

***DRAFT* DEVELOPMENTAL COUNSELING FRAMEWORK FOR VERMONT SCHOOLS**

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Executive Summary

School communities are confronted daily with challenges that directly interfere with the educational process. These challenges require that schools abandon traditional methods in favor of new, proactive, innovative approaches that support the academic achievement of ALL students. School counselors are uniquely qualified and positioned to serve as critical intermediaries for Vermont students in numerous ways as they prepare all students for academic success, college and career readiness, and healthy social/emotional development.

The Vermont school counselor's goal is to help every student succeed and support them in becoming productive classroom and school community contributors, competent and satisfied in their future careers, and socially/emotionally healthy individuals throughout their lifespan. This can lead to a long-lasting, statewide impact in our economy, culture, mortality, quality of life and well-being in every region of Vermont.

What is the Vermont Framework? The Developmental Counseling Framework for Vermont Schools, hereafter referred to as the "Vermont Framework," is a tool used to assist school counselors and administrators in building a school counseling program that is comprehensive in scope, preventive in design, developmental in nature, and focused on the three American School Counselor Association (ASCA) domains: academic, career and social/emotional. The approach described in the Vermont Framework is proactive, emphasizing universal Tier 1 school counseling supports for ALL students and the use of "data identifiers" to actively target students in need of Tier 2 and Tier 3 support. The Vermont Framework outlines how Vermont school counselors work to assess areas of student growth through accountability systems embedded in district improvement to ensure continuous growth in our students and our comprehensive school counseling programs.

The Vermont Framework was developed to support school counselors and administrators in utilizing the ASCA National Model, content specific to Vermont, and other nationwide best practices within Vermont schools, including MTSS and the Vermont School Counseling Association's Social/Emotional Learning (SEL) Guidelines.

Who can use the Vermont Framework? This document is prepared primarily for school counselors, but is recommended for use by administrators, teachers, school support personnel, parents, community members, and policy makers. Highly adaptable, the Vermont Framework offers Vermont school districts the freedom to collaboratively contribute their own expertise as it relates to the developmental needs of students. To effectively achieve the goals of the Vermont Framework in its fullest sense, all key stakeholders must play a significant role in its implementation, from school staff and community members, to university educators who train school counselors, administrators, and teachers.

The Vermont Framework can be used by anyone who desires to understand how school counseling programs can be successfully implemented in schools. Key Highlights Organized by the American School Counselor Association's National Model component (**Define, Manage, Deliver and Assessment**), the Vermont Framework stresses keys points of effective school counseling programs:

- Support the school’s mission and demonstrate a measurable impact on the school’s goals.
- Advocate for the equity and access of all students, taking into consideration the unique needs of its own diverse population.
- Provide school counseling supports around the three domains (academic, social/emotional, career) to ALL students based on tiered need (Tier 1=universal core curriculum for ALL students; Tier 2=data-informed, targeted supports provided to SOME students; Tier 3=deep and intensive supports for FEW students).
 - Collaborate with administrators, staff, students, parents, community members, and other key stakeholders.
 - Appropriately use school counselors’ time, skills, and energy so they may adequately focus on achieving the goals of the school counseling program through direct and indirect services for all students.

What are our Next Steps? The Vermont Framework was designed, in collaboration with other state models, while integrating key elements reflective of the evolving profession of school counseling and the changing needs of Vermont students. Specifically, the next steps could include:

- *Vermont Learning Standard Crosswalk*: This resource will be designed to support school counselors in more effectively collaborating with teachers to deliver school counseling core curriculum in the classroom. The crosswalk will outline standards for each content area that can be taught or co-taught in the classroom by school counselors. This enables school counselors to easily locate ASCA National Standards related to school counseling, build those standards into school counseling lesson plans, and demonstrate to administrators and teachers which standards their classroom lessons will support.
- *School Counseling Core Curriculum Resource List*: The development of an ever-expanding resource list of sample core curricula to be added to better enable school counselors to locate curriculum for use in the classroom.
 - Additional Tier 1 resources for school counselors, including a Sample School Counseling Curriculum Map, horizontally and vertically aligned across all grade levels K-12 and sample lesson plan packages (lesson plan, all needed materials, pre/post-test) for select topics.
 - ASCA Position Statements, Ethical Standards, Mindsets Alignment to the newest ASCA National Model Position Statements (2020), ASCA [Ethical Standards](#) for School Counselors (2016), ASCA [Mindsets & Behaviors](#) for Student Success (2014), and cutting-edge school counseling terminology, best practices, and systems including the new [Multi-Tiered, Multi-Domain System of Supports](#) for School Counselors (Hatch, 2017).

Our vision is that all Vermont administrators, teachers, students, families, community members, and policy makers will understand that school counselors are vital members of the educational leadership team and critically important to student success. Together, we will make a difference!

Section 1: DEFINE

Preface

What is a Comprehensive School Counseling Program

A Comprehensive School Counseling Program is integral to the school's academic mission and committed to social justice and equity. It is proactive and preventative in nature, and designed to significantly and positively impact student achievement, college & career readiness, and social/emotional well-being for *all* students.

What is ASCA

The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, career and social/emotional development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications and other resources, research and advocacy to school counselors around the globe.

Program Rationale

The ultimate goal of a comprehensive school counseling framework is student success. The model's design, delivery and content are dedicated to empowering all students to become highly motivated, self-directed learners by breaking down systemic, interpersonal, and intrapersonal barriers at school and delivering direct and indirect services designed to address three domains of student development: academic, career and social/emotional following the American School Counseling Association's Mindsets and Behaviors for Student Success K - 12 and College and Career Readiness Standards for Every Student.

The challenges of today's society call for school counselors to embrace a developmental approach that is proactive and encompasses and integrates prevention, remediation and crisis intervention and postvention methods to meet the needs of all students.

A proactive, comprehensive model of school counseling program is crucial to meeting the changing needs of Vermont's schools. Indeed, the world has gone through many changes that have directly impacted students and, consequently, the work of school counselors. For example, state and federal legislation have steered academic reforms, while rapid technological advancements and an increasingly globalized economy necessitate new approaches to career and post-secondary planning. Perhaps the greatest impact has been in the social/emotional domain: increasing rates of youth depression, anxiety, and suicide; the opioid epidemic; and now COVID-19 have touched the lives and hearts of all Americans, Vermonters and our students.

Therefore, it is imperative that every Vermont school employ licensed school counselors to assist all students in successfully navigating their academic experiences, making informed decisions concerning their future goals and career pathways, and developing transferable social/emotional skills. It is also imperative that school administrators, teachers, and families view school counselors as vital members of the education team and a valuable resource as both leaders within the school and liaisons between the school and community.

Goals of this document are:

1. To establish a **statewide framework** using the ASCA National Model: A Framework for School Counseling Programs as our springboard, including **defining the roles and responsibilities of a school counselor**, in order to address the specific needs of Vermont students.
1. To **ensure equitable access** to a **high-quality evidence** and standards-based school counseling curriculum **for all Vermont students and families**.
2. To **partner** with the **Vermont Agency of Education** to publish the Vermont Comprehensive School Counseling Framework, in order **to define our role in schools** and **strengthen programming throughout the state**.
3. To **advocate for a consistent role of the school counselor** through various avenues (e.g., legislature, Agency of Education, Chamber of Commerce, Dept. of Labor, training for VPA and VSA members).

History

The role of the School Counselor has changed dramatically since the inception of the "Guidance Counselor" position in the late 1800's.

In the late 1800's in response to the Industrial Revolution, vocational guidance counselors were instituted in schools to guide students to an appropriate profession to ensure a smooth transition from school into the workforce. Over the next 50 years, the role of the vocational guidance counselor was utilized to help prepare students for college and to select, recruit, and train young people for the military.

In step with the famous space race in the 1950's, vocational guidance grew in popularity as the US government placed more and more importance on creating more mathematicians and scientists. The American government passed the National Defense Education Act, which provided funding to support the work of vocational guidance counselors in helping to guide students into science and math related fields.

By the 1990's, however, the emphasis on school counseling was dwindling as there was not a lot of evidence supporting the efficacy of school counseling. In 1997, with data provided by Campbell & Dahir, the American School Counselor Association (ASCA) published the ASCA National Standards for School Counseling, which outlined a more comprehensive understanding of the role of the school counselor in K-12 education. This prompted a shift from the term "Guidance Counselor" to "School Counselor" in the profession.

Since the publication of the ASCA National Standards for School Counseling & the ASCA National Model, school counseling has evolved to provide students with a comprehensive program that focuses not only on vocational guidance but also assisting in providing students with services in the domains of social/emotional counseling, career counseling, and academic counseling. This shift from vocational guidance to comprehensive school counseling has been critical to providing students with a program that meets the needs of all students in the K-12 setting based on data and outcome measures.

In order to assist school counselors in advocating for their role in educational settings, ASCA has provided many resources to educate stakeholders on the services that school counselors can provide. ASCA has provided an official statement on the role of the school counselor as well as statements for each level of school counseling: elementary, middle and high. ASCA has also provided information regarding appropriate/inappropriate duties for comprehensive school counselors in order to help school counselors advocate for their program.

When advocating for a school counseling program, it is critical to utilize data in order to demonstrate the efficacy of the work that you do. ASCA provides many tools that can be used in order to demonstrate the efficiency of the program. One essential tool is the Annual Administrative Conference Template that can be used to speak with the principal of the building to establish guidelines for how the school counselor will be implemented in the building. Other great tools include calendars, results reports, and appropriate S.M.A.R.T. goals that align with your school's mission.

To take the counseling program to the next level, become a member of the VT School Counselor Association to access more resources and networking to assist you in this goal.

In 2004, the Vermont School Counselor Association (VTSCA) adopted a vision to create a Comprehensive Model of School Counseling for Vermont; a committee was formed, and work began. This Vermont Model was informed by the American School Counselor Association (ASCA) National Model and was created to serve as an extensive guide for schools to use in their effort to promote optimal academic, career and social/emotional development for all students.

Purpose of a Vermont Comprehensive School Counseling Model

The comprehensive school counseling model is an integral part of a school district/supervisory union's total educational program. It is developmental by design and includes sequential activities organized and implemented by school counselors with the active support of parents/guardians, teachers, administrators, and the community.

As a developmental program, it addresses the needs of all students by facilitating their academic, career and social/emotional development, creating a positive and safe school climate, and improving school connectedness through fostering caring relationships with peers and at least one adult at school. At the same time, the program assists students to overcome problems that interfere with their education and impede their healthy development.

The purpose of this model is to provide students in kindergarten through grade twelve with a successful educational experience. When the programs are fully implemented across the state, school district/supervisory unions will have comprehensive school counseling programs in which school counselors will be able to devote full time to the counseling program, thereby reaching 100% of their students and enhancing:

- Student achievement
- Career exploration & development
- Student mental health and social/emotional development
- A positive and safe learning environment
- Collaboration with parents/guardians, teachers, administrators, and the community
- Accountability through a comprehensive evaluation process

Overview

The model provides a framework to support:

- Systemic school counseling practices that strive for equitable educational outcomes,
- Rigorous academic preparation
- College and career readiness for all students

Taking a comprehensive approach offers school counselors, teachers, administrators, other school personnel, and policymakers a range of strategies and practical tips on how to work more effectively in their schools and communities.

Effective collection, analysis, and use of data ensure school counselors are accountable for student performance and program implementation. The data-informed process helps school counselors and other education stakeholders select and implement research- and evidence-based interventions and supports to close equity gaps, raise achievement levels, and demonstrate program effectiveness. Through the use of data-informed decision-making, the model ensures a whole-school and student-focused approach to student success. This data-informed, student-focused, school counselor-implemented, systemic practice allows every student to engage in a school experience that results in exiting high school with the educational preparation and social capital necessary for college and career success and full participation in a global society.

The model is organized into three content areas and an implementation system.

Content Area Academic	Content Area Personal/Social-Emotional	Content Area Career
Implementation System		
Structural Components/Foundations	Program Components	Resources
<ul style="list-style-type: none"> <input type="checkbox"/> Program Mission & Vision <input type="checkbox"/> School Counseling Facilities <input type="checkbox"/> Advisory Council <input type="checkbox"/> School Counseling resources <input type="checkbox"/> Staffing Patterns <input type="checkbox"/> Budget 	<ul style="list-style-type: none"> <input type="checkbox"/> School Counseling Curriculum <ul style="list-style-type: none"> <input type="checkbox"/> Classroom Units & Lessons <input type="checkbox"/> Career Readiness Activities <input type="checkbox"/> Educational Activities <input type="checkbox"/> Personalized Learning <ul style="list-style-type: none"> <input type="checkbox"/> Educational Career Planning <input type="checkbox"/> Transition Activities <input type="checkbox"/> Appraisal for Decision Making <input type="checkbox"/> Responsive Services <ul style="list-style-type: none"> <input type="checkbox"/> Brief Individual Counseling <input type="checkbox"/> Small Group Counseling <input type="checkbox"/> Crisis Intervention <input type="checkbox"/> Consultation <input type="checkbox"/> Referral <input type="checkbox"/> System Support <ul style="list-style-type: none"> <input type="checkbox"/> Program Management <input type="checkbox"/> Evaluation <input type="checkbox"/> Professional Development <input type="checkbox"/> Staff & community relations <input type="checkbox"/> Consultation & Collaboration <input type="checkbox"/> Committee Participation 	<ul style="list-style-type: none"> <input type="checkbox"/> Human resources <ul style="list-style-type: none"> <input type="checkbox"/> School Counselors <input type="checkbox"/> Teachers <input type="checkbox"/> Administrators <input type="checkbox"/> Parents/Guardians <input type="checkbox"/> Students <input type="checkbox"/> Community Members <input type="checkbox"/> Business & Labor Partners <input type="checkbox"/> Financial Resources <ul style="list-style-type: none"> <input type="checkbox"/> Budget <input type="checkbox"/> Facilities <input type="checkbox"/> Materials & Equipment <input type="checkbox"/> Political Resources <ul style="list-style-type: none"> <input type="checkbox"/> School Board Policies <input type="checkbox"/> Laws & Regulations <input type="checkbox"/> Local School district/supervisory union Guidelines <input type="checkbox"/> Professional Association Position Statements <input type="checkbox"/> Ethical Standards

Content Area Academic	Content Area Personal/Social-Emotional	Content Area Career
	<input type="checkbox"/> Community Outreach <input type="checkbox"/> Program Advocacy <input type="checkbox"/> School Support	

Vermont Program Components

All of the required activities and services of a comprehensive school counseling program are grouped into four interactive program components: School Counseling Curriculum, Personalized Learning, Responsive Services, and System Support. Some of these services are delivered directly with students, while others are delivered indirectly on behalf of students.

Direct services are interactions between school counselors and students. **Indirect Student Services** are interactions with others, on behalf of the student, including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations. Additionally, it includes management activities and services required to support the comprehensive school counseling program, as well as support a district/supervisory union's educational goals. The program components are (ASCA Fourth Edition/2021):

- **Instruction:** Emphasis has been placed on the work school counselors do to teach the school counseling curriculum focused through the lens of the ASCA Mindsets and Behaviors. Instruction of the school counseling curriculum occurs in the classroom, large and small groups and individually.
- **Appraisal and Advisement:** Emphasis has been placed on the processes where school counselors work with students to analyze and assess their abilities, interests, skills and achievement, make recommendations based on the appraisal of tests, inventories and other data to help students make decisions about their future. This two part-process occurs with individual students, small groups and in classroom settings.
- **Counseling:** Emphasis has been placed on the direct student service of counseling in individual or small group settings. Crisis response has been reclassified as an indirect student service as it is defined by collaborating with adults to provide support in the aftermath of a crisis.
- **Referrals, Consultation and Collaboration:** Emphasis has been placed on the management and evaluation activities and services required to effectively support a district/supervisory union build a comprehensive school counseling program.

Multi-Tiered Systems of Support

(Trish Hash, PhD, Hatching Results) (Emily Goodman-Scott, The School Counselor's Guide to Multi-Tiered Systems of Support)

While MTSS is focused on two areas (academics and behavior), the focus of the work of the **school counselor** is in *three domains*: 1) academic, 2) college/career, and 3) social/emotional. To reflect this alignment with the work of the school counselor, the **Multi-Tiered, Multi-Domain System of Supports (MTMDSS)** was created and is depicted in the image below. Similar to MTSS and RtI, the *Multi-Tiered, Multi-Domain System of Supports (MTMDSS)* is a program planning and decision-making framework that utilizes an evidence-based practice approach to school counseling core curriculum and instruction aligned with assessments to address the needs of ALL students in the three domains of school counseling: academic, college and career, and social/emotional.

School counselors are integral parts of the total educational program for student success. The entire school community is invested in student academic achievement, college and career readiness and social emotional wellbeing. School-wide proactive, preventative and data driven intervention services and activities belong to the entire school. Therefore, it is recommended that schools add the third domain (college and career readiness) to their MTSS program and create a comprehensive school-wide *Multi-Tiered, Multi-Domain System of Supports (MTMDSS)*.

The **MTMDSS** is a framework (see figure below) specifically for school counseling programs to organize a continuum of core instruction and interventions to meet students' needs with the goals of: 1) Ensuring all students receive developmentally appropriate instruction; 2) Maximizing student achievement; and 3) Increasing the social, emotional, and behavioral competencies of students. The **MTMDSS** Model organizes school intervention services into three levels, or Tiers.

TIER 1: CORE PROGRAM [UNIVERSAL SUPPORTS] (100%) – FOR ALL STUDENTS

The core program comprises the delivery of services that *all students* receive (curriculum, personalized learning, school-wide events). Standards- and competency-based school counseling *core curriculum* (formerly called guidance curriculum) is developmental in nature, preventative and proactive in design, and comprehensive in scope. *Personalized learning* includes 4-6 year and college/career planning and career readiness (generally grades 6-12). *School-wide activities* for all students, such as national awareness weeks and celebrations (e.g., Red Ribbon Week, Mix It Up, The Great Kindness Challenge, etc.), conflict resolution programs, parent education programs, are provided to all students and/or parents, align with classroom lesson content and standards, and support the core program.

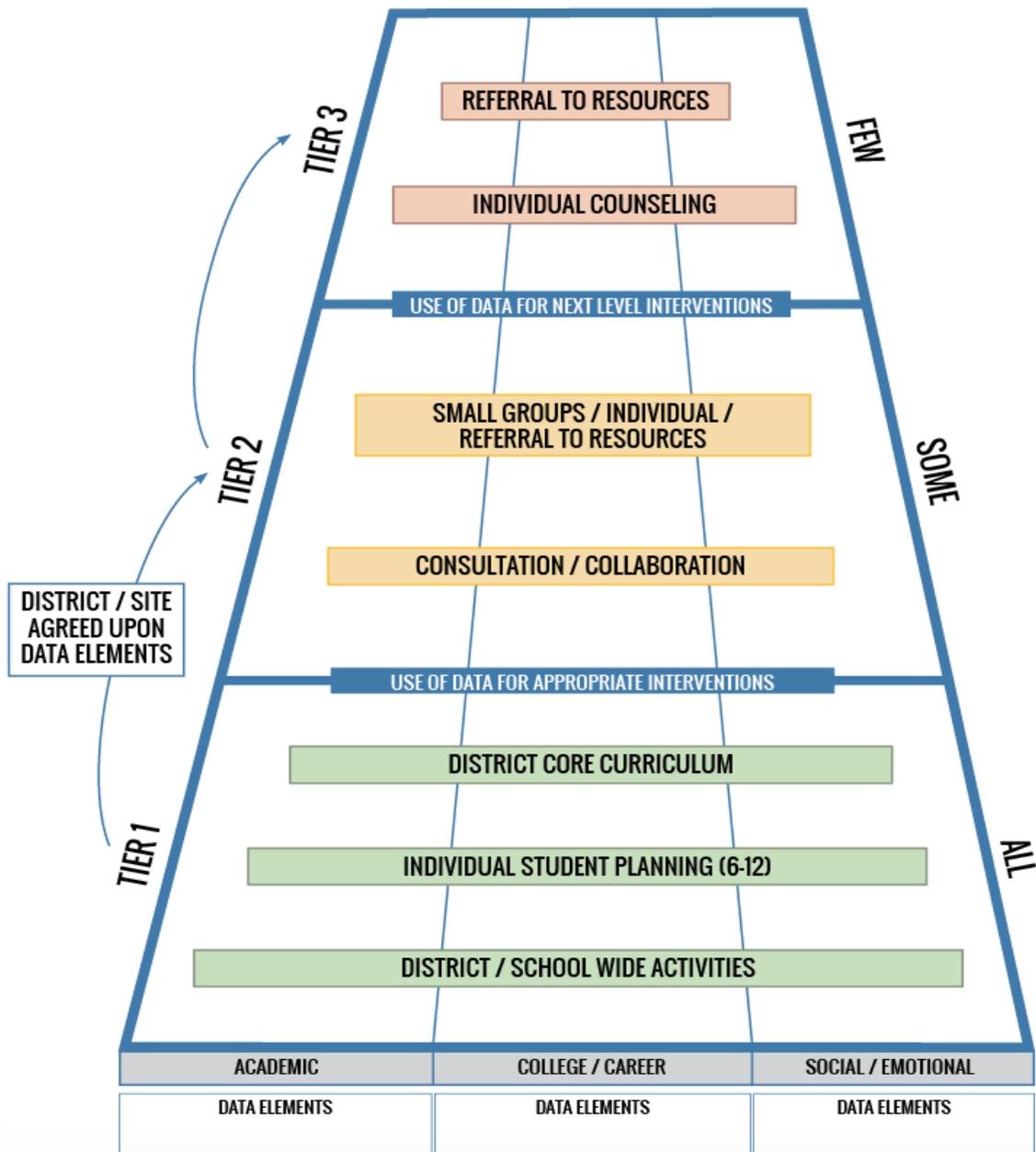
TIER 2: TARGETED INTERVENTIONS (20%) – FOR SOME STUDENTS

Targeted data-driven interventions (small group counseling/instruction, referral to interventions on campus, etc.) are designed for students who are identified by pre-scheduled and predetermined data screening elements. These include, for example, attendance rates, behavior, work skills and study habits (report card marks), course failure, credit deficiency

and/or equity and access issues. Tier 2 includes *short term* progress monitoring and collaboration among teachers, parents/guardians, and the school counselor until improvement and/or referral to appropriate services can be found and implemented. Tier 2 activities are designed for students who: 1) exhibit barriers to learning; 2) are struggling to achieve academic success; and/or 3) who are identified as deserving of instruction and/or supports in addition to Tier 1 curriculum activities (students in foster care, English language learners, etc.).

TIER 3: INTENSIVE INTERVENTIONS (5-10%) – FOR A FEW STUDENTS

Individualized student interventions (e.g., 1:1 crisis counseling) are designed for students to address emergency and crisis response events. These include short-term solution focused counseling to address life change events (divorce, death, parent incarceration, etc.) provided on a limited basis and, if unresolved, lead to referrals to outside services. This includes *short-term* consultation and collaboration among teachers, parents/guardians, and the school counselor until a crisis is resolved and/or referral to appropriate responsive services can be identified and implemented.



Section 2: MANAGE

Fundamental Beliefs of School Counseling

A school counseling program is comprehensive in scope, preventative in design and developmental in nature. School counseling is based on six premises that reinforce the organization and management of comprehensive school counseling programs.

These premises are as follows:

1. School counseling is a program. Its characteristics are similar to other programs in education and include the following:

- [ASCA Mindsets and Behaviors for Student Success](#)
- [ASCA School Counselor Professional Standards and Competencies](#)
- Activities and processes to assist students attain ASCA Mindsets & Behaviors
- Professionally certified/licensed personnel
- Access to curriculum, materials and resources (evidence and/or researched based).
- Program assessment and personnel performance appraisal

2. School counseling programs are developmental and comprehensive. School counseling activities are developmental and conducted on a regular, planned, and systematic basis to assist students in attaining school counseling standards. Although students' immediate and crisis needs must be met, a major focus of a developmental school counseling program is to provide all students with experiences to help them grow and succeed. School counseling programs are comprehensive and include activities and services such as instruction, appraisal/advisement, counseling, consultation, collaboration, referrals, follow-up and follow-through.

3. School counseling programs assist all students in completing a rigorous and relevant curriculum and earn a diploma that ensures preparation for multiple opportunities after high school. This curriculum emphasizes the acquisition of knowledge, attitudes and skills to be successful in school, career technical education and the workforce in post-secondary education/training.

4. School counseling programs feature a team approach. A comprehensive school counseling program requires collaboration between the school counselor, faculty and administration. It is understood that licensed school counselors are central to the program. School counselors provide direct services to students and also work in consultative and collaborative relationships with members of the school counseling team, other school staff, the student, parents/guardians, mental health professionals, and the community, including career technical center representatives as may be appropriate.

5. School counseling programs are developed through a systematic process of planning, designing, implementing, evaluating and enhancing. This process assures intentional delivery of a program designed to address established priorities. It is recommended that school districts utilize professional development time towards the development and assessment of a comprehensive school counseling program at all schools throughout the district.

6. School counseling programs have established leadership. Leadership ensures accountability for the program and for the quality of the performance of program staff.

Benefits for Stakeholders

When comprehensive school counseling programs are fully implemented in local school district/supervisory unions using the VTCSCP model as a guide, many benefits can occur.

Benefits for Students & Families

- Focuses on all students
- Enhances academic, career and social emotional development
- Centers on students' needs
- Seeks students' and families' input
- Encourages more interaction among students & families
- Provides a developmental and preventative focus
- Increases knowledge of self and others
- Enhances life coping skills
- Develops decision-making skills
- Increases opportunities for school counselor-student interaction
- Develops a system of long-range planning

Benefits for School Counselors, Teachers, Administrators, Agency of Education & Local School Boards

- Places school counseling in the mainstream of the total educational system
- Contributes to a team effort to enhance students' academic, career and social/emotional development
- Provides relevant curriculum and a clearly designed structure using school counseling standards
- Establishes the school counselor as a resource/consultant
- Encourages teachers' input into the delivery of the comprehensive school counseling program
- Encourages positive, collaborative working relationships
- Defines the role of school counselors as educators
- Provides ongoing evaluation data concerning the full implementation of the program, the work of school counselors within the program, and the attainment of relevant school counseling student outcomes

Vision Statement & Mission Statement

Vision

The school counseling program vision statement shares the outcomes school counselors hope to see for their students in the future as a result of the school counseling program.

Development of a vision statement:

- Creates a clear picture of success for all students
- Describes the future world where student outcomes are successfully achieved
- States the outcomes desired for all students that are 5 to 15 years away
- Aligns with the school and district vision statement
- Complies with any applicable State and Federal laws

(Source: ASCA National Model, 4th ed., p. 30)

Mission

The mission statement provides the foundation for achieving the vision. In other words, the mission statement is a tool that communicates to all stakeholders the overall purpose of the school counseling program.

Development of a mission statement:

- Creates a clear focus for the school counseling program to reach the vision
- Describes the school counseling program's overarching focus or purpose
- Aligns with the school's mission statement and may show linkage to district and state department of education mission statements
- Emphasizes equity, access and success for every student
- Indicate the long-range results desired for all students

(Source: ASCA National Model 4th edit. p 31)

Mission statement samples can be found in the ASCA National Model Implementation Guide.

Data Support

[Empirical Research Studies Supporting the Value of School Counseling](#)

Comprehensive school counseling programs— implemented by licensed school counselors, in collaboration with parents/guardians, teachers, and administrators— are effective in helping students build the knowledge, attitudes and skills needed to respond to challenges of living and working in the 21st century.

Measuring Student Outcomes

With an emphasis on accountability, school counselors must learn how to measure student outcomes. The use of data is essential to ensure that all students benefit equitably from the

school counseling program (ASCA National Model, 4th ed., p. 32). More detailed information on program assessment and available tools can be found in the Assess section of this document.

Pre/post-tests: These can be used to measure the impact of a lesson or unit from the school counseling curriculum.

Surveys: These can be used to measure attitudinal changes as a result of a school counseling intervention.

Rubrics: In instances where students are asked to write reflections, complete projects, or create portfolios, rubrics can be developed to measure students' progress towards the desired school counseling standards.

Data from Student Information System [SIS]: Grades, attendance, discipline, course taking patterns and report card comments are among data that can be extracted from a district/supervisory union's SIS and used to measure the impact of counseling interventions.

VSAC (Vermont Student Assistance Corporation) & YRBS (Youth Risk Behavior Survey) data: These surveys provide rich sources of data that can be used to measure impact over time. VSAC Senior Survey and the YRBS provides school counselors with data ranging from 9th grade retention rates to college remediation rates.

District/School Specific Performance Data is available on the Vermont Agency of Education [Website](#) & [Snapshot](#)

Use of Data

Under the VTCSCP Model, comprehensive school counseling programs are data-informed. As school counselors become more data-literate, their role on district/supervisory union and school data teams becomes increasingly important. In a district/supervisory union where school counselors are viewed as data experts, they work with administrators, faculty and advisory councils to create a "big picture" of the district/supervisory union, schools' and students' needs. School counselors can lead data-informed conversations that focus the discussion and planning on important variables such as students' developmental needs, the school climate, school policy and practices and/or the design and implementation of Tier 1 & 2 interventions or Tier 3 wrap-around services to meet the needs of special education, ELL, and marginalized students. A recommended resource is the [Data support](#) form.

School counselors also support administrators by using data to:

- Identify the need for program and curriculum modifications
- Focus resources and interventions where they are most needed
- Monitor student progress and development
- Evaluate the need for policy changes
- Assess intervention outcomes
- Demonstrate accountability
- Secure grants and community support

- Examine data through an equity lens

Performance Appraisal and Program Assessment In addition to using data to determine essential school counseling activities and key interventions, school counselors strive for continuous improvement and use data to prove that activities related to program delivery are effectively impacting students and the school community. Individual school counselors and entire school counseling programs are evaluated regularly in order to continuously improve and strengthen counseling services within a school and district/supervisory union. (Additional information can be found in the Professional Development section.)

School/Program Level of Management

- Use of time (Time Studies, Calendars, Record Keeping)
- Use of data (Participation, Mindsets & Behaviors and Outcomes)
- Curriculum tools
- Tools to report results
- Advisory Council
- Program Advocacy

At the School/Program level of management, various organizational tools must be in place. How do school counselors effectively and efficiently take steps to develop and deliver a standards-based, data-informed program within their school? Best practice tools and strategies are summarized below. ASCA has templates to help school counselors track data and manage programs. These tools can be found and downloaded from [ASCA Templates & Resources](#).

Use of Time

Time management becomes a critical issue in implementing a comprehensive school counseling program. Ideally, 80% of the school counselor's time is devoted to the delivery of direct and indirect services with students, based on the three-tier model of delivery. The additional 20% is focused on program planning and school support activities. Additional information is provided in the Delivery section.

[Appropriate vs Inappropriate School Counselor Duties](#)

Time Studies

As school counselors begin implementing and assessing their comprehensive school counseling program they need a good understanding of how their time is spent. School counselors record how they spend their time during the school day to assess how their time is spent for a designated period of time at various times of the school year. The results are analyzed and shared with the administrators to help begin the process of using time differently.

It is important to assess how school counselors are using their time in relation to student needs and intended outcomes. When it is determined that services are more suited to other student

support staff (e.g., school psychologists) or community-based professionals or when tasks could be done by non-school counseling staff (e.g., scheduling, test monitoring, bus duty) alternatives are explored. For example, some Vermont schools use retired school counselors or paraprofessionals to assist with test organization and test monitoring. Paraprofessionals and other school staff assist with bus duty and lunch duty. Other schools partner with community-based counseling agencies to provide clinical counseling services in the school building.

More Data (Participation, Mindsets & Behaviors, Outcome)

The ASCA National Model, 4th ed., identifies three types of data used to measure the results of activities related to the school counseling program: Participation, Mindsets & Behaviors and Outcome. The three types of data are outlined in greater detail in the Assess section.

- Participation - Includes data that reflects number of participants involved, number of lessons or sessions, length of time and number of students involved in an intervention.
- Mindsets & Behaviors - Is administered to students and measures student change in knowledge, attitudes and skills.
- Outcome - Data that shows “the impact of an activity or program has on student achievement, attendance or discipline.

(Source ASCA National Model, 4th ed., p 89)

Curriculum Tools

Curriculum Maps: Curriculum maps [sometimes called scope and sequence charts] can be used to map out specific activities for different grade levels across the first two tiers of services that students will access throughout the school year. This can help school counselors ensure that they are reaching all students (Tier 1) and making use of their time wisely to conduct strategic interventions for students who have been referred or identified using data. (Tier 2). Tier 3 services may be more responsive or individually planned by the nature of the student needs and thus harder to plan out in advance using curriculum maps.

Lesson Plans: The VTCSCP model endorses backwards-design lesson plans as developed by Universal Design for Learning principles. This involves three steps:

- Step 1: Determine desired student outcomes [what do you want students to know, understand and do as a result of participating in the lesson].
- Step 2: Determine how students will be assessed [pre/post, written reflection, project, etc.] and create the assessment.
- Step 3: Determine lesson steps and materials needed to reach the desired outcomes

To support lesson planning utilize the ASCA Lesson Plan template [ASCA Templates & Resources](#).

Lesson plans adhere to each school’s Classroom and Group Mindsets & Behaviors Action Plan, which indicates which lessons will be taught when and which ASCA Mindsets and Behaviors will be addressed. Lesson plans include participation, mindsets & behaviors and outcome data,

when possible. It is recommended that lessons derive from research and /or evidence-based curriculum when possible. A list of evidence based SEL curriculum can be found in Appendix A: [VTSCA Task Force SEL curriculum](#) programs.

Tools to report Results (% Change Formula, EXCEL, PPT, Monthly & Annual Reports)

Calculating % Change: When reporting results, school counselors compare data from before an intervention to after the intervention. Whether this is through pre/post-tests, rubrics or outcome data a formula is used to calculate the percentage (%) change:

Post Intervention #- Pre Intervention

$$\# \text{ Pre Intervention } \# \quad \times 100 = \% \text{ change}$$

Action Plans

Once data has been gathered and goals established, action plans lay the groundwork for implementing your interventions. To efficiently and effectively deliver the school counseling activities, there must be a plan detailing how the program intends to achieve the desired result. Action plans are utilized with classroom, group and “closing-the gap” activities.

There are two key types of action plans: Classroom and Group Mindsets & Behaviors action plans, closing-the-gap and action plans.

Classroom and Group Mindsets & Behaviors Action Plan

The Classroom and Group Mindsets & Behaviors Action Plan helps school counselors create an effective plan to teach students the knowledge, attitudes and skills appropriate for their developmental level, informed by specific ASCA Mindsets & Behaviors, in a variety of settings.

The lessons are presented systematically in K-12 through classroom and group activities. The lessons are organized to help students acquire, develop and demonstrate identified ASCA Mindsets & Behaviors.

Data will inform program decision making. When data are analyzed for every student, discrepancies, often referred to as gaps, frequently appear, and school counselors develop detailed action plans indicating activities and resources leveraged to close the gaps (ASCA National Model, 2019).

What gaps do the data expose, and what plans must be in place to ensure equity and access to academic achievement for every student? Once the curriculum is agreed to developmentally, it may remain largely similar year to year while closing the gap activities may change from year to year based on data. ASCA Classroom and Group Mindsets & Behaviors Action Plan Template [ASCA Templates & Resources](#)

ASCA Classroom and Group Mindsets & Behaviors Action Plan Template [ASCA Templates & Resources](#)

Implementation Steps for both classroom lessons and small groups:

1. **Design** - Select ASCA Mindsets & Behaviors addressing needs identified through school data. These standards will provide the focus for the lesson. The lesson will help students gain the knowledge, attitude or skills specified in the selected standards.
2. **Document** - To support the measurement of the intervention, the lesson is documented through the ASCA lesson plan and classroom and group Mindsets & Behaviors results report.
3. **Implementation** - Classroom lessons and small groups are implemented by the school counselor and at times in collaboration with classroom teachers and other school staff. Appropriate evidence-based curriculum should be used. Use pre/post tests to assess and track student attainment of selected Mindsets & Behaviors.

(Source: ASCA National Model 4th Edit. p. 51)

Closing-the-Gap Action Plans

Closing-the-gap activities are designed to address discrepancies between students' needs and achievement as well as rectify inequities between student groups. Each plan contains answers to the following questions: Why is this mindset/behavior being addressed? What outcome is to be achieved? Is this plan designed to be accessible for every student? (See ASSESS section for additional information)

- Identify specific strategies and interventions for each program component based on data and student need
- Develop detailed and specific work plans for systemic practices
- Identify the curriculum, resources, and instructional strategies to be used
- Determine data to collect when implementing the program (e.g., participation, mindsets & behaviors, outcome) and the frequency of data collection. Note that for data projects, outcome data is required
- Decide who will perform the various tasks, and when

ASCA Closing-the-GAP Action Plan & Results Report [ASCA Templates & Resources](#).

Calendars

Calendars are used to plan and document not only student access and participation levels, but also the time school counselors spend on direct and indirect tiered activities and services for all students. The allocation of time for each program component varies according to student needs identified in data, the developmental needs of students and the level of resources and program support.

Annual Calendar: The annual calendar is developed and published to document and promote components of the school counseling program. The calendar is a tool that promotes students' access to services by increasing awareness of school counseling activities. The calendar is organized by grade level and highlights services, activities, and events in the academic, career and social emotional domains such as classes/seminars, wellness days, career programs and

financial aid workshops, etc. The calendar is featured in several prominent places such as school bulletin boards, the program of studies, learning management systems (LMS) and the school website. The annual calendar for a school year is completed and published prior to the start of the school year. (Source: ASCA National Model, 4th Edit. p.68)

- **Department and Individual Planning Calendar:** Department calendars are action plan guides for planning and preparing for department activities and programs. Individual planning calendars are completed by each school counselor, listing lessons, individual and small group meetings, and school support efforts. School counselors use individual planning calendars, reports and logs for planning and documentation.
- **School Counseling Record Keeping System:** The department and each school counselor have a protocol and system for recording, storing, categorizing and retrieving records such as: school counseling logs, contact information, sign-in sheets, permission slips and meeting agendas.

Advisory Councils

A strong school counseling program benefits from an advisory council that is representative of the school community and is driven by clear goals and objectives. Advisory councils consist of a group of stakeholders selected to support the implementation of a comprehensive school counseling program that reaches all students and supports your school's mission. It is recommended that the Advisory Council meet twice a year. The ASCA National Model® (4th Ed.) provides a detailed breakdown of key components for school counselors to consider when creating a productive advisory council. These key components include goals and objectives, representation, size, appropriate candidates, chairperson, terms of membership, agenda and minutes, the purpose of the first meeting, and the focus of additional meetings.

Section 3: DELIVER

Vermont Implementation System

A challenge that many district/supervisory unions face when considering implementing comprehensive school counseling programs is how to make the transition from their current organizational structure for school counseling to a comprehensive school counseling program based on the Vermont Comprehensive School Counseling Program (VTCSCP). This section of the manual describes the five phases of change that enable school district/supervisory unions to manage the transition to a fully implemented district/supervisory union comprehensive school counseling program. The five phases of the transition process are: planning, designing, implementing, evaluating, and enhancing.

Transition Process Phases

Planning

This involves getting organized and obtaining the commitment of the school board, administrators, and school counselors. It also involves forming an advisory council, as well as conducting a thorough assessment of the district/supervisory union's current school counseling activities, services and needs.

Designing

A comprehensive school counseling program tailored specifically for the district/supervisory union is designed and includes an implementation plan to put the program into operation.

Implementing

Implementation involves gaining adoption of the program by the school board and removing non-school counseling tasks from school counselors' duties so the expectations of the district/supervisory union's comprehensive school counseling program can be met.

Evaluating

Evaluation focuses on assessing the program, personnel and analyzing the results of the building/district/supervisory union assessments as compared to the VTCSCP model recommendations.

Enhancing

Data is used to guide the improvement and enhancement of the district/supervisory union's comprehensive school counseling program.

Planning

Planning begins with the decision to develop and implement a comprehensive school counseling program. Once this decision is made, it is key to gain the school board's and the district/supervisory union administrators' support and authorization to develop and implement the district/supervisory union's comprehensive school counseling program

Appointing a School Counseling Program Advisory Council

The advisory council is a school and community-based group. Its sole purpose is to provide input about the development and implementation of the district/supervisory union or building a comprehensive school counseling program. The members of the school counseling program advisory council should have a shared enthusiasm for students and school counseling. The selection procedure will vary from district/supervisory union to district/supervisory union. Advisory council membership may include parents/guardians, school board members, students, community leaders, agency personnel, and teachers. When identifying potential members, the following points are considered:

- The advisory council represents the diversity of the district/supervisory union’s patrons and business community
- Representation is sought from the school board, school staff, parents/guardians, and students
- Community members with diverse viewpoints are included in the committee selection
- Individuals who possess a shared enthusiasm and commitment to students even though their ideas may differ, are included

Size of the Council	The size of the council depends upon the size of the district/supervisory union. It is most important to have broad representation and good attendance at each meeting.
Composition	Advisory council membership may include parents/guardians, school board members, students, community leaders, agency personnel, and teachers.
Length of Appointment	Appointing members for rotating terms will ensure that there are always experienced members on the council. It is suggested that the terms be from 2 to 3 years and that the number of years are drawn at the first meeting to determine the length of term each member will serve.
Reappointment	Determine if advisory council members serve more than one term and, if so, how many times they may be reappointed.
Governance of Council	An advisory council chair election process is determined and a chair appointed.
Frequency of Meetings	The advisory council meets at least twice a year. With present technology, meetings do not necessarily have to be face-to-face, although this is the ideal situation. Video conferencing, instant messaging, and e-mails are other ways that the advisory committee members can communicate with one another.
Structure	The advisory council may be organized at the district/supervisory union or individual building level.
Functions	An advisory council provides support, offers advice, reviews the status of the district/supervisory union program and encourages further development to meet the goals of a school district/supervisory union’s comprehensive school counseling program. It is important to emphasize that the council is an advisory group, not a decision-making body. The advisory council is a channel of communication to and from the district/supervisory union schools and the community. It is a public relations group that interprets the district/supervisory union comprehensive school counseling program to district/supervisory union patrons

Gaining Assurances from the School Board

During the first year of planning, it is critical for the school counseling program to meet with the school board to present a rationale for the needed transition to a comprehensive school counseling program, as well as the plan for implementation. The goal is to inform the school board of the transition and what they can expect from a comprehensive school counseling program. By endorsing the concept of a comprehensive school counseling program for the district/supervisory union and by authorizing the development and implementation of the program, the school board:

- Authorizes the administration to provide school counselors with the time and resources to develop and implement a comprehensive school counseling program under the leadership of the steering committee
- Receives periodic progress reports from the School counselors
- Identifies the program as an integral program of the school district/supervisory union and adopts a policy that mandates the program
- Works with the department and administration to fully implement the program once it is approved
- Works with the advisory council and school staff to publicize the program to the community
- Provides sufficient funding to ensure continued program development, implementation, and evaluation through the program enhancement process

Involving Stakeholders

It is important to maintain student, administrator, teacher, parent, student and community involvement throughout each phase of the district/supervisory union's transition to a fully implemented comprehensive school counseling program. Stakeholder involvement translates into a sense of ownership and greater credibility for the program. The following list describes ways to involve others:

- Plan ways to get the input of individuals and groups of students who represent the diversity of the district/supervisory union community.
- Administer a student needs assessment (Program Planning Survey).
- Develop a communication system for stakeholders. (e.g., weekly bulletins, systematically meeting on a regular basis).
- Survey teachers to identify needed professional development to prepare them for their involvement in the district/supervisory union's comprehensive school counseling program.
- Invite stakeholder groups to attend the board presentation to demonstrate support for the program.

- Discuss the results of the assessment of the current program with stakeholders.
- Consider holding discussion groups or evening meetings.
- Provide time for parents/guardians to share information about their expertise/special interests.
- Talk with employers about the district/supervisory union’s school counseling program and seek their support and involvement.

Conducting an Initial Time on Task Analysis

The Use of Time Calculator is an electronic survey of the school counselor’s time spent on performing the tasks in the program as it currently exists. The results of this initial analysis will provide baseline data for comparing the time on tasks involved in the current program to the time on tasks chosen for the district/supervisory union’s desired comprehensive school counseling program.

Before the initial [Use of Time Calculator](#) is conducted, it is important for the school counselor(s) to decide on where current tasks fit into the program components. This exercise provides all school counselors with a common understanding of how to categorize their activities when they complete the Use of Time Calculator form so that interpretations will be consistent. It is important to remember that the school counselor participates in school related responsibilities equivalent to expectations of all school staff. For the initial Time on Task Analysis, the following steps are necessary:

- All school counselors in the district/supervisory union will select the same ten days spread evenly throughout the school year to conduct the Time on Task Analysis. These ten days reflect typical days that contain a variety of school counseling program activities within the four components as well as any non-school counseling tasks (that create barriers to implementation) that may be present.
- Use the Time on Task Analysis to keep track of the actual time school counselors currently spend on activities in each program component plus non-school counseling activities. You may wish to designate more than one category during a 30-minute time period. For those instances, you will put the number of minutes spent in the time categories used. In the end, make sure that each row contains no more than a total of 30 minutes. Note that the form has a time block for before school, after school, and evening activities conducted as part of the program. Leave rows blank when you are NOT on duty (i.e., lunch).
- The data will be electronically analyzed, and charts will be generated automatically.

Conducting an Internal Factors/Trends Analysis

This analysis examines factors/trends inside the schools of a district/supervisory union that may impact the development and management of the district/supervisory union’s comprehensive school counseling program. The factors/trends to assess may include the following:

- Who the current program serves
- Existing resources (personnel, equipment, materials, and facilities)
- School counseling activities presently in place, including those directed by school counselors and those directed by others
- Staff expertise that may be helpful in conducting a district/supervisory union's comprehensive school counseling program activities
- Attitudes of faculty, staff, and students
- Student needs
- The school's/district/supervisory union's Comprehensive School Improvement Plan (CSIP)
- Additional program evaluation surveys can be used to assess the attitudes of students, teachers, staff, administrators, and parents regarding the school counseling program.

Tools that you can use to support conducting a Trends Analysis include [Vermont Implementation Planner](#) and [ASCA Readiness Survey](#)

Conducting an External Factors/Trends Analysis

This analysis examines factors/trends outside the school district/supervisory union that may have an impact on the district/supervisory union's comprehensive school counseling program. These factors/trends may include, but are not limited to the following:

- Postsecondary activities of graduates
- Economic conditions of the community
- Population changes
- Attitudes of community members
- Community issues
- Community resources

Writing the Desired Program

The full details of the program, along with guidelines for implementation, assessment and enhancement are written in the district/supervisory union's comprehensive school counseling program manual. It includes the school counselor job description and an overview of the school counseling curriculum. A brief program overview that describes the program for school and public constituencies is also important. Having a district/supervisory union-approved comprehensive school counseling program manual provides a reference for all stakeholders as well as providing a succession plan when there is a change in personnel whether school counseling, administrative or school board personnel.

Planning

Designing the Program

Tier 1: Proactive Prevention Delivered to All Students

Best practice suggests Tier 1 delivery is where the majority of a school counselor's time is ideally spent. The goal is to implement high quality, research-based instruction to all students that is prevention-oriented. The school counseling curriculum includes standards-based units and lessons focused on each of the three developmental domains (academic, career and social/emotional). In addition to the curriculum, the school counselor's role includes implementation of grade level and whole school interventions such as PBIS, character education initiatives, anti-bullying interventions, college and career fairs, etc.

Considerations to assist Tier 1 delivery include:

- **Scheduling:** Does the school schedule provide built-in advisory time, seminars/ or classes for school counselors to partner in the delivery of the school counseling curriculum.
- **Curriculum and Instruction:** Does the school have a proficiency-based school counseling curriculum? Does the school counseling department design and deliver lessons? Are school counselors encouraged to teach and partner with classroom teachers to support their delivery of the school counseling curriculum? Are school counselors allowed to have grade level assemblies?
- **Annual Calendars:** Does the school counseling department have an annual calendar identifying time for instruction, appraisal and advisement and counseling?

Tier 2: Strategic Intervention Delivered to Students Targeted by Data

Tier 2 strategic interventions are designed for a smaller percentage of students who will need targeted responsive services that meet their individual needs. These are both direct (delivered either individually or in a small group basis) and indirect services and will focus on needed Mindsets and Behaviors development and support in areas identified through data analysis. These interventions focus on each of the three developmental domains (academic, career and social-emotional).

Tier 3: Intensive Intervention

Tier 3 is designed for intensive intervention. In this Tier, school counselors are responding to immediate crises and actively planning for interventions and supports needed by identified high-risk students (special education referrals, meeting the needs of ELL students and special populations, etc.). If hired as a school counselor, remember that a licensed School Counselor is not trained to provide clinical mental health interventions. Tier 3 intensive counseling needs are referred to and provided by school-based licensed mental health colleagues or outside community-based service providers.

Tiered School Counseling Program and Services Charts

The following elementary, middle school and high school program and services charts suggest a sampling of tiered school counseling services.

Elementary Level: A Sampling of Tiered School Counseling Services

Elementary Level Tier 1 Proactive Prevention	Elementary Level Tier 2 Strategic/Targeted Intervention	Elementary Level Tier 3 Intensive Intervention	
<i>Suggested Percent of Time:</i> 55-65%	<i>Suggested Percent of Time:</i> 25-35%	<i>Suggested Percent of Time:</i> 10-15%	
Purpose: All students acquisition and application of specific knowledge, attitudes, and skill through evidence-based services and guidance curriculum.	Purpose: A smaller population of students receive additional short-term services to meet their individual needs through small group counseling and intervention programs.	Purpose: Intensive interventions for identified students to address immediate crisis needs, collaboration with stakeholders, and/or possible referral for clinical mental health counseling support.	
Direct Services	Academic/Technical Domain <i>Examples:</i> * Classroom guidance lessons (ex: Ready for Success) * Data analysis and implementation of programs * School assemblies celebrating academic achievements	Academic/Technical Domain <i>Examples:</i> * Small group counseling focused on study skills, improving attendance, and executive functioning * Before/after school support	Academic/Technical Domain <i>Examples:</i> * Short-term individual counseling to assist with transitions, time management, executive functioning (organization, decision-making, study skills, etc.) * Collaborate to develop and monitor an individualized academic intervention plan and/or student success plans * Monitoring of high risk student academic and attendance issues through check-ins and meetings
	Workplace Readiness Domain <i>Examples:</i> * Classroom guidance lessons (ex: Why Try, The Real Game) * Career portfolio * College and Career week – collaboration with community partners * Career Development Education curriculum and Community Service Learning activities (ex: food drive, Pennies for Patients)	Workplace Readiness Domain <i>Examples:</i> * Small group counseling identifying strengths and interests * Small group counseling to increase motivation * Leadership group * Attendance group	Workplace Readiness Domain <i>Examples:</i> * Individual counseling to begin to develop a career portfolio (ILP) and increase motivation
	Personal/Social Domain <i>Examples:</i> * Classroom guidance lessons (ex :The Zones of Regulation, Second Step) * School-wide implementation of behavior incentive program (PBIS) * Character education curriculum * School assemblies and announcements celebrating prosocial behavior	Personal/Social Domain <i>Examples:</i> * Small group counseling (self-esteem, impulse control) * Attendance and behavior charts and monitoring (short term) * Classroom observations of individual students	Personal/Social Domain <i>Examples:</i> * Short-term Individual counseling (grief/loss, peer relationship and executive functioning /self-regulation issues.) * Solution-focused brief counseling for crises * Monitor outcomes and behavior intervention plans via check-ins and meetings
Indirect Services <i>Examples:</i> * Development of research based guidance curriculum * Guidance newsletter and parent communication of curriculum (translated in all languages) * Guidance team meetings * Staff meetings * Presentation of guidance data to staff * Program management and assessment * Program audit * School/advisory council	Indirect Services <i>Examples:</i> * Progress monitoring of students in small group * Data analysis and needs assessments to develop small groups * Family communication through multiple means (phone, meetings, email, handouts) to enhance skills taught in small group * Teacher collaboration to discuss skills taught in small group * Team meetings to discuss student data	Indirect Services (Referrals/Participation) to plan and monitor interventions for high-risk students <i>Examples:</i> * Crisis/safety team meetings * 51A filing * RTI or Intervention/Child Study teams * IEP/504/ELL assessments * Collaboration with community mental health counselors * Monitor outcomes and individualized plans * Ongoing student advocacy	

Middle School Level: A Sampling of Tiered School Counseling Services

	Middle School Tier 1 Proactive Prevention	Middle School Tier 2 Strategic/Targeted Intervention	Middle School Tier 3 Intensive Intervention
	<i>Suggested Percent of Time:</i> 35-45%	<i>Suggested Percent of Time:</i> 25-35%	<i>Suggested Percent of Time:</i> 15-25%
	Purpose: All students acquisition and application of specific knowledge, attitudes, and skill through evidence-based services and guidance curriculum.	Purpose: A smaller population of students receive additional short-term services to meet their individual needs through small group counseling and intervention programs.	Purpose: Intensive interventions for identified students to address immediate crisis needs, collaboration with stakeholders, and/or possible referral for clinical mental health counseling support.
Direct Services	Academic/Technical Domain <i>Examples:</i> <ul style="list-style-type: none"> * Classroom guidance lessons on organization skills * Learning styles assessments * Lessons on test-taking strategies * Data analysis and implementation of programs * Individual planning on educational goals and course selection 	Academic/Technical Domain <i>Examples:</i> <ul style="list-style-type: none"> * Small group support for study skills/organization skills * Small group tutoring/peer tutoring * Individual intervention with academic concerns * Small group test anxiety coping strategies 	Academic/Technical Domain <i>Examples:</i> <ul style="list-style-type: none"> * Short-term individual counseling to assist with transitions, time management, executive functioning (organization, decision-making, study skills, etc.) * Collaborate to develop and monitor an individualized academic intervention plan and/or student success plans * Monitoring of high risk student academic and attendance issues through check-ins and meetings
	Workplace Readiness Domain <i>Examples:</i> <ul style="list-style-type: none"> * Career Interests Surveys * Career Development Education Curriculum and Community Service Learning activities * Career Fairs * Community Collaboration related to Career Readiness 	Workplace Readiness Domain <i>Examples:</i> <ul style="list-style-type: none"> * Small group/individual assistance identifying strengths and interests * Career mentorship programs * Small group/individual assistance with vocational education 	Workplace Readiness Domain <i>Examples:</i> <ul style="list-style-type: none"> * Individual planning to support post-middle school options by enhancing career portfolio (ILP) and increase motivation * Assistance with work permits and letters of recommendation
	Personal/Social Domain <i>Examples:</i> <ul style="list-style-type: none"> * School-wide implementation of behavior intervention * Character education * Peer leadership program * Peer conflict mediation program * Suicide/Self-harm prevention * Parent/Guardian information sessions and meetings 	Personal/Social Domain <i>Examples:</i> <ul style="list-style-type: none"> * Small group support with social skills development * Small group/individual assistance with grief and loss * Support groups for LGBTQ students 	Personal/Social Domain <i>Examples:</i> <ul style="list-style-type: none"> * Short-term Individual counseling (grief/loss, peer relationship, gender issues, and executive functioning /self-regulation issues.) * Solution-focused brief counseling for crises * Monitor outcomes and behavior intervention plans via check-ins and meetings
	Indirect Services <i>Examples:</i> <ul style="list-style-type: none"> * Develop research based guidance curriculum * Team meetings with teachers * Meetings with administration to determine academic/technical, personal/social, or work readiness needs * Program management and assessment 	Indirect Services <i>Examples:</i> <ul style="list-style-type: none"> * Analysis of student data to identify students * Progress monitoring of small group(s) * Referral process for small group * Teacher collaboration * Parent communication (via email, phone, meetings, or handouts) 	Indirect Services (Referrals/Participation) <i>Examples:</i> <ul style="list-style-type: none"> * Crisis/safety team meetings * 51A filing * RTI or Intervention/Child Study teams * IEP/504/ELL assessments * Collaboration with community mental health counselors (e.g. DCF, Probation) * Ongoing student advocacy

High School Level: A Sampling of Tiered School Counseling Services

	High School Tier 1 Proactive Prevention	High School Tier 2 Strategic/Targeted Intervention	High School Tier 3 Intensive Intervention
	<i>Suggested Percent of Time:</i> 40-45%	<i>Suggested Percent of Time:</i> 25-30%	<i>Suggested Percent of Time:</i> 20-25%
	<i>Purpose:</i> All students acquisition and application of specific knowledge, attitudes, and skill through evidence-based services and guidance curriculum.	<i>Purpose:</i> A smaller population of students receive additional short-term services to meet their individual needs through small group and individual counseling and intervention.	<i>Purpose:</i> Intensive interventions for identified students to address immediate crisis needs, collaboration with stakeholders, and/or possible referral for clinical mental health counseling support.
Direct Services	Academic Domain <i>Examples:</i> *Delivery of counseling core curriculum in classroom * Post-secondary/college planning in alignment with Mass Core * Course selection/course of studies planning	Academic Domain <i>Examples:</i> *Individual counseling for academic concerns/monitoring of academic progress * Coordinating and conducting Parent/teacher meetings	Academic Domain <i>Examples:</i> * Short-term individual counseling to assist with transitions, time management, executive functioning (organization, decision-making, study skills, etc.) * Collaborate to develop and monitor an individualized academic intervention plan and/or student success plans * Monitoring of high risk student academic and attendance issues through check-ins and meetings *Supporting high-risk students to meet graduation requirements
	Workplace Readiness Domain <i>Examples:</i> * Career Development Education: Curriculum and Community Service Learning activities. (ex: Classroom lessons in Career Exploration and Post-secondary planning through Naviance, Career Cruising, MassCIS) *Support students in extracurricular engagement * Parent/Guardian information sessions e.g. College Planning and Financial Aid assistance * Credit for Life or Reality Fairs	Workplace Readiness Domain <i>Examples:</i> *Individual assistance identifying strengths and interests *Career counseling/coaching *Individual planning using Naviance, Career Cruising, MassCIS	Workplace Readiness Domain <i>Examples:</i> * Intensive individual planning and advising to support post-high school options *Connection to community supports, e.g. adult service agencies *Collaboration with colleges/post-secondary training programs to support high school transition
	Personal/Social Domain <i>Examples:</i> * Anti-bullying curriculum (ex: MARC - MA Anger Reduction Curriculum) * Signs of Suicide (SOS) training * Peer leadership program *Individual meetings to discuss goals, strengths, community involvement	Personal/Social Domain <i>Examples:</i> * Small group support (e.g. Social Skills, Girls Group) * Individual counseling/problem-solving with students *Peer conflict mediation	Personal/Social Domain <i>Examples:</i> * Short-term Individual counseling (grief/loss, peer relationship, gender issues, and executive functioning /self-regulation issues.) *Solution-focused brief counseling for crises * Monitor outcomes and behavior intervention plans via check-ins and meetings
	Indirect Services <i>Examples:</i> *Use data (e.g. AP Potential) to determine course placements *Build 'college-going' culture in school environment	Indirect Services <i>Examples:</i> *Consultation/meetings with Special Ed dept. *Collaboration with parents *Letters of recommendation for college/jobs/co-ops	Indirect Services (Referrals/Participation) <i>Examples:</i> * Crisis/safety team meetings * 51A filing * RTI or Intervention/Child Study teams * IEP/504/ELL assessments * Collaboration with community mental health counselors (e.g. DCF, Probation) *Ongoing student advocacy

Direct Student Services & Indirect Student Services

All of the required activities and services of a comprehensive school counseling program are grouped into four interactive program components: Instruction, Appraisal & Advisement,

Counseling, and Referrals, Consultation, Collaboration. Some of these services are delivered directly with students and others are delivered indirectly on behalf of students. **Direct services** are interactions between school counselors and students. **Indirect Student Services** are interactions with others, on behalf of the student, including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations. It also includes management activities and services required to support a district/supervisory union's comprehensive school counseling program, as well as the other educational programs of a district/supervisory union. The program components are:

Direct Student Services

- Instruction: Emphasis has been placed on the work school counselors do to teach the school counseling curriculum focused through the lens of the ASCA Mindsets & Behaviors. Instruction of the school counseling curriculum occurs in the classroom, large and small groups and individually.
- Appraisal & Advisement: Emphasis has been placed on the processes where school counselors:
 - work with students to analyze and assess their abilities, interests, skills and achievement and
 - make recommendations based on the appraisal of tests, inventories and other data to help students make decisions about their future.
- Counseling: Emphasis has been placed on the direct student service of counseling in individual or small-group settings. Crisis response has been reclassified as an indirect student as it is defined by collaborating with adults to provide support in the aftermath of a crisis.

Indirect Student Services

- Referrals, Consultation, Collaboration: includes the management and evaluation activities and services required to effectively support a district/supervisory union or building a comprehensive school counseling program. Consultation is an interactive process that school counselors provide to help parents/guardians, teachers, and administrators address the social/emotional, academic and career needs of students. When brief counseling is not sufficient to address the needs of the student, the school counselor may suggest to parents that a referral to an outside practitioner and/or agency for extended counseling services may be appropriate.

System Support

System Support contains the management activities and services required to effectively support the school counseling program. The administration and management activities of a school counseling program are located in this component as are activities that support other

educational programs. The System Support component is implemented through activities such as program management, professional development, staff and community relations, consultation, committee participation, community outreach, and evaluation.

The Role of the School Counselor in System Support

- School Counseling Program Management - The school counselor plans and manages tasks needed to support activities conducted in the comprehensive school counseling program. Such activities might include conducting time on task analyses, developing a yearly calendar of activities, developing a yearly budget, writing reports regarding the comprehensive school counseling program, establishing priorities for the year, and identifying resources needed to implement the program.
- School Counseling Program Advisory Council
- Evaluation - The school counseling program's on-going evaluation process consists of three major components which are conceptualized as "Program + Personnel = Results."
 - Program Evaluation asks the question, "To what extent is the program in place?" It is measured using a School Counseling Program Audit.
 - Personnel Evaluation asks the question, "To what extent is the program staffed with highly skilled school counselors?" It is measured using the school counselor evaluation.
 - Results Evaluation asks the questions, "To what extent is the program having an impact on relevant student outcomes such as achievement, attendance, and behavior?" "How do students, parents and teachers perceive what they have learned from participating in the school counseling program? It is measured using data showing evidence of impact?"
- Professional Development – To stay current and relevant in the school counseling profession, the school counselor participates regularly in appropriate professional development. This may involve participation in regular school in-service training, attending professional meetings, workshops, and/or completing postgraduate course work pertaining to school counseling program goals and objectives.
- Staff and Community Relations - The school counselor educates and informs the staff and the community about the comprehensive school counseling program through newsletters, local media, and/or school-community presentations.
- Consultation and Collaboration - School counselors consult and collaborate with teachers and other staff members to provide information and receive feedback on the emerging needs of students.
- Committee Participation - The school counselor serves on departmental/district/supervisory union curriculum committees, community

committees, and/or advisory boards in order to support other programs in the school and community and to advocate for the school counseling program.

- Community Outreach - School counselors gain knowledge about community resources and agencies, employment opportunities, and local labor market information. This may require school counselors to periodically visit postsecondary schools and training programs, local businesses, industries, and social service agencies.
- Program Advocacy – School counselors promote the activities of the program to various stakeholder groups. They also share data that demonstrates the impact of the program on students and the school community. Additionally, school counselors educate the stakeholder groups on the role of the school counselor and benefits of the school counseling program.
- School Support - The school counselor participates in school related responsibilities equivalent to expectations of all school staff.

Section 4: ASSESS

Program Assessment: An Ongoing Process

Ongoing program assessment provides school counselors with the data necessary to determine the effectiveness of the school counseling program. Assessment can inform program improvement and show the impact that the school counseling program has on students' academic, career and social/emotional development. It is recommended that a school district develop, implement and assess a comprehensive school counseling program that is K-12 in scope and sequence. The steps and resources in that process are outlined in the Vermont Comprehensive School Counseling Program Model which was developed based upon the ASCA National Model.

Data-Driven Improvement Process



Program Assessment

“Program evaluation data are used to measure the impact or effectiveness of a school counseling program’s activities and to inform program improvement and development of goals”. Questions that might be asked are:

- What is the purpose of your program?
- What are your desired outcomes?
- Is your program making a difference for students?
- Can you prove it? How do you know?

(Hatching Results, Trish Hatch, pp 73)

To conduct a program assessment, program standards are required. The American School Counselor Association recommended standards for students are the [ASCA Mindsets and Behaviors for Student Success](#). Program standards are acknowledged measures of comparison

or the criteria used to judge the adequacy of the nature and structure of the program as well as the degrees to which the program is in place.

The American School Counselor Association provides templates and tools that can be helpful for the implementation of a comprehensive school counseling program. The ASCA School Counseling Program Assessment Tool is a recommended tool which can be found at [ASCA Templates & Resources](#). “The primary purpose for completing and analyzing the program assessment is to guide future actions within the school counseling program to lead to better results for students” (ASCA National Model, pg. 88).

Types of Data

Data collection-enables school counselors to identify the positive impact of their program on their school community and to inform program changes. Three types of data should be collected:

- **Participation**
- **Mindsets & Behaviors**
- **Outcome**

Type of Data	Description	Example
Participation	<ul style="list-style-type: none"> ● Who, What, When, Where/How ● Number of participants involved ● Number of lessons or sessions ● Length of time ● Number of students involved in an intervention 	<ul style="list-style-type: none"> ● 30 students participated in six 45 minutes classroom lessons
Mindsets & Behavior	<ul style="list-style-type: none"> ● Addresses what the student learned. ● Measures student change in knowledge, attitudes & skills 	<ul style="list-style-type: none"> ● Student surveys to inform needs ● Workshops/activity evaluations ● Pre/post test
Outcome	<ul style="list-style-type: none"> ● “So what” data ● Data that shows the impact that an activity or intervention has on student achievement, attendance or discipline. 	<ul style="list-style-type: none"> ● Reading levels ● Discipline referrals ● Graduation rate ● Attendance ● Grades ● Postsecondary plan rates ● Youth Risk Behavior Survey ● VSAC Senior Survey

(ASCA National Model 4th edition pp 89 & Hatch 74, 75 & 79)

Data Categories: Within the types of data outlined in data analysis there are three data categories and oftentimes these forms of data are interlaced and important to one another.

- Student Achievement Data are data points that are measures of students' success in school:
 - Standardized test results
 - Retention Rates
 - SAT/ACT scores
 - GPA
 - Changes in achievement levels (math, reading)
 - Dropout rate
 - Completion of college preparation requirements
 - College Freshman remediation rates
- Outcome Data, behavioral data that impact the students' engagement in learning:
 - Discipline referrals
 - Suspensions rates
 - Attendance rates
- Mindsets & Behavior Data, are a way to measure if the student(s) have learned what they are taught:
 - ASCA Student Mindsets and Behaviors

Annual Results Report

Annual results report provides program evaluation data tracking data over time can lead to a better understanding of trends at the school. The benefit of annual results reports is that it allows for school counseling programs to identify trends, assess for effectiveness and to make targeted decisions around program change and growth. There are two types of annual results reports:

- Core Curriculum: [Classroom and Group Mindsets and Behaviors Results Report \(ASCA\)](#)
- [Closing-the-Gap Results Report \(ASCA\)](#)

Analyzing data from these reports contributes to a more informed approach to addressing student needs to more focused and effective activities and interventions" (ASCA pp 88). Analyzing data allows school counselors to identify what worked and what needs to change. Programs can use their Participation, Mindsets & Behavior and Outcome data to help the school counselor identify priorities for their program and school district. It is important to focus on goals such as improving student academic achievement, social and emotional development and ensuring college and career ready upon graduation.

Classroom and Small Group Data:

Collecting data through the use of pre and post assessments on both small groups and classroom lessons and interventions is a valuable way for school counselors to evaluate the

effectiveness of different aspects of their program. For data analysis of classroom and small groups the [Classroom and Group Mindsets and Behaviors Results Report](#) can be utilized. The report will organize and report results of classroom and small group lessons. It is recommended that school counselors implement classroom curriculums that are evidence and/or researched based (ASCA National Model 4th ed, pp 90).

Questions that can be used to analyze classroom and small group data:

Classroom:

- Did the standard selected match the lesson topic?
- Did the lesson content match the selected standard and skill?
- Did the length of the lesson allow time for the content to be covered?
- How did the lessons support the desired change?

Small Group

- How was data used to identify the topic for the group?
- How was data used to identify students who were selected for the group?

Closing-the-Gap Action Plans

When data identifies discrepancies between students' needs and achievement as well as inequities between student groups, closing-the-gap action plans can be used to address these discrepancies. Each plan contains answers to the following two questions: Why is this mindset/behavior being addressed? What data drives the need for the activity? These plans contain:

- Data that drives the decision to correlate with an outcome
- Domain and standard to be addressed: academic, personal/social-emotional, and career development
- Standards addressed
- Description of actual school counseling activity the school counselor or school counseling team will ensure occurs
- Title of any packaged or created curriculum that may be used
- Timeline for completion of activity
- Name of individual responsible for delivery
- Means of collecting perception data
- Expected outcome data.

[ASCA Closing-the-GAP Action Plan & Results Report](#)

School Counselor Assessment and Appraisal:

School counselors self-assess their own mindsets and behavior to inform their professional development as well as participate in an annual school counselor performance appraisal with a qualified administrator. School counselors are evaluated using an evaluation process that is

specifically for school counselors and reflects the scope and practice of their work. The evaluation process is relevant to the school counselor so their professional growth and development will be enhanced by the evaluation. They are not evaluated using a teacher evaluation instrument. The school counselor assessment and appraisal program is based directly on the school counselor job description and should have two parts: formative (on-going) and summative (end) evaluations. The ASCA School Counselor Performance Appraisal identifies the performance areas to be supervised and evaluated in observable and measurable terms. The usefulness of this type of evaluation goes beyond judging past performance. It focuses on actual performance/accomplishments during the evaluation period and it is improvement oriented, it targets future directions and goals.

The Vermont Comprehensive School Counseling Program Model recommends using the resources to guide assessment and appraisal:

- [ASCA School Counselor Professional Standards & Competencies](#)
- [School Counselor Performance Appraisal Template](#)
- [The Danielson Group: School Counselor Rubric](#)

Section 5: STUDENTS WITH DISABILITIES

This section is defined using the ASCA Position Paper titled, *School Counselor and Students with Disabilities* (Adopted 1999; Revised 2004, 2010, 2013, 2016).

School counselors encourage and support the academic, career and social/emotional development of all students through school counseling programs. School counselors are committed to helping all students realize their potential and meet or exceed academic standards with consideration for both the strengths and challenges resulting from disabilities and other special needs.

The Individuals with Disabilities Education Act (IDEA) requires public schools to provide a free, appropriate public education in the least restrictive environment for all students. However, research suggests “students with disabilities have not always received adequate educational services and supports” (Rock & Leff, 2007, p. 314). In addition, Section 504 of the Rehabilitation Act of 1973 protects qualified individuals with disabilities defined as persons with a physical or mental impairment that substantially limits one or more major life activities.

School counselors strive to assist all students in achieving their full potential, including students with disabilities, within the scope of the school counseling program. School counselors recognize their strengths and limitations in working with students with disabilities. School counselors also are aware of current research and seek to implement best practices in working with students presenting with any disability category and who, by reason thereof, need special education and related services.

IDEA defined disabilities include:

Autism, deaf-blind, developmental delay, emotional disturbance, hearing loss, intellectual disability, multiple disabilities, orthopedic impairments, other health impairments, specific learning disabilities, speech or language impairments, traumatic brain injury, visual impairments (including blindness)

The School Counselor's Role School

School counselors provide direct and indirect services to students in the least restrictive environment (LRE) (as determined by each student's individualized education plan [IEP]) and in inclusive settings when possible (Tarver-Behring, Spagna & Sullivan, 1998).

2361.1(23) Counseling services is a related service within an IEP. A related service means developmental, corrective and supportive service that is required to assist a student with a disability.

School counselor responsibilities may include, but are not limited to: providing school counseling curriculum lessons, individual and/or group counseling to students with special needs within the scope of the school counseling program, providing short-term, goal-focused counseling in instances where it is appropriate to include these strategies as a part of the IEP or 504 plan, encouraging family involvement in the educational process, consulting and collaborating with staff and families to understand the special needs of a student, advocating for students with special needs in the school and in the community, contributing to the school's multidisciplinary team within the scope and practice of the school counseling program to identify students who may need to be assessed to determine special education or 504 plan eligibility, collaborating with other related student support professionals (e.g., school psychologists, physical therapists, occupational therapists, special education staff, speech and language pathologists) in the delivery of services, providing assistance with developing academic, transition and postsecondary plans for students with IEP's and 504 plans as appropriate.

Inappropriate administrative or supervisory responsibilities for the school counselor include but are not limited to: making singular decisions regarding placement or retention, serving in any supervisory capacity related to the implementation of the IDEA, serving as the school district representative for the team writing the IEP, coordinating, writing or supervising a specific plan under Section 504 of Public Law 93-112, coordinating, writing or supervising the implementation of the IEP, providing long-term therapy.

The school counselor takes an active role in student achievement and postsecondary planning by providing a school counseling program for all students. As a part of this program, school counselors advocate 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 career/college readiness for all.

References

ADA Amendments Act of 2008, Pub. L. No. 110-325, 122 Stat. 3553 (2008). Retrieved from <https://www.congress.gov/110/plaws/publ325/PLAW-110publ325.pdf>.

Individuals with Disabilities Education Act. Public Law 108-446 108th Congress
<http://www.gpo.gov/fdsys/pkg/PLAW-108publ446/html/PLAW-108publ446.htm>.

Rock, E., & Leff, E. (2007). The professional school counselor and students with disabilities. In B. T. Erford, *Transforming the School Counseling Profession* (2nd ed.), 314-341.

Tarver-Behring, S., Spagna, M. E., & Sullivan, J. (1998). School counselors and full inclusion for children with special needs. *Professional School Counseling*, 1(3), 51-56.

Resources

Oesterreich, H. A., & Knight, M. G. (2008). Facilitating transitions to college for students with disabilities from culturally and linguistically diverse backgrounds. *Intervention in School and Clinic*, 43, 300-304. Redmond, S. M., & Hosp, J. L. (2008).

Absentee rates in students receiving services for CDs, LDs, and EDs: A macroscopic view of the consequences of disability. *Language, Speech, and Hearing in the Schools*, 39, 97-103.

Section 6: PROFESSIONAL DEVELOPMENT

School counselors have many opportunities to participate in high quality professional development activities to strengthen their knowledge and skills in order to plan, implement, evaluate, and enhance comprehensive school counseling programs in their districts.

[Vermont School Counselor Association](#) (VSTCA), [The American School Counselor Association](#) (ASCA), [Association for New England College Admission Counseling](#) (NEACAC), [National Association for College Admission Counseling](#) (NACAC), [ACT](#), The [College Board](#), colleges and universities, and other organizations provide a variety of professional development opportunities for school counselors. As school counselors, we are often asked to identify resources, position statements and data. Engaging in a community of school counselors, can provide a cohort of resources and knowledge.

The **American School Counselor Association** ASCA has various publications, research and [position](#) statements.

Vermont School Counselor Licensure

Information on licensing and relicensing as a Vermont School Counselor can be found on the [AOE website](#). Each school/district has a local standards board who are a resource for all licensed personnel.

Section 7: INTEGRATED SERVICES

There is a great need for coordinating support services in our schools today. The ultimate goal of school support service providers is to improve the conditions for learning. Providing both prevention and intervention services promotes effective teaching and learning while collaborating with teachers and school staff to ensure that students receive high quality instruction.

School-based mental health professionals that address both the academic and mental health needs of children and adolescents include school counselors, social workers, and psychologists.

School counselors support the mental health of children and adolescents, thereby improving the students' overall functioning, social/emotional development, career development, and educational success. School counselors work as leaders and collaborators focusing on the academic, career, and social/emotional needs of students and deliver services through individual and small group counseling, appraisal and advisement and classroom instruction. *Because school counselors have access to these students with mental illness in our nation's school systems, they are often the first point of contact in identifying and preventing mental health needs in students.*

School counselors receive training about learning difficulties and psychological concerns that commonly manifest in children and adolescents. They also provide referrals and consultation to parents about mental health concerns. Although school counselors do not act as long-term therapists, they help foster an environment where mental health stigma is erased, help bridge the gap between student and community resources, and make sure the developmental needs of all students are met.

A licensed school counselor must complete a graduate program in school counseling (M.S. Counseling) and participate in practicum and internship experiences where they practice and hone their counseling skills. Many of the school counseling preparation programs are accredited by The Council for Accreditation of Counseling & Related Educational Programs (CACREP) and require a minimum of 60 graduate credits.

School social workers, who are assigned to schools on a part-time basis, work in concert with school counselors and provide a link between the home, school, and community and have experience in offering case management services.

School psychologists, who are typically assigned to several schools on a part-time basis, identify and assess learning disabilities, the overall psychological functioning of students, and help develop classroom accommodations and support.

These three roles have collaborated since the 1970s with the passage of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act, which requires that students who are referred need to be fully and comprehensively evaluated by a multidisciplinary team.

Student Support Services: Unique and Overlapping Roles

* **NOTE:** This model offers a snapshot of some of the overlapping and unique roles of CT Student Support Services



School Psychology

Key Roles:

- Assessment (intelligence, achievement, social-emotional, adaptive, cognitive processing)
- Identifying special education needs
- Developing support strategies
- Ongoing counseling to support IEP goals

**Works with select students
Within RTI Framework, supports at
the Tier II & III levels only**

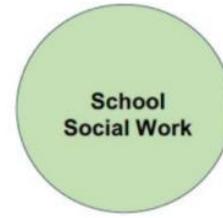


School Counseling

Key Roles:

- Student advocacy
- Program delivery that supports students' academic, social emotional, & career development
- Orientation and transitions from school to school, and school to career
- Short-term counseling; group counseling

**Works with all students
Within RTI Framework, supports at
Tiers I, II & III**



School Social Work

Key Roles:

- Home – School – Community liaison
- Home visits and truancy intervention
- Social emotional & behavioral assessment
- Ongoing counseling to support IEP goals

**Works with select students
Within RTI Framework, supports at
the Tier II & III levels only**

The following groups collaborated in creating this document:



Connecticut Association of School Psychologists
Serving Children, Families & School Psychologists for over 60 years

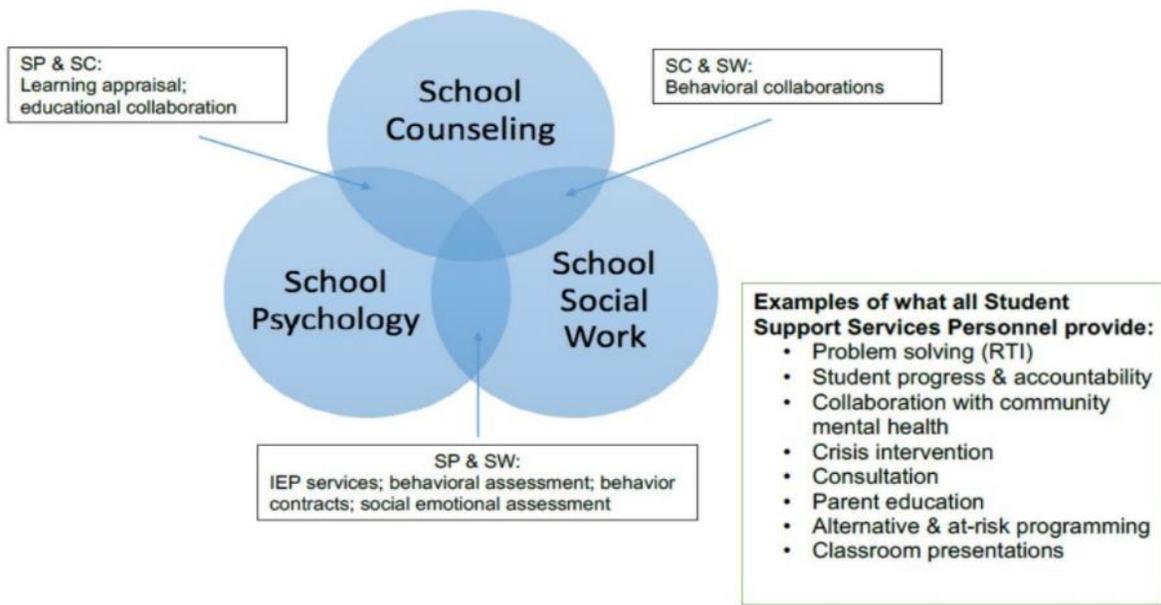
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CONNECTICUT
SCHOOL
COUNSELOR
ASSOCIATION



NASW CONNECTICUT CHAPTER
National Association of Social Workers



Student support services can be compared to building a house...
You can have one handy-man do it all, but the most efficient and effective home will be built with the expertise of a carpenter, electrician, plumber, etc.

Each school defines its unique organizational design based on local context, budget, personnel, and skill sets. Clearly defined roles and job definitions are vital in developing common understanding, in working effectively together, and in educating others. These roles are not interchangeable, as there are unique capabilities and responsibilities of each group, as well as shared duties and responsibilities that are common to all three groups listed below.

School Counselor: First Point of Contact

School Counselors are responsible to fully implement the school’s comprehensive school counseling program addressing the social/emotional, academic, and career development of all students. They are the initial contact for mental health services, providing short-term, solution-focused individual and group counseling within their scope of practice and expertise. School counselors implement curriculum (prevention) to all students and provide responsive services to students in crisis (intervention). They help identify resources for students and their families, as well as serve as a contact for other mental health professionals such as social workers, school psychologists and school based mental health providers or other services outside the school.

School Social Workers

School Social Workers are an increasingly common and critical component to student support services. School social workers fill a unique niche in the school setting as they conduct psycho-social evaluations and provide mental health services for a targeted number of students with more significant emotional and behavioral barriers to learning. School social workers consult with students, parents and educators offering intervention to improve functioning at home, at school and in the community.

School Psychologists

School Psychologists work with students with significant educational and psychological challenges. School psychologists focus on assessment, diagnosis, and treatment plans for more complex situations covering the entire spectrum of emotional, functional, and learning barriers. Serving as consultants for educators and parents while supporting high needs students, these providers are a critical source of technical information and guidance for school personnel and families. School psychologists typically serve as consultants for multiple schools.

School Nurses

Provide a vital hub of services and have knowledge of individual student needs and the greater student body. Often individuals visit the nurse who could benefit from the counseling services offered through the school counseling offices. Creating collaborative relationships and communication of student needs may broaden the services and better meet the overall needs.

Collaboration and Teaming

School Counselors change and address individuals and group needs by partnering with other professionals within and outside of our schools. WE have the lens of the individual student as well as the collective interest of the student body. Education Support Team members engage in collaborative problem solving to determine whether additional supports are needed for a student to make appropriate progress and to monitor that progress. The Department of Family Services and Local Mental Health Services support families when crises occur or for the purpose of supporting students and families who can benefit from more intensive services.

Section 8: ADVOCACY

Professional advocacy in the field of school counseling is critical to promote the profession and ensure that school counselors are engaged in appropriate roles that are aligned with the American School Counselor Association (ASCA). Educating and empowering all school counselors to advocate for the profession and their students at the local, state and national level is a primary component of the mission of the ASCA. Advocacy is more than just influencing legislation but influencing all stakeholders. It includes agreements on appropriate duties with administration, running advisory committees to make informed decisions, sharing data with school boards on the impact of the counseling program and removing barriers to student

success. Regardless of your individual needs, ASCA is committed to providing resources that can assist you in your advocacy efforts.

Section 9: ASCA [Position Statements](#)

ASCA position statements describe the organization's position on specific topics in education and define the role of the school counselor relative to those topics. ASCA creates and maintains position statements based on the following criteria.

- The issue has an impact on students in one or more of the following areas: academic development, career development, social/emotional development.
- Activities relative to the topic provided by a school counselor within a school counseling program may be affected by differences in opinion or educational philosophy.
- The issue is of national interest.
- The issue arises in the regular implementation of the school counseling program.

Appendix

Section 2: Manage

- [ASCA Mindsets and Behaviors for Student Success](#)
- [ASCA School Counselor Professional Standards and Competencies](#)
- [Empirical Research Studies Supporting the Value of School Counseling](#)
- [Comprehensive Model Data Collection Form](#)
- [ASCA National Model Templates & Resources](#) Forms available for download include:
 - Annual Calendar
 - Annual Student Outcomes
 - Annual Administrative Contract
 - Classroom & Group Planner
 - Classroom & Group Action Plan
 - Closing the Gap Action Plan
 - Advisory Council Document
 - Use of Time Calculator
- [Appropriate vs Inappropriate Roles & Responsibilities for School Counselors](#)
- [VTSCA SEL Task Force Curriculum & SEL recommendations](#)

Section 3: Delivery

- [Use of Time Calculator](#)
- [Vermont Model Implementation Guide](#)
- [ASCA Readiness Survey](#)

Section 4: Assess

- [ASCA Mindsets and Behaviors for Student Success](#)
- [ASCA Templates & Resources](#) Forms available for download include:
 - The ASCA School Counseling Program Assessment Tool
- [Classroom and Group Mindsets and Behaviors Results Report \(ASCA\)](#)
- [Classroom and Group Mindsets and Behaviors Results Report](#)
- [ASCA Closing-the-GAP Action Plan & Results Report](#)
- [ASCA School Counselor Professional Standards & Competencies](#)
- [School Counselor Performance Appraisal Template](#)
- [The Danielson Group: School Counselor Rubric](#)

Section 6: Professional Development

- [Vermont School Counselor Association](#)
- [The American School Counselor Association ASCA](#)
- [Association for New England College Admission Counseling](#)

- [National Association for College Admission Counseling](#)
- [ACT](#)
- [College Board](#)
- [ASCA Position Papers](#)
- [Vermont Agency of Education Licensure](#)