



Sample School Counselor Annual Agreement

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

School Counselor:	Year:
School Counseling Program Mission Statement:	

Ethics

International School Counselors adhere to the American School Counselor Association [Code of Ethics](#).

School Counseling Program Goals

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

Program Goal Statements	
1	Supporting Transitions <ul style="list-style-type: none"> ● Supporting new and leaving families ● Supporting returning families as the school navigates closures due to Covid-19 health and safety regulations
2	Responsive Services <ul style="list-style-type: none"> ● Increase capacity for responsive services
3	Parent Support <ul style="list-style-type: none"> ● Parental education ● Focus on attachment and separation issues resulting for school closure
4	Continuing to monitor and evaluate program using ISCA standards

Use of Time



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

Sample Distribution of Total School Counselor Time

Delivery System Component	Elementary School % of Time	Middle School % of Time	High School % of Time
Counseling Curriculum	35-45%	25-35%	15-25%
Individual Student Planning	5-10%	15-25%	25-35%
Responsive Services	30-40%	30-40%	25-35%
System Support	10-15%	10-15%	15-20%

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

Recommended and Non-Recommended Tasks

The International School Counselor Association recommends counselors spend most of their time in direct service to students. Therefore, school counselors' duties are focused on the overall delivery of the total program through counseling curriculum, individual student planning, and responsive services. A small amount of their time is also devoted to indirect services called system support.

Recommended Activities for School Counselors	Not Recommended Activities for School Counselors	Rationale
Working with students to provide individual, small- and large- group counseling services	Working with one student at a time in a long term therapeutic, clinical mode	School counselors are trained in developing comprehensive school counseling programs and providing brief, solution-focused techniques. Comprehensive school counseling programs serve the needs of most students while referrals are made for those who need more intensive therapy.
Helping families understand results or reports of cognitive, aptitude, and achievement tests	Administering cognitive, aptitude, and achievement tests	It is not appropriate for counselors to administer or interpret these tests as they are not trained to do so. These tests should be administered by a licensed psychologist.
Counseling students with disciplinary problems for follow up	Performing disciplinary actions (see after discipline)	Disciplining students can damage the counseling relationship.
Providing collegial support and recommendations of external supports	Providing counseling to school staff	The main role of school counselors is to support students. Providing counseling to staff would take time away from students and has the potential to

		interfere with the need to maintain working relationships with colleagues.
Providing support and mentoring to students for exhibition, personal projects, and extended essays (ex: interviews)	Acting as supervisor / moderator for marked student work such as: exhibition, personal project, or extended essay students	Serving in a supervisor / moderator role can damage the counseling relationship and/or perception of counselors
Collaborating with teachers to present SEL lessons	Teaching classes when teachers are absent / being the primary person responsible for teaching SEL lessons	School counselors' time is best spent delivering a comprehensive school counseling program. Being the primary person delivering SEL lessons would require more time than would be feasible to manage other aspects of a comprehensive program such as individual counseling and program planning.
Advocating for students at individual education plan meetings and student study teams	Preparation of individual education plans and facilitating student study teams	School counselors serve as advocates for students with special needs, encourage family involvement in their child's education and collaborate with other educational professionals to promote academic achievement, social/emotional wellness and college/career readiness for all. Learning Support teachers are specialists in preparing and facilitating IEPs and student study teams.
Keeping school administration updated about pertinent and important	Reporting to school administration about details about students	School counselors have an ethical obligation to maintain the confidentiality of conversations with students.

information about student wellbeing.		Outside of “need to know” information (exceptions to confidentiality such as risk of harm to oneself, by others, or toward others), all information must be kept confidential in order to build and maintain effective counseling relationships.
Interpreting standardized test scores for students and parents	Proctoring standardized tests	Proctoring places counselors in a role of possible disciplinarian which damages rapport and trust between students and counselors. School counselors’ time is better used providing direct and indirect counseling services
Being visible and approachable for students as much as possible	Providing supervisory duties	Places the counselor in a role of possible disciplinarian which has the potential to damage the counseling relationship and/or perception of counselors

Professional Learning

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

Caseload and School Counselor’s Responsibilities

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



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

Professional Collaboration and Responsibilities

Group	Weekly/Monthly	Coordinator
Schoolwide Counseling Team Meetings	Every two weeks	Head of Department
Divisional Counseling Team Meetings		
Administration/School Counseling Meetings		
Other		

Budget Materials and Supplies

Annual budget: \$
Materials and supplies needed:



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Role and Responsibilities of Other Staff

School counseling department assistant
Attendance assistant
Data manager/registrar
Other staff

School Counselor Signature	Principal Signature
Date:	Date: