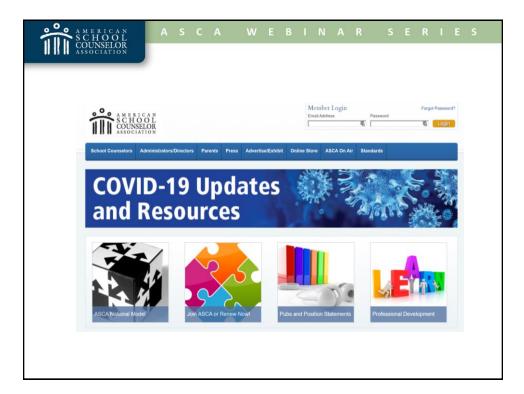




COUNSELOR	
CDC Centers for Disease Cor CDC 261' Joing Use, Retricting	tol and Revention ALA 21mms
Coronavirus Disease 201	9 (COVID-19)
COC - Constraints Disease 2019 (COVID	19) - Schwale, Wantpalens & Convenuenty Lacamente - Schwale & Childrane 👔 🕐 🕐 🚱 😵
🕈 Coronavinus Disease 2019	Talking with children about Coronavirus Disease 2019:
(COVID-19)	Messages for parents, school staff, and others working
How to Prepare	with children
Symptoms & Testing	*
Are You at Higher Risk for Severe Itness?	As public conversations around conceasions donate 2019 (COVID-19) increase, oblighten may worky about themeteleses, there family, and friends getting II with COVID-19, Parents, Emily members, school staff, and other musted adults can play an important ice in hebring children make sense of what they hear in a way that is horest, accurate, and minimizes anixety or
If You Are Sick or Caring for Someone	fear. CDC has oreafed guidance to help adults have conversations with children about COVID-19 and ways they can avoid + getting and spreading the dockse.
Frequently Asked Questions	General principles for talking to children
Travel	* Remain calm and reassuring.
Cases & Latest Updates	+ Remember that children will react to both what you say and how you say it. They will pick up cues from the
Schools, Workplaces &	conversations you have with them and with others. Make yourself available to listen and to taik.
Community Locations	Make time to talk. Be sure children know they can come to you when they have guestions.
15-day Paute	Avoid language that might blame others and lead to stiema.
Resources for Home	Remember that viruses can make anyone sick, regardless of a person's race or ethnicity. Avoid making assumptions
Schools & Childcare	about who might have CDVID-19.
Guildence for School & Childrene	Pay attention to what children see or hear on television, radio, or online.
TAQUER ADDIVISION	 Consider reducing the amount of screen time focused on COVID-19. Too much information on one topic can lead to enviets.
Checklat for Teachers and Revens	anxiesy. Provide information that is honest and accurate.
Taking With Children About	 Give children information that is truthful and appropriate for the age and developmental level of the child.
Caronavirus Dosase 2019	Give children information that is truting and appropriate for the age and bevelopmental level of the child. Talk to children about how some stories on COVID-19 on the internet and social media may be based on numors and
Colleges & Universities	inaccurate information.
19245	Teach children everyday actions to reduce the spread of germs.
	 Remind children to stay away from people who are coughing or sneecing or sick.
Community- and Faith-Baoed Organizations	 Remind them to cough or sneeze into a tissue or their elbow, then throw the tissue into the trash.
Community Puerty	 Discuss any new actions that may be taken at school to help protect children and school staff. (e.g., increased handwashing, cancellation of events or activities)
	Get children into a haridwashing habit.
Homeless Shelters	* Teach them to wash their hands with soap and water for at least 20 seconds, especially after blowing their nose, coughing, or sneezing; going to the bathroom; and before eating or preparing food.
First Responders and Law Enforcement	If soap and water are not available, teach them to use hand sanitizer. Hand sanitizer should contain at least 60%
Public Health Communicators	alcohol. Supervise young children when they use hand sanitizer to prevent swallowing alcohol, especially in schools and childcare facilities.

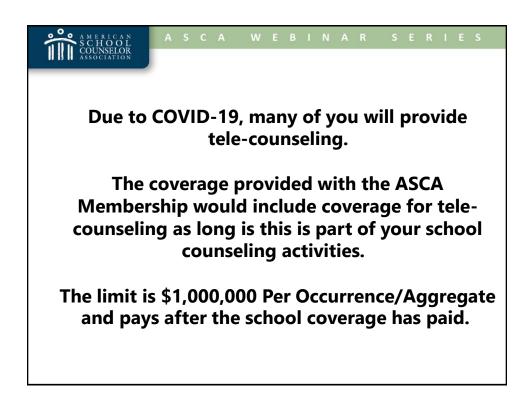


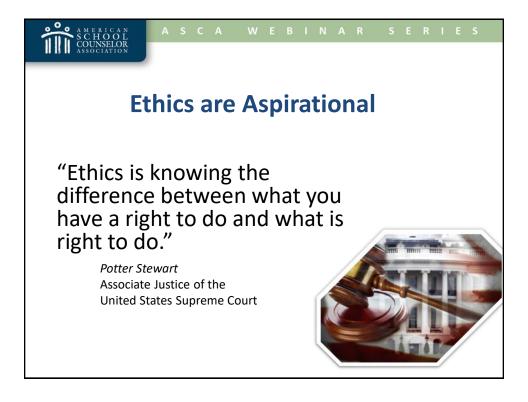
A MERICAN SCHOOL COUNSELOR	A	S	С	А	w	E	В	I	Ν	Α	R	S	E	R	E	S	
WIN ASSOCIATION	ASCA Update: COVID-19																
	(Updated March 17, 2020) — ASCA is closely monitoring the evolving news about COVID-19. This webpage provides updates on how the virus affects ASCA members and the school counseling profession.																
	ASCA Programs, Events and Conferences Annual Conference At this time, the ASCA Annual Conference will still be held as planned June 27-30 in Soattie. However, if you've aiready registered and feel unable to travel, full registration refunds may be requested through May 31. The most up-to-date information about the conference can always be found on the conference website.																
	ASCA Webinars All scheduled ASCA webinars will be presented as scheduled. Webinars are always free to membors; until May 15, 2020, live webinars are also available free to nonemethers. Past ASCA webinars are available on ASCA On that and are free to members. A limited number of past webinars are also open to nonmembers. CEU quizzes for webinars from March 15–May 15 are free to both members and nonmembers.																
	ASCA U Specialists We understand a lot of professional development events have been canceled, so we wanted to make sure our members, normembers and graduate students can get the professional development they need and have requested. Therefore, from March 17– May 15, we're offering our ASCA U Specialist trainings for only 529 for members (regularly 59) and 548 for nonmembers (regularly 5249). No code needed. If you have any issues purchasing or registering for any of these professional development offerings, please conflict us,																
	be penal	lized for	incomp	elete applica	s is still Oct. tions (results rograms) due	reports	, spring	advisor	y counci	1							



A M E R I C A N S C H O O L COUNSELOR ASSOCIATION	ASCA WEBINAR SERIES								
COUNSELOR									
The School Counselor and Virtual School Counseling (Adopted 2017)									
American School Counselor Association (ASCA) Finition School connectors working in a virtual setting provide a school counseling program through the use of technology and distance (virtual/simile-techning) counseling with the same standards and adherence to ethics as school counselors working in traditional school settings, School counselors work ostilaboratively with all stateholdenders on sensure equity, access and success of all students where virtual school exemption school school school school, school school school, school, school, school, school school, school school, school school, school school, school school, school school, school, school, school, school, school, school, school school, school									
The Rationale Obtion learning in becoming increasingly relied upon in the United States (Stetzer & Lewis, 2005) as tudents ranging from kindergature to the posteneouslary level are enrolling in virtual schools and colline distance-education programs (Holmes & Kordowski, 2016). Clark (2001) difficult a virtual school as "no shcational organization with effect. To Lourses through Interest or web-based methods" (p. 1). Stadent can be involved in ombige programs, ranging from apartism, hybrid model as which they take some components of their obstation in a face-to-face environment and some in a fully digital environment, to fully online program and degrees (Stotlens & Koolowski, 2016).									
	Many status have approved visual scalamine ar visual distance public schedules in terve on attach disted schedules and monitoric data have above the control method in the control of the schedule public schedules. Which is over environment, schedul control provide pregnamming in promote engagement in the visual schedul control public the schedules and public access to the tools more provide pregnamming and models. The schedule schedules are also schedules and public control provide pregnamming and models and male very attempt to protect confidentially and met and public all activities control transmissions are of auto resources. "Consol Schedules are protect confidentially and met and public all activities requirements for the tool resources and male very attempt to protect confidentially and met and public all activities requirements for the tool resources." Consol Schedules Consol Schedules 20, pp. 5551.								
	School cosmeders should ensure they continue to follow ethical standards in their virtual school cosmelling program (Wilcenski & Cooney, 2006). Obtom, Petersen and Hale (2014) found that the capteriances of school counselors can provide new finness of reference to migate experiences of flows but sortice as virtual leador counselors.								
	The federal Commerce Rule: Within the two environments, where downselvers provide programming to encourage engagement in the virtual school counseling platform to some existentia can be applied on the school receiption of the reach free properties. Stochests needs in virtual schools for renying framman man can be for free downselvers in school. These single reasons include but are not trianal school to remove buriers that keep them from achieving success in school. These single reasons include but are not timeted in the school to remove buriers that keep them from machieving success in school. These single reasons include but are not timeted in the school to remove buriers that keep them from machieving success in school. These single removing the school to the school to remove buriers that keep them from machieving success in school. These single removing the school to the school to remove buriers that keep them from machieving to be a smaller environment - Booling model to stational application school - Projecting a smaller environment, smaller calcus size or being able to be on their own. - Dealing with hulping in a traditional school entring - Waiting more individual institutional support - Withing the school calculated institutional support - Dealing with school calculated institutional support								
Entricipating in athletics or performing arts at the professional level School constructions working within athorize its a virtual setting should. Adhere to be a sume and an pladdenin is no virtual setting a school construction learning. Adhere to be a sume and an pladdenin is not virtual setting a school construction learning. The start of the sume and an pladdenin set in the school construction learning. The start of the sume and an adhere to be a start of the start of the school construction learning. The start of the same adhere to be adhered									
	WWW.SCHOOLCOUNSELOR.ORG								
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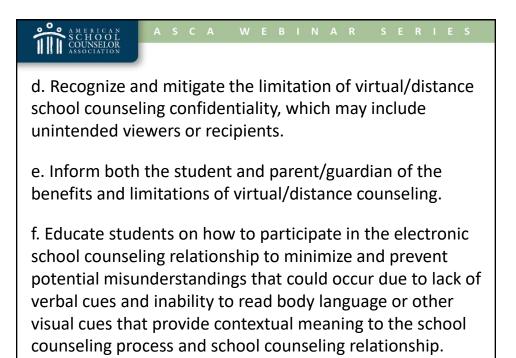


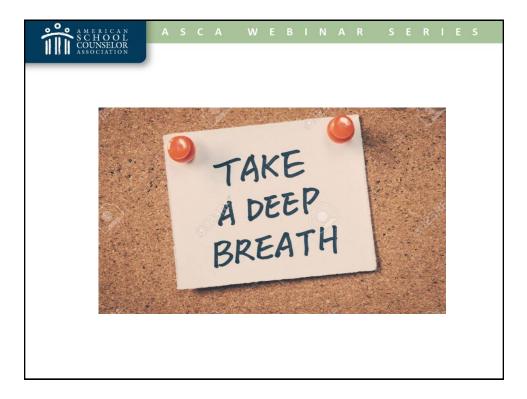
COUNSEL	OR				
		cal Standards l Counselors			
	Preamble	PURPOSE			
	The American School Cosmoder Association (ASCA) is a professional organization supporting school counders, school counseling understandmerns, school counders, deuter torvitapervitorist and school counseler deuters. School coun- whore have unique qualifications and skills to address prefs-12 students' academic, career and social/mentional development needs. These standards are the ethical responsibility of all school counseling professionals.	In this document, ASCA specifies the abligation to the principles of thickal block mecosary to maintain the high andrafs of integrity, leadership and professionalism. The ASCA Ethical Standarkin for School Counseling waves developed in consulta- tion with stare school counseling associations, school counselsor educators, school counseling associations, school counselsor educators, school counseling associations, school counselsor blocks of the profession.			
	School counselors are advocates, leaders, collaborators and	The purpose of this document is to:			
	consultants who create systemic change by providing equitable educational access and success by connecting their school coun- seling programs to the district's mission and improvement plans. School counselors demonstrate their belief that all students have	 Serve as a guide for the ethical practices of all school counsel- ors, supervisors/directors of school counseling programs and school counselor educators regardless of level, area, popula- tion served or membership in this professional association. 			
	the ability to learn by advocating for an education system that provides optimal learning environments for all students.	· Provide support and direction for self-assessment, peer consul-			
	All students have the right to:	tation and evaluations regarding school counselors' responsi- bilities to students, parents/guardians, colleagues and profes-			
	 Be respected, be treated with dignity and have access to a com- prehensive school counseling program that advocates for and 	sional associates, schools district employees, communities and the school counseling profession.			
	affirms all students from diverse populations including but not limited to ethnicitai identity, ransonality, age, social class, economic status, abilitiet/disabilities, language, immigration status, sexual orientitos, gender gender identity/sepression, family type, erlegious/spirinai identity, emascipated minors, wards of the status, homeless youth and inaccentard youth.	 Inform all stakeholders, including students, parents/gaardians, teachers, administrators, community members and courts of justice of best ethical prestices, values and expected behaviors of the school counseling professional. 			
	School counselors as social-justice advocates support students from all backgrounds and circumstances and consult when their	A. RESPONSIBILITY TO STUDENTS			
	competence level requires additional support.	A.1. Supporting Student Development			
	 Receive the information and support needed to move toward self-determination, self-development and affirmation within 	School counselors:			
	one's group identities. Special care is given to improve overall educational outcomes for students who have been historically	a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.			
	 underserved in educational services. Receive critical, timely information on college, career and postsecondary options and understand the full magnitude 	b. Aim to provide counseling to students in a brief context and support students and families/guardians in obtaining outside services if the student needs long-term clinical counseling.			
	and meaning of how college and career readiness can have an impact on their educational choices and future opportunities.	c. Do not diagnose but remain acutely aware of how a student's diagnosis can potentially affect the student's academic success.			
	 Privacy that should be honored to the greatest extent possible, while balancing other competing interests (e.g., best interests 	d. Acknowledge the vital role of parents/guardians and families.			
	while balancing other competing interests (e.g., next interests of students, safery of others, parental rights) and adhering to laws, policies and ethical standards pertaining to confidentiali- ty and disclosure in the school setting.	 e. Are concerned with students' academic, career and social/ emotional needs and encourage each student's maximum devel- opment. 			
	 A safe school environment promoting autonomy and justice and free from abuse, bullying, harassment and other forms of violence. 	 Respect students' and families' values, beliefs, sexual orienta- tion, gender identification/expression and cultural background and exercise grata care to avoid imposing personal beliefs or values rooted in one's religion, culture or ethnicity. 			

ASCA WEBINAR SERIES

A.15. Virtual/Distance School Counseling School counselors:

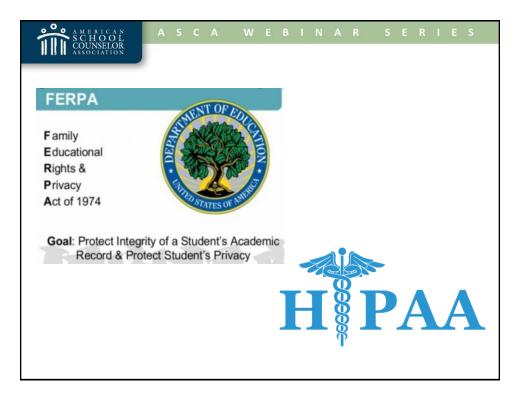
- a. Adhere to the same ethical guidelines in a virtual/distance setting as school counselors in face-to-face settings.
- b. Recognize and acknowledge the challenges and limitations of virtual/distance school counseling.
- c. Implement procedures for students to follow in both emergency and nonemergency situations when the school counselor is not available.

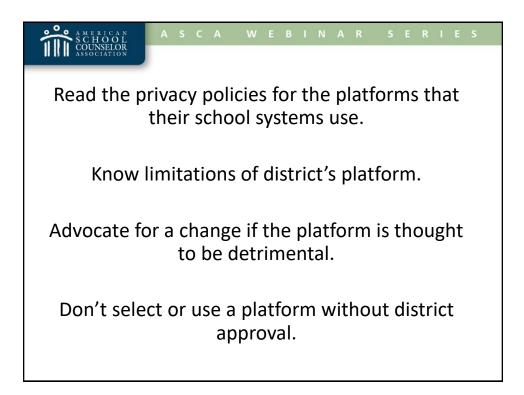


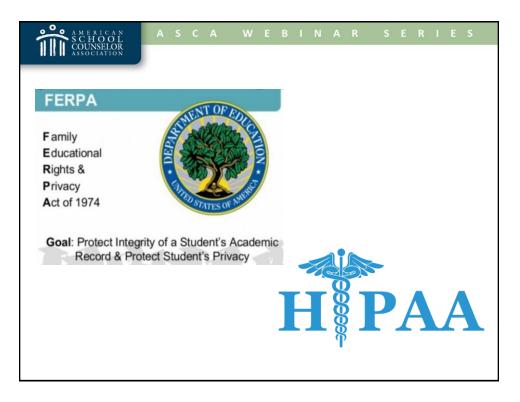


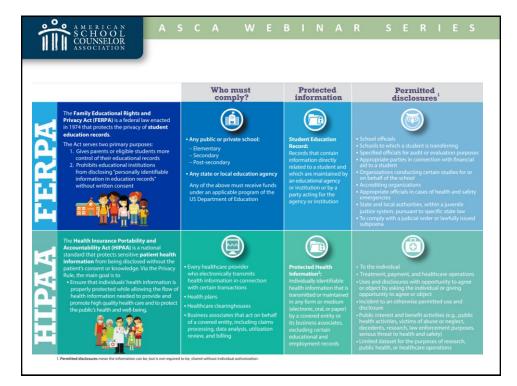






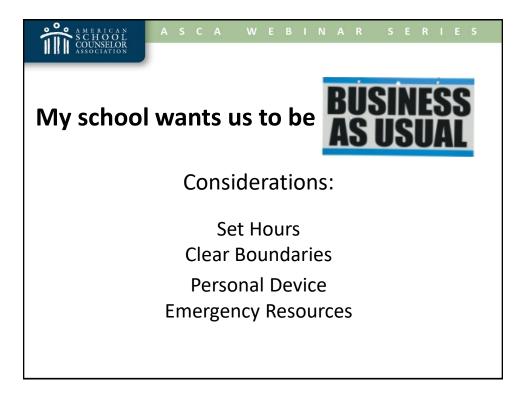


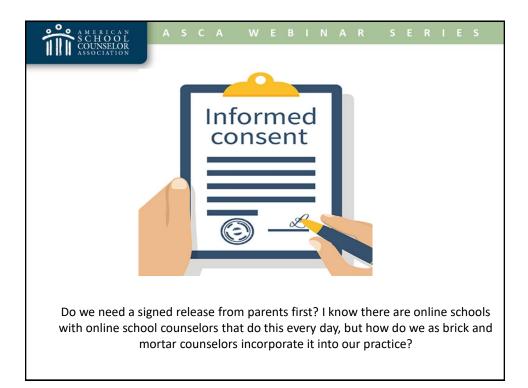


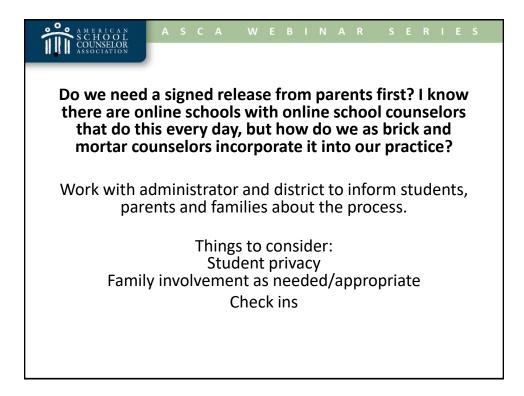


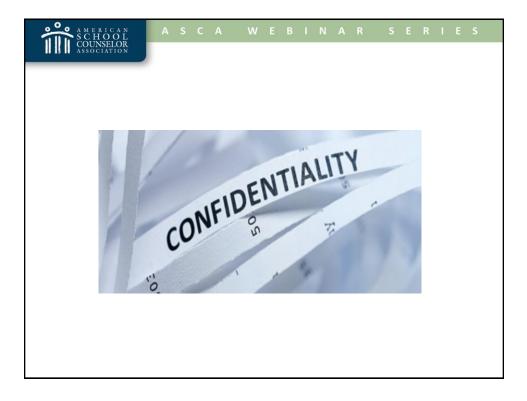
is a national standard that protects sensitive patient health information from being disclosed without the patient's consent or knowledge. Via the Privacy Rule, the main goal is to • Ensure that individuals' health information is properly protected while allowing the ow of health information needed to provide and promote high quality health care and to protect the public's health and well-being.	enacted in 1974 that protects the privacy of student education records. The Act serves two primary purposes: 1. Gives parents or eligible students more control of their educational records 2. Prohibits educational institutions from disclosing "personally identifiable information in education records" without written consent
Who Must Comply	
 Every healthcare provider who electronically transmits health information in connection with certain transactions Health plans Healthcare clearinghouses Business associates that act on behalf of a covered entity, including claims processing, data analysis, utilization review, and billing 	 Any public or private school: – Elementary – Secondary – Post-secondary • Any state or local education agency Any of the above must receive funds under an applicable program of the US Department of Education
Protected Information	
Protected Health Information2 : Individually identifiable health information that is transmitted or maintained in any form or medium (electronic, oral, or paper) by a covered entity or its business associates, excluding certain educational and employment records	Student Education Record: Records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution
Permitted Disclosures	
• To the individual • Treatment, payment, and healthcare operations • Uses and disclosures with opportunity to agree or object by asking the individual or giving opportunity to agree or object • Incident to an otherwise permitted use and disclosure • Public interest and benefit activities (e.g., public health activities, victims of abuse or neglect, decedents, research, law enforcement purposes, serious threat to health and safety) • Limited dataset for the purposes of research, public health, or bealth new sense the series.	 School officials • Schools to which a student is transferring • Special education officials for audit or evaluation purposes • Appropriate parties in connection with _financial aid to a student • Organizations conducting certain studies for or on behalf of the school • Accrediting organizations • Appropriate officials in cases of health and safety emergencies • State and local authorities, within a juvenile justice system, pursuant to specific state law • To comply with a judicial order or lawfully issued subpoena

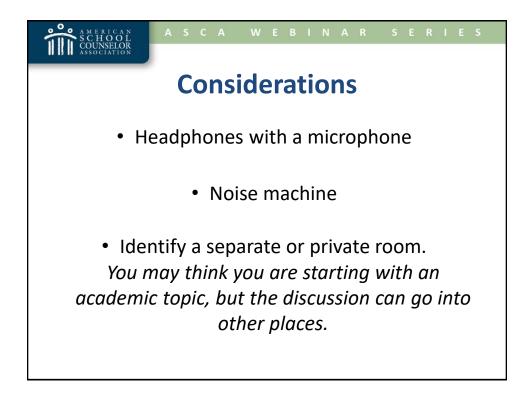


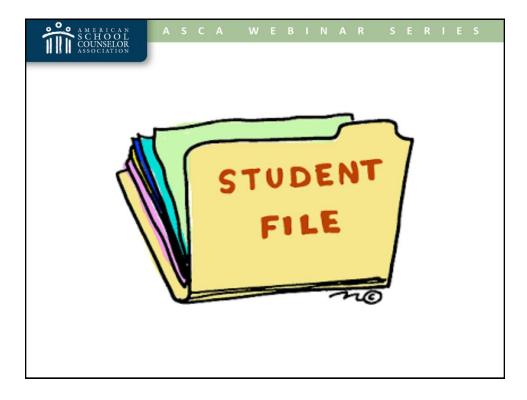


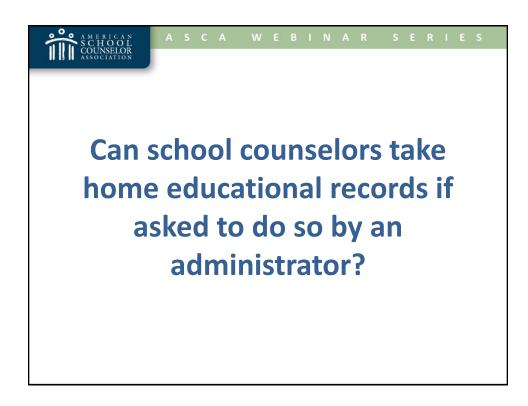










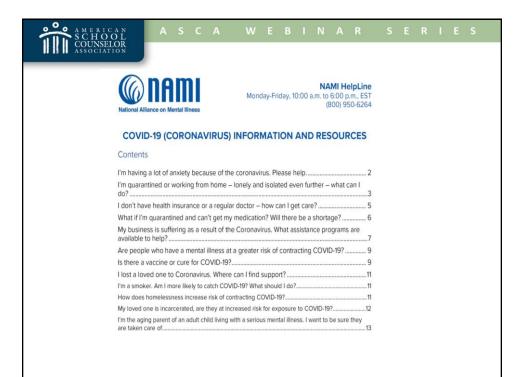


ASCA WEBINAR SERIES

From the Family Policy Compliance Office which governs FERPA

There is no prohibition against teachers and school counselors taking home education records, assuming these are school officials with legitimate educational interests, which they probably are. They should just be sure to protect the information they take home from other people who are not school officials or parents from seeing the information.

A S C A W E B I N A R S E R I E S COUNSELOR ASSOCIATION
CRISIS
CALL CENTER
Identify and Assist Increase Help-Seeking
Respond to Crisis C Postvention Reduce Access to Means C Means C Connectedness
The biggest concern is the safety of a student in crisis that we cannot locate or help immediately.



ICAN OOL ELOR VION

Are you following your school and district policies for online services/activities, accessing student information and using online platforms?

■ Do you have procedures for students to follow in both emergency and nonemergency situations when the school counselor is not available?

■ How will you educate students on ways to participate in the relationship through virtual/distance school counseling? Develop methods to minimize or prevent potential misunderstandings that could occur due to a lack of visual and verbal cues or the inability to read body language.

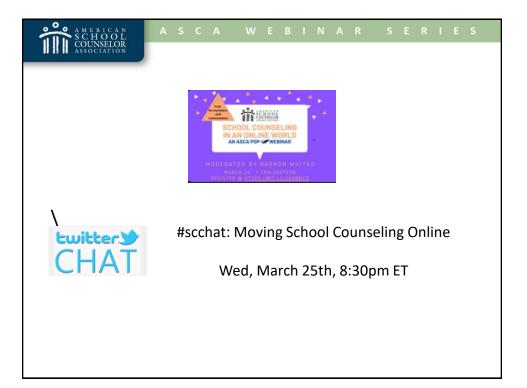
■ Are you providing as much information on the school counseling website as possible? You should be prepared to update it frequently.

ASCA WEBINAR SERIES

The American School Counselor Association (ASCA) Ethical Standards for School Counselors (2016) state that

"school counselors have an ethical imperative to maintain a professional distance from students and parents. Professional distance is the appropriate familiarity and closeness a school counselor engages in with students and their family members. When professional distance is violated, then dual relationships occur (ASCA, 2016a, A.5)".

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