

# District Guidance Framework for Comprehensive School Counseling Programs



The intent of this document is to provide guidance for districts and schools developing and implementing Comprehensive School Counseling Programs. This guidance includes updated information on [new legislation](#) and [updated rules](#) relating to who can design, deliver and implement the program.

## Introduction

Oregon’s Framework for Comprehensive School Counseling Programs was developed to meet the needs of our ever-changing world and to support Oregon’s educational goal of providing a well-rounded, world-class education for all students. Comprehensive school counseling programs provide a developmental and systematic approach to each and every student through a continuum of supports and services that address academic development, career and college readiness, mental health and social-emotional learning, and participation in the broader community. The program is proactive and preventative and highlights the importance of approaching this work using strengths-based, trauma-informed, and racial equity-centered strategies to provide the best opportunities and support for all students (see [Oregon’s Equity Lens](#) and [ODE’s Equity Stance](#)).

The primary goal of the program is for all students to leave the pre-kindergarten through twelfth grade public system with the mindsets and behaviors to live, learn, work, and contribute in the world effectively as individuals, learners, producers, consumers, family members, and community members, as outlined in ORS 329.015. The program is delivered in collaboration with administrators, school personnel, students, families/guardians, and members of the community to provide seamless transitions to each student’s next steps.

Comprehensive School Counseling requirements are not new for Oregon schools and have evolved over the years. Oregon Administrative Rules (OAR) updated in January 2018 specifically state that each school district in Oregon is expected to have a Comprehensive School Counseling Program in place to support the academic, social-emotional and career development, and the community involvement of each and every student (see OARs [581-022-2060](#), [581-022-2055](#), and [581-022-2030](#)).

## Oregon’s Framework for Comprehensive School Counseling

[Oregon’s Framework for Comprehensive School Counseling](#) is a tool for school districts that describes essential program elements that allows individual schools and school districts to design and develop programs appropriate to their unique student and community priorities. It provides guidance for systemic change and a way of defining school counseling as a program for every student rather than a service for some. The Framework is a scaffolding for a structure constructed by each school district and furnished and lived in by individual schools. Oregon school districts start at different places in developing, revising, and continuously improving

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their school counseling programs. Consequently, each district will build its program differently, adapting it to unique demographics, organizational conditions, and community needs.

## Key Roles in the Comprehensive School Counseling Program

The delivery of a counseling program requires the participation of all school staff to provide comprehensive and integrated services, developmentally appropriate core curriculum, and individual student planning. A school counselor, school social worker, or a team of qualified professionals as outlined in OAR 581-022-2060 will guide the program goals, oversee delivery and implementation, and conduct the evaluation and improvement of the program. Those facilitating or leading the program are professionally trained or experienced in designing, implementing, and evaluating programs based on Oregon’s Framework for Comprehensive School Counseling Programs.

The involvement of licensed counseling professionals is crucial to delivering a comprehensive counseling program where leadership, curriculum development, staff development, student counseling, consultation, and advocacy are integral components of programming. All districts, regardless of size, should develop a strategy for securing personnel with the knowledge and skills to effectively design, deliver, implement and evaluate an equity-based comprehensive school counseling program.

In Oregon, it is within the scope of the Teacher Standards and Practice Commission (TSPC) licensed school counselor and school social worker to design, deliver, and implement comprehensive school counseling programs. Each role may deliver some similar services such as individual and small group counseling, social-emotional skill instruction, responsive services, and consultation with families and teachers. However, each profession has its own unique focus based upon its specialization, which result in different, albeit interrelated and complementary, services. Their roles differ in scope as described in the following section.

## Scope of TSPC License Types

[Oregon’s Teacher Standards and Practice Commission](#) (TSPC) certifies and licenses the following roles to provide integral contributions to school counseling programs:

**School Counselors:** In 2021, TSPC will develop the scope of the School Counselor license. In the interim, we provide the [TSPC definition of the School Counselor](#) as a licensed district employee who assists students to:

- (1) Develop decision-making skills;
- (2) Obtain information about themselves;
- (3) Understand opportunities and alternatives available in educational programs;
- (4) Set tentative career and educational goals;
- (5) Accept increasing responsibilities for their own actions;

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- (6) Develop skills in interpersonal relations; and
- (7) Utilize school and community resources.

**School Social Workers:** In 2021, TSPC will update the scope of the School Social Work license. Currently, TSPC defines the [scope of the School Social Worker license](#) as authorized to perform the following duties:

- (1) Assess home, school, personal, and community factors that may affect a student’s learning;
- (2) Identify and provide intervention strategies for children and their families, including counseling, case management and crisis intervention;
- (3) Consult with teachers, administrators and other school staff regarding social and emotional needs of students; and
- (4) Coordinate family, school and community resources on behalf of students.

The school counselor and school social worker have specialized and overlapping roles which are demonstrated in this [table](#) through a tiered continuum of services and supports. The [table](#) was developed in partnership with Oregon’s school counselor and school social worker preparation programs and respective state associations.

## Pathways to Licensure

Those who are interested in becoming TSPC licensed as a school counselor or school social worker can learn more about the preparation and licensure requirements by visiting TSPC’s website for [Oregon Approved Preparation Providers](#) or [License Requirements](#).

## Team Approach

### Legal Background

HB 2876 (2019) and OAR 581-022-2060 provide policy and rules for Comprehensive School Counseling. In Oregon law, those who have been identified as responsible for designing, delivering and implementing a coordinated comprehensive school counseling program are school counselors, school social workers, or a team consisting of a combination of staff who include one or more professionals licensed by the TSPC and the members of the team as a whole have professional training or experience in key areas.

### Requirements of Teams

HB 2876 (2019) and OAR 581-022-2060 specifies that licensed school counselors and school social workers, or a multidisciplinary team can design, deliver, and implement a school counseling program.

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In requirements established by the State Board of Education, the team must have professional training or experience in the critical components of [Oregon's Framework for Comprehensive School Counseling Programs](#), including:

1. Counseling methodologies;
2. Social-emotional learning;
3. Mental and behavioral health supports;
4. Trauma-sensitive practices;
5. Culturally responsive and sustaining practices;
6. Curriculum, instruction and assessment; and
7. Career development.

## **Examples of team configurations based on professional expertise or experience and district size**

The makeup of a counseling program team should reflect the commitment to providing equitable, culturally responsive services that will promote the success of all students. In a large district, a team of qualified professionals may include licensed administrators, school counselors, school social workers, school psychologists, child development specialists, limited student services personnel, specialized counseling and career development personnel, classroom teachers, school nurse, and clerical support staff.

In small and/or rural districts, a team of qualified professionals may include a licensed administrator, school counselor or social worker, and classroom teachers. The team approach utilizes the experience and training of available staff to meet the Framework's criteria. Districts may choose to contract some services through Education Service Districts or other county or community agencies. As long as the individual, team approach, or contracted services includes those who have the professional training or experience as described in the team approach, then the district will meet the requirements set forth in HB 2876 (2019) and OAR 581-022-2060.

## **Considerations for Planning the Team Approach**

If the school is planning to utilize the Team Approach in implementing CSCPs, it is important to first begin with reviewing the CSCP framework, the key components, and program goals. Next, identify staff and their area of expertise and the ways they may contribute to the CSCP. If there are gaps identified, reach out to external providers (ESDs, community/agency-based organizations, etc.) to see if there are resources to support implementation. Determine if there is additional professional training and experience that may be needed to meet the team requirements (see above).

## Professional Development for the Counseling Program Personnel

Definitions:

- [Professional development](#) means activities that “are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven” [ESEA Section 8101(42)] and [content and context-focused](#).
- Experience means verifiable employment, internship, or volunteer experience in a career field specifically related to the position.

When the team approach is utilized in designing, delivering, and evaluating the Comprehensive School Counseling Program, attention should be given to conducting an appraisal of the skills and experiences of team members. Based upon the needs of the individuals delivering the CSCP, professional development should be intentionally and strategically planned to ensure that team members have opportunities to develop the professional competencies needed to ensure fidelity of programmatic delivery.

The [Counseling Program Personnel Appraisal Form](#) is an optional tool that can be used by districts to review the experience of counseling program personnel for the purpose of determining professional development needed. Districts may also choose another tool that would best fit local district/school/student needs.

Through this process, a Professional Development Plan is created with areas of learning needed and timelines identified. Each individual is unique, and their prior experiences should be considered. The Counseling Program Personnel Appraisal process is designed to recognize the variety of ways that individuals acquire skills and knowledge throughout their lifespan, and to support a Professional Development Plan that will meet the unique needs of the Counseling Program team member.

### Examples of Professional Learning

While ODE does provide professional learning opportunities on implementation, evaluation and improvement of Comprehensive School Counseling Programs, other avenues may need to be explored in order to provide the background and training needed by Counseling Program personnel/team members. Some of these learning opportunities may include:

- Training conducted through PLCs specific to profession.
- Professional state associations/organizations offering professional learning opportunities.
- College and Universities providing degrees, certificates, endorsements, or continuing education courses.