



**International School of Paris
School Counseling Services
Standards and Guidelines**

Document Manager: School Counselor
Reviewing Committee: Wellbeing Team
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1. Title

1.1 ISP School Counseling Services Standards and Guidelines

2. Purpose of Guidelines

2.1. To provide the goals of the School's Counseling Services. The School Counseling's goals are (see 9.1 for full Standards):

2.1.1. To address the barriers that limit the learning and socio-emotional development of individual students and groups of students.

2.1.2. To provide students with the skills and competence in order to demonstrate and achieve success in personal and social domains in the context of School.

2.1.3. To provide socio-emotional and psychological support and guidance to members of the community within the context of School.

2.1.4. To help create, contribute to, and promote a safe school environment.

2.2. To provide ethical standards within which School Counseling Services are implemented.

2.3. To provide School Counseling Services documentation that is appropriate to ISP within its international context.

2.4. To provide necessary procedures in the implementation of School Counseling Services.

2.5. To define the limits of School Counseling confidentiality.

3. Range of Services

3.1. School Counseling Services are available for all members of the community (also Section 6.4.1 for limitations): Students, parents/guardians, and members of staff.

3.2. Depending on the role, the School Counselor may be appointed to work in one or more sections or campuses in the school, but will be available to support colleagues in other areas, if necessary.

3.3. School Counseling Services are mainly devoted to school-related matters. However, more personal and family matters may also be addressed with the SC,

taking into account the availability of the School Counselor. The School Counselor is available to members of the Community for the provision of external resources.

- 3.4. As and when necessary, the School Counselor makes recommendations to the parents/guardians (or member of staff) for external therapy. These recommendations can occasionally be made in consultation with the Wellbeing Team.

4. Terms

- 4.1. *School Counseling*: Provision of emotional, socio-emotional, psychological, educational, developmental and behavioral support.
- 4.2. *Walk-in*: Counseling session initiated by the student without an appointment (self-referral).
- 4.3. *Confidentiality*: Legal and ethical guidelines informing the right to privacy and confidentiality.
- 4.4. *ASCA*: American School Counselor Association
- 4.5. *APA*: American Psychological Association.
- 4.6. *WBT*: Wellbeing Team
- 4.7. *DSL*: Designated Safeguarding Lead
- 4.8. *CPOMS*: Safeguarding and Child Protection Software used by ISP

5. Philosophy Statement

- 5.1. School Counseling at ISP is an integral part of the Wellbeing system. It is an educational service provided by ISP for all students.
- 5.2. The School Counseling Service at ISP addresses students' personal and social development.
- 5.3. The School Counselor has a "*primary obligation to the students, who are to be treated with dignity and respect as unique individuals*" (ASCA, Ethical Standards, A1.a).

6. Procedures

- 6.1. The School Counselor is a member of the Secondary School's Wellbeing Team and, as such, works with the WBT in order to achieve the goals listed above, in accord with the school's mission.
- 6.2. The School Counselor maintains offices in Secondary, and liaises with the Primary School Vice Principal of Student Wellbeing for meeting space as needed.
- 6.3. Different formats of counseling delivery for students.
 - 6.3.1. A walk-in system as needed
 - 6.3.2. A scheduling basis through emailing or in person for brief check-ins and/or longer counseling interventions
 - 6.3.3. A responsive or interceptive intervention
 - 6.3.4. Mediation, conflict resolution and group counseling
 - 6.3.5. Home visits as and if necessary, only with parental permission
 - 6.3.6. Observations in class
 - 6.3.7. Learning, progress and behavior plans (Student Learning Agreement [SLA], Individual Learning Plan [ILP], daily behavioral reports)
 - 6.3.8. The duration and frequency of the counseling intervention is assessed by the School Counselor. This may be decided in consultation with the Wellbeing Team.
 - 6.3.9. School Counseling Services are not designed to replace long-term external therapy. Students do not engage in "therapy" when they consult with the School Counselor. However, the School Counselor uses therapeutic tools in his/her work.
- 6.4. Consultation system and/or delivery.
 - 6.4.1. Parents may contact the Counselor at any time, within the limitations of her schedule, for informative purposes, guidance/counseling, questions, and scheduling meetings.
 - 6.4.2. The School Counselor *"respects the rights and responsibilities of parents/guardians for their children and endeavors to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate students' maximum development"*. (ASCA Ethical Standards, B1a).

6.4.3. Parents have the right to deny counseling within the context explained below (see 6.4.6. to 6.4.8.).

6.4.4. The School Counselor contacts the parents immediately should he/she have any concerns about the student's wellbeing; this applies for students of any age, even for students over 18, and is conducted in consultation with the VP Wellbeing.

6.4.5. Duration and Frequency of Counseling: Counseling is considered a regular educational service. The nature, duration and frequency of counseling interventions vary depending on the context of the intervention.

6.4.6. The School Counselor may intervene without initial parental permission to resolve a conflict between students (on an individual, group or class basis), or support a child having a particularly difficult time. The School Counselor, along with the WBT, would then assess the need to inform the parents. A short-term or medium-term counseling intervention with their child may subsequently be offered by the school to the parents. Parents have the right to refuse this additional counseling service.

6.4.7. All Secondary students may occasionally use the 'walk-in' system to check-in with the School Counselor about peer and personal matters and do not require parental authorization to do so. The School Counselor does not systematically inform parents/guardians when students do so.

However, should the School Counselor feel concerned about a student's wellbeing, he/she would inform the core WB team and the student's parents/guardians. Should this occur, the School Counselor would sensitively and ethically suggest to the student that their parents need to be informed.

6.4.8. For students wishing to use the "scheduling" system for a more regular (e.g. weekly or fortnightly) counseling longer-term intervention, the School Counselor requires parental authorization to continue counseling, unless students are over 18 years of age.

6.4.9. The School Counselor may occasionally have to arrange counseling sessions during class time (with the teacher's permission).

6.4.10 Students are marked 'authorised absent' when they consult with the School Counselor.

7. Work Instructions

7.1. Counseling records.

7.1.1. The School Counselor abides by legal statutes in place.

7.1.2. The School Counselor keeps in his/her office hand-written *process/case notes*. These notes which contain details of the sessions and help the School Counselor keeping track of date and nature of services are privy to the School Counselor. Process notes are kept in a locked filing cabinet.

7.1.3 Copies of psychological evaluations, 504s, IEPs and official diagnoses provided by parents are official documents and are kept in the School Counselor's locked filing cabinets.

7.1.4. Counseling notes which need to be, and may be shared with the WBT are shared on CPOMS.

7.1.5. The School Counselor keeps his/her process/case notes two years after the student leaves the school, regardless of the student's age.

7.2. Primary School.

The School Counselor intervenes in Primary School in exceptional circumstances, and always in accord with the Primary School VP WB. "Counseling records" are the same as in 7.1.2.

8. Guidelines

8.1. Confidentiality

8.1.1 The School Counselor's primary obligation for confidentiality is to the student, balancing this obligation with the family/guardians' legal rights to be '*the guiding voice in their children's lives*'. Parents/guardians are informed of the student's right to privacy and confidentiality. The School Counselor understands the parents/guardians' legal and inherent rights, and the student's ethical right for privacy. Whenever there is a conflict between ethics and the law, the law prevails.

8.1.2. The student has the right to privacy and to a promise of confidentiality. The role of the School Counselor is to support that right. As a school counselor, he/she follows ASCA's official position (ASCA, Code of

Ethics, 2010) and, as an educator in France, the SC follows the French Law (Code Pénal art. 226.13):

La révélation d'une information à caractère secret par une personne qui en est dépositaire soit par état ou par profession, soit en raison d'une fonction ou d'une mission temporaire, est punie d'un an d'emprisonnement et de 15 000 euros d'amende.

8.1.3. The School Counselor must explain the meaning and limits of confidentiality to the student prior to counseling, or shortly after the beginning of counseling, in developmentally appropriate words. A “confidentiality chart” must be posted on the wall in the Counseling office. Confidentiality cannot be guaranteed in group counseling.

8.1.4. The School Counselor must keep personal notes separate from the student’s educational records.

8.1.5. The School Counselor may disclose information:

- To members of the Wellbeing Team, if it serves the child.
- To the DSL for Safeguarding and Child Protection matters (see 8.1.6 and 8.2).
- To external agencies (with disclosure waiver from parents).
- To teachers - with the student’s authorization.
- To parents.
- In consultation with the SC’s supervisor (anonymously).

As and if necessary, the student is informed that certain information will be shared (for example with parents). The student is usually encouraged to share the information with their parents themselves.

8.1.6. Ethically, the SCG abides by confidentiality rules by profession (ASCA Code of ethics); however, legally (by French Law) she acts as a mandated reporter and may breach this confidentiality in the following cases (Art. 226-14, Code penal):

- When a student poses a danger either to self or to others.
- When there is a suspicion that the student is at risk from others (suspected child in danger -abuse or neglect; bullying)
- Legal court order; when the counselor is subpoenaed.

“Duty to warn”:

Any citizen, including professionals abiding by confidential ethical standards,

voluntarily not acting immediately in such a way to prevent a crime or an infraction that would place a person at danger, runs the risk of being prosecuted. (Art. 223-6 Code pénal –*‘risque de mise en danger d’autrui’*). “The obligation of mental health professionals to warn third parties whom their clients intend to harm or who might be able to protect a suicidal client from self-harm” (*APA Dictionary of Psychology*)

8.2. Child Protection / safeguarding

The School Counselor must take immediate appropriate action if he/she feels that the student is at risk or in danger (see Child Protection Policy). In suspected cases of child abuse and/or neglect and the school has the legal obligation to directly report to a departmental agency which assesses situations of abuse and neglect on children and teens (Centre de Recueil des Informations Préoccupantes – CRIP). The School is not obliged to alert parents first, depending on the specificities of the situation. The School Counselor reports to the Designated Safeguarding Officer (DSL) when he/she is cognizant of suspected cases of child abuse and/or neglect. *See Child Protection and Safeguarding Policy.*

8.3. The School Counselor seeks regular professional development and professional supervision when ethical and/or other professional concerns arise within the school setting.

8.4. Ethics: The School Counselor does not engage in dual relationships with students or parents. A dual relationship occurs when multiple roles occur between a student/parent and the counselor.

9. Appendices or Related Policies and Documentation

9.1 Counseling standards:

The School Counselor is expected:

9.1.1. To “*have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals*”. (ASCA, Ethical Standards, A1.a)

9.1.2. To provide emotional and psychological support, short-term and medium term during moments of personal crises, personal and/or family issues, adjustment difficulties, educational, developmental and behavioral issues, while supporting the school mission.

- 9.1.3. To foster and create an environment where the student develops self-awareness, introspection, empathy for, and appreciation of others.
- 9.1.4. To foster and create an environment where the student learns to develop and implement social skills.
- 9.1.5. To foster and create an environment where the student learns to develop a sense of responsibility and ethical standards.
- 9.1.6. To foster and create an environment where the student learns to develop the skills necessary to ensure learning for themselves and others.
- 9.1.7. To foster and create an environment where the student learns to acquire the skills to develop interest and needs-based educational goals to the best of his ability.
- 9.1.8. To offer guidance to staff, and promote a healthy communication among educators.
- 9.1.9. To foster a safe and supportive climate at school.
- 9.1.10. To work with the family keeping in mind the overall wellbeing of the child affecting the child's school life and learning.
- 9.1.11. To keep appropriate records.
- 9.1.12. To respect ethical and confidentiality standards.
- 9.1.13. To create a School Counseling Standards and Guidelines Policy aligned with the school mission.

9.2 Resources

“Agir contre la maltraitance”, Guide juridique à l’usage des professionnels de l’enfance, Enfance et Partage, 2014.

APA Ethical Principles of Psychologists and Code of Conduct

<https://www.apa.org/ethics/code/>

APA Guidelines 7, 2007 : <https://www.apa.org/practice/guidelines/record-keeping>

APA Dictionary of Psychology: <https://dictionary.apa.org/>

ASCA School Counselor Competencies, 2012.

<https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

ASCA Ethical Standards for School Counselors, 2010.

<http://www.schoolcounselor.org/asca/media/asca/Resource%20Center/Legal%20and%20Ethical%20Issues/Sample%20Documents/EthicalStandards2010.pdf>

ASCA The Professional School Counselor and Confidentiality, 2014.

https://schoolcounselor.org/asca/media/asca/PositionStatements/PS_Confidentiality.pdf

Confidentiality Guidelines for School Counselors, 2009. Susan Hansen

www.school-counseling-zone.com

The International Model for School Counseling Programs, 2011, researched by Fezler, B., and Brown, C.

https://www.aassa.com/uploaded/Educational_Research/US_Department_of_State/Counseling_Standards/International_Counseling_Model_Handbook.pdf