological evaluation findings, both written and oral, in clear, concise and accurate terms
- 6.2 Provides for two-way communication with clients and involves them in assessment, intervention and program evaluation procedures
- 6.3 Interprets school psychology services to pupils, parents, staff and the community
- 6.4 Assists in developing and implementing I.E.P. components when school psychology related services are called for
- 6.5 Demonstrates an ability to transmit ideas, concepts and pertinent data in an effective manner
- 6.6 Establishes rapport with students and staff and fosters positive interactions through verbal and nonverbal communication
- 6.7 Fulfills a liaison role, as appropriate, with community agents who serve the school district
- 6.8 Facilitates communication between home and school

## **7.0 Helps students develop positive self-concepts**

- 7.1 Recognizes and understands the worth of all students and the opportunities that racial, cultural, sexual and religious diversity present in the school environment



- 7.2 Demonstrates sensitivity to and respect for the needs and feelings of all students, parents and staff
- 7.3 Demonstrates patience, empathy and enthusiasm in dealing with students
- 7.4 Assists staff to implement strategies that foster positive student self-concepts

## **8.0 Effectively organizes time, space, materials and equipment for delivery of specialty services**

- 8.1 Establishes priorities, schedules, routines and procedures for delivering specialty services
- 8.2 Makes appropriate efforts to maintain schedules, routines, and procedures to reflect the established priorities
- 8.3 Attempts to provide a work setting that is attractive and conducive to providing appropriate specialty services

## **9.0 Assesses student needs and progress**

- 9.1 Evaluates human behavior on the basis of test results; clinical observations; interviews with students, teachers, other school personnel and parents; school records and reports of other professionals
- 9.2 Independently interprets and presents findings to teachers in order to help them understand and teach their students
- 9.3 Demonstrates a working knowledge of a wide range of assessment techniques suitable for students from ages pre-school to 21
- 9.4 Selects assessment techniques which are appropriate to the referral
- 9.5 Coordinates assessment with school personnel so as to avoid duplication or unnecessary procedures
- 9.6 Establishes positive rapport with students in order to achieve maximum cooperation and motivation
- 9.7 Collects assessment information in accordance with established standards and procedures
- 9.8 Analyzes and integrates assessment data to facilitate an understanding of the “whole” child

9.9 Uses assessment instruments only for purposes and populations for which there are acceptable validity and reliability

9.10 Uses and encourages the use of assessment practices which lend themselves to the development of effective educational interventions

#### **10.0 Effectively meets the needs of exceptional students**

10.1 Obtains and uses information about students from available records

10.2 Demonstrates understanding of behaviors resulting from mental, physical, emotional, sensory, speech or any other handicapping impediments

10.3 Assists parents to better understand handicapping conditions and how they interfere with a child's learning

#### **11.0 Strives to contribute to the establishment of a positive learning environment**

11.1 Identifies and assesses the social/emotional needs of students to make recommendations for enhancing the overall learning environment of the school

11.2 Promotes appropriate behavior standards for students

11.3 Advocates for effective disciplinary practices given the individual needs of students

#### **12.0 Meets professional responsibilities**

12.1 Demonstrates responsibility for professional improvement and ongoing self-evaluation

12.2 Assists in the planning, organization and review of school psychology services

12.3 Works cooperatively with colleagues and administrators

12.4 Follows the policies and procedures of the school district

#### **13.0 Encourages the support of parents and the community in the functioning of the school**

13.1 Obtains and uses appropriate information about students from parents

13.2 Assists staff to achieve effective parent-teacher communication, based upon mutual respect

- 13.3 Informs parents of community resources and services and helps them gain access to such resources as independently as possible
- 13.4 Helps parents to communicate their needs and concerns effectively to school and community agency staff
- 13.5 Identifies unmet needs in the community which<sup>1</sup> if addressed, might facilitate student learning and then advocates for the fulfillment of these needs

**14.0 Consults and collaborates with appropriate parties involved in the education of students**

- 14.1 Demonstrates a knowledge of consultation theory and practice
- 14.2 Consults with school personnel, families and others to facilitate the educational and psychosocial progress of children
- 14.3 Assists teachers in the development of effective management strategies for students manifesting significant educational problems
- 14.4 Consults with student support specialists to implement coordinated and comprehensive intervention/prevention programs
- 14.5 Consults with parents to assist in developing home management programs and to help them to use the results and recommendations of assessments
- 14.6 Consults with administrators to assist in resolving school issues and crises that have implications for the psychological well-being of students and staff
- 14.7 Consults and collaborates with other community professionals to provide a continuum of services and advocacy for children in need
- 14.8 Assists in the development of a coordinated plan for accountability and evaluation of all services provided in order to maintain and improve the effectiveness of services
- 14.9 Serves as a member of interdisciplinary teams assisting students to benefit from their school experiences

**15.0 Provides services and practices in full accordance with established principles of professional ethics and legal requirements**

- 15.1 Respects the privacy of students and parents and holds in confidence all information obtained in the course of professional service unless there is a compelling reason to do otherwise
- 15.2 Obtains informed consent of students and/or parents before taping, recording or permitting third-party observation of counseling sessions
- 15.3 Conducts services in a manner which protects the due process rights of the students and their parents as defined by state and federal laws and regulations
- 15.4 Actively seeks appropriate consultation with superiors, mentors and peers when expanding into areas of infrequent practice
- 15.5 Limits professional activities to only those areas in which competency has been demonstrated

**CONNECTICUT  
COMPETENCIES AND INDICATORS  
FOR PERFORMANCE EVALUATION OF  
SCHOOL SOCIAL WORKERS\***

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**  
Bureau of Certification and Professional Development  
Bureau of Special Education and Pupil Services  
Vocational-Technical School System  
**October 1993**

---

\*Competencies and indicators in this document are not proposed as a complete instrument. School districts may wish to review and use this document to enhance their current evaluation process.



## **SCHOOL SOCIAL WORKER COMPETENCIES AND INDICATORS**

### **1.0 Demonstrates facility in the skills of reading, writing and mathematics**

### **2.0 Demonstrates knowledge of the theory and practice of the discipline**

- 2.1 Demonstrates understanding of the major principles and concepts of methodology
- 2.2 Demonstrates accurate knowledge of individual, family, group and community dynamics
- 2.3 Formulates meaningful questions to achieve effective outcomes
- 2.4 Identifies appropriate sources of additional information regarding school and community resources
- 2.5 Demonstrates understanding of varying lifestyles and their influence on learning and school-community relations, i.e., the wide range of ethnic, economic and social backgrounds

### **3.0 Demonstrates knowledge of human growth and development as it relates to the educational process**

- 3.1 Demonstrates understanding of the major theories of human development
- 3.2 Demonstrates understanding of the effect of physical, social, emotional and intellectual development on learning
- 3.3 Demonstrates understanding of the relationship between learning problems and school adjustment problems
- 3.4 Demonstrates understanding of the interrelationship between teaching styles and learning styles
- 3.5 Demonstrates understanding of the causes and effects of stress, disability, disease and deprivation (including neglect and abuse) on human behavior and development

### **4.0 Demonstrates knowledge of the American public school system**

- 4.1 Demonstrates knowledge and understanding of the governance of schools from the local, state and federal levels
- 4.2 Demonstrates understanding of how the organization of the district and school has an impact upon the school community

- 4.3 Demonstrates understanding of rights and responsibilities of students, parents and staff

## **5.0 Effectively assesses student needs and progress**

- 5.1 Systematically conducts observations of child in multiple settings, clinical interviews with child and appropriate family members, and consultations with school staff and staff from community agencies, when appropriate, to gather data for problem resolution
- 5.2 Demonstrates understanding of family dynamics to assist the student's functioning in the educational setting.
- 5.3 Demonstrates understanding of the relationship between learning problems and school adjustment problems
- 5.4 Evaluates progress towards achievement of treatment goals and need for new strategies

## **6.0 Plans programs and interventions to achieve established objectives**

- 6.1 Organizes case data to develop a psychosocial treatment plan for the purpose of enhancing the student's learning
- 6.2 Develops a plan of action in response to all referrals accepted for service that includes an initial assessment and, when appropriate, treatment goals, interventions and exit criteria
- 6.3 Assist the child and family members to advocate appropriately for the best interests of the child

## **7.0 Effectively implements programs and interventions to achieve established objectives**

- 7.1 Selects and uses appropriately a range of treatment interventions such as consultation, casework, group work, family counseling and school/community organization
- 7.2 Assists parents to better understand the factors interfering with their child's learning
- 7.3 Assists students, family members and appropriate school staff to understand and participate in the process of problem resolution
- 7.4 Demonstrates an ability to engage parents in school planning to facilitate their child's learning



## **8.0 Helps students to develop positive self-concepts**

- 8.1 Recognizes and understands the worth of all students and the opportunities that racial, cultural, sexual and religious diversity present in the school environment
- 8.2 Demonstrates sensitivity to and respect for the needs and feelings of all students and parents
- 8.3 Demonstrates patience, empathy and enthusiasm with students
- 8.4 Helps students to develop problem-solving, decision-making and social interaction skills
- 8.5 Assists staff to implement Strategies to foster student positive self-concept

## **9.0 Facilitates the development of student Independence**

- 9.1 Recognizes and encourages the special interests and abilities of individual students
- 9.2 Engages students in selecting their own learning and counseling objectives and activities
- 9.3 Presents opportunities that assist students in developing thinking skills, problem-solving skills, and self-evaluation skills
- 9.4 Assists and encourages students to explore issues and questions of concerns to them
- 9.5 Promotes students' ability to communicate effectively with others about ideas, concerns and emotions
- 9.6 Assists students in evaluating their own progress towards achieving treatment goals

## **10.0 Effectively meets the needs of exceptional students**

- 10.1 Obtains and uses information about students from available records
- 10.2 Demonstrates understanding of the behaviors resulting from mental, physical, emotional, sensory, speech or any other handicapping conditions
- 10.3 Assists staff and parents to better understand the handicapping condition and how it interferes with the child's learning
- 10.4 Implements school social work as a related service, when appropriate

**11.0 Effectively communicates with students, family members, school personnel and members of the community**

- 11.1 Understands and articulates the purposes and values of social work interventions to school, community and client groups
- 11.2 Writes and communicates clearly the social work assessment, treatment goals and objectives and intervention strategies
- 11.3 Facilitates communication between home and school
- 11.4 Initiates and maintains a liaison role, as appropriate, with community service providers and school personnel
- 11.5 Develops and communicates clearly the IEP component when social work is to be provided as a related service

**12.0 Promotes a positive learning environment**

- 12.1 Identifies and assesses the social/emotional needs of students to make recommendations to enhance the overall learning environment of the school
- 12.2 Promotes appropriate behavior standards for students in the
- 12.3 Promotes an atmosphere which fosters self-discipline
- 12.4 Promotes positive interpersonal relations based upon mutual respect
- 12.5 Supports fair and consistent disciplinary practices

**13.0 Facilitates the cooperative involvement of parents and the community in the educational process**

- 13.1 Assists staff to achieve communication with parents based on mutual respect
- 13.2 Assists staff in conducting effective parent-teacher conferences
- 13.3 Informs parents of community resources and services and guides them toward independent access of resources and services, as possible
- 13.4 Assists parents to communicate their needs and concerns effectively to school and community agency staff learning environment

I 3.5 Assists in identifying unmet needs in community which adversely impact student learning and advocates for necessary services

13.6 Provides outreach to parents who experience barriers to their involvement in school experiences

#### **14.0 Effectively organizes time, space, materials and equipment**

14.1 Establishes and maintains service schedules, routines and procedures

14.2 Uses treatment time effectively, paces treatment activities appropriately and maximizes students' time on task

14.3 Attempts to provide a treatment environment that is attractive and adequate

14.4 Respects the privacy of students and parents and holds in confidence all information obtained in the course of professional service, unless there is a compelling reason to do otherwise

14.5 Obtains informed consent of students and/or parents before taping, recording or permitting third party observation of counseling sessions

14.6 Meets deadlines and expectations for documentation of operational requirements

#### **15.0 Meets professional responsibilities**

15.1 Demonstrates responsibility for self-growth, professional improvement and ongoing self-evaluation

15.2 Works cooperatively with colleagues and administrators

15.3 Follows the policies and procedures of the school district



**CONNECTICUT  
COMPETENCIES AND INDICATORS  
FOR PERFORMANCE EVALUATION OF  
SPEECH AND LANGUAGE PATHOLOGISTS\***

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**  
Bureau of Certification and Professional Development  
Bureau of Special Education and Pupil Services  
Vocational-Technical School System  
**October 1993**

---

\*Competencies and indicators in this document are not proposed as a complete instrument. School districts may wish to review and use this document to enhance their current evaluation process.



## **SPEECH AND LANGUAGE PATHOLOGISTS COMPETENCIES AND INDICATORS**

### **1.0 Demonstrates facility in the skills of reading, writing and mathematics**

### **2.0 Demonstrates knowledge of the theory and practice of the discipline**

- 2.1 Demonstrates knowledge and understanding of the major theories, principles and concepts of communication development and disorders
- 2.2 Demonstrates accurate and up-to-date knowledge of theory and practices of prevention, assessment and intervention in communication disorders
- 2.3 Demonstrates an understanding of the purpose and value of effective communications
- 2.4 Demonstrates the ability to formulate meaningful questions to achieve effective outcomes
- 2.5 Demonstrates the ability to identify appropriate sources of additional information regarding prevention, assessment and intervention in communication disorders
- 2.6 Demonstrates the ability to critically examine new information about communication development and disorders
- 2.7 Demonstrates knowledge of cultural diversity and its relation to communication development and disorders

### **3.0 Demonstrates knowledge of human growth and development as it relates to the educational process**

- 3.1 Demonstrates an understanding of the major theories of human development
- 3.2 Demonstrates an understanding of how physical, social, emotional and intellectual development relate to planning and organizing prevention, assessment and intervention in communication disorders
- 3.3 Demonstrates an understanding of the interrelationship between teaching styles and learning styles
- 3.4 Recognizes the conditions and needs of special children

#### **4.0 Demonstrates knowledge of the American public school system**

- 4.1 Knows and understands the governance of schools from the local, state and federal levels
- 4.2 Knows and understands how the organization of the district and school has an impact upon the individual speech-language pathologist
- 4.3 Understands the rights and responsibilities of children, parents and teachers

#### **5.0 Effectively assesses student needs and progress**

- 5.1 Selects appropriate materials and procedures for assessing children's communication skills
- 5.2 Appropriately uses formal and informal measures of children's communication skills
- 5.3 Accurately interprets all information to describe the current level of communication skills
- 5.4 Recognizes when communication skills are deficient and recommends appropriate action
- 5.5 Uses all information to plan assessment and intervention
- 5.6 Documents and reports assessment results and intervention progress
- 5.7 Creates and selects evaluation instruments or procedures to obtain information for monitoring children's progress
- 5.8 Evaluates children on the basis of criteria that are aligned with instructional objectives

#### **6.0 Plans programs and interventions to achieve established objectives**

- 6.1 Identifies and sequences goals for prevention, assessment and intervention in communication disorders
- 6.2 Identifies and sequences objectives to achieve established goals
- 6.3 Identifies procedures and sequences activities for prevention, assessment and intervention in communication disorders
- 6.4 Selects appropriate human resources, materials and media
- 6.5 Plans activities that provide for individual differences



## **7.0 Effectively implements programs and interventions to achieve established objectives**

- 7.1 Presents materials at a level appropriate to the needs, interests, abilities and backgrounds of children
- 7.2 Conducts learning activities in a logical sequence, which is flexible and developmentally appropriate
- 7.3 Provides opportunities for generalization of communication skills and behaviors across a variety of settings
- 7.4 Uses a variety of materials and media
- 7.5 Uses a variety of methods and incorporates advancing technology
- 7.6 Uses a variety of service-delivery models
- 7.7 Uses a balance of individual, small-group and large-group formats
- 7.8 Provides activities that foster involvement of children, families, school and other professional personnel
- 7.9 Matches approaches and methods with the demands of the situation and in consideration of human diversity
- 7.10 Revises approaches and methods on the basis of comments, questions and performance

## **8.0 Helps students develop positive self-concepts**

- 8.1 Recognizes and understands the worth of all individuals and the opportunities provided by human diversity
- 8.2 Demonstrates sensitivity to and respect for the needs and feelings of all children
- 8.3 Conveys patience, empathy and enthusiasm

## **9.0 Facilitates the development of student independence**

- 9.1 Recognizes and encourages the special interests and abilities of individuals

- 9.2 Assists individuals in selecting their own learning objectives and activities
- 9.3 Poses questions that stimulate individuals to recall, analyze, synthesize and evaluate
- 9.4 Presents opportunities that foster thinking skills and problem-solving skills
- 9.5 Assists and encourages individuals to investigate issues of concern to them
- 9.6 Fosters individuals' communications with others about ideas and concerns

**10.0 Effectively meets the needs of exceptional students**

- 10.1 Obtains and uses information about exceptionalities other than communication disorders
- 10.2 Identifies children who require the assistance of other specialists and makes appropriate referrals
- 10.3 Obtains and uses information from other sources
- 10.4 Provides appropriate equipment, materials and procedures for children with special needs

**11.0 Effectively communicates with students, family members, school personnel and members of the community**

- 11.1 Communicates expectations, directions and explanations in a clear, coherent and logical manner
- 11.2 Uses acceptable oral and written expression
- 11.3 Provides opportunities for interactive communication
- 11.4 Establishes rapport and fosters positive reinforcement through verbal and nonverbal communication
- 11.5 Conveys personal enthusiasm and self-confidence
- 11.6 Communicates with others, both individually and collectively, about the needs and progress of children

**12.0 Promotes a positive learning environment**

- 12.1 Demonstrates skills in managing behaviors of individuals and groups
- 12.2 Promotes positive interpersonal relationships

**13.0 Encourages and maintains the cooperative involvement and support of parents and the community**

13.1 Provides opportunities for parent and community involvement

13.2 Communicates goals and objectives of the speech, language and hearing program

13.3 Seeks community resources to support the speech, language and hearing program

**14.0 Effectively organizes time, space, materials and equipment**

14.1 Establishes and maintains service schedules<sup>1</sup> routines and procedures

14.2 Uses time effectively, paces activities appropriately and maximizes time on task

14.3 Provides an environment that is conducive to learning

14.4 Develops and maintains systems for keeping records

**15.0 Meets professional responsibilities**

15.1 Advocates for the rights and privileges of children with communication impairments

15.2 Demonstrates responsibility for self-growth, professional improvement and ongoing self-evaluation

15.3 Works cooperatively with colleagues and administrators

15.4 Follows the policies and procedures of the school district

15.5 Demonstrates ethical behavior



**CONNECTICUT STATE  
DEPARTMENT OF EDUCATION**

**DIVISION OF TEACHING AND LEARNING**

Betty J. Sternberg, Associate Commissioner

**Bureau of Certification and Professional Development**

Abigail L Hughes, Chief

Gloria Williams, Education Consultant

**DIVISION OF EDUCATIONAL PROGRAMS AND SERVICES**

Theodore S. Sergi, Associate Commissioner

**Bureau of Special Education and Pupil Services**

Tom Gillung, Chief

Jean Campbell, Education Consultant

Carolyn Isakson, Education Consultant

Nadine Schwab, Education Consultant

**VOCATIONAL-TECHNICAL SCHOOL SYSTEM**

Juan Lopez, Superintendent

Joan S. Briggaman, Assistant Superintendent

William Turek, Education Consultant

**EDITOR**

Donald G. Goranson, Jr.

It is the policy of the Connecticut State Board of Education that no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any program, including employment, because of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, mental retardation, and past/present history of mental disorder, learning disability and physical disability.