



COMPREHENSIVE SCHOOL COUNSELING FRAMEWORK

Developed by the Reynolds Counseling Department Leadership Team:

- *Annette Idler, Davis Elementary Child Development Specialist*
- *Eileen Spindor, Wilkes Elementary School Counselor*
- *Kelly Goforth, Reynolds Middle School Counselor*
- *David Hopper, Reynolds High School Counselor*
- *Gary Roberts, Reynolds High School Counselor*
- *Molly Frye, Reynolds Middle School Social Worker*
- *Janna Johnson, Reynolds High School Social Worker*
- *Deb Miller, Student Services Program Administrator*

With input from school counselors and social workers across the district

Reynolds Vision

Each and every child prepared for a world yet to be imagined.

Reynolds Mission Statement

Each graduate embraces lifelong learning and applies skills in technology, global literacy, creativity, and critical thinking to enhance family, career, and community.

Counseling Department Mission Statement

All Reynolds School District students acquire the skills, knowledge, and attitudes needed to become effective students, engaged community members, and lifelong learners through the support of a comprehensive counseling program.

Reynolds Counseling Department Mindsets

1. Every student can learn, and every student can succeed.
2. Every student should have access to and opportunity for a high-quality education.
3. Every student should graduate from high school prepared for postsecondary opportunities.
4. Every student should have access to a school counseling program.
5. Effective school counseling is a collaborative process involving school counselors, social workers, students, families, teachers, administrators, other school staff and education stakeholders.
6. School counselors and school social workers are leaders in the school, district, state and nation.
7. School counseling programs promote and enhance student academic, career and social/emotional outcomes.

Overview:

Comprehensive school counseling is an integral part of each Reynolds school's total educational program. The goal is to establish a powerful, culturally responsive, continuous, and coordinated program through which students achieve academic success, social emotional development, career development, and community involvement.

The role of school counselors/social workers is to help each student develop lifelong abilities to learn, work, and live through partnerships between home, school, and the community. The program is under the supervision of the principal and led by professional school counselors/social workers with the involvement of teachers, families, and community resources to assist students in their academic, personal/social, and career development.

Counseling, guidance, and instructional activities are designed to achieve student growth in alignment with district goals. These activities are developmentally appropriate and take into consideration the student's year in school, current achievement level, individual characteristics, and career objectives with sensitivity to the unique needs of historically underserved populations including students of color, students with disabilities, and emerging bilingual students.

Each school counseling program is responsive to all students and their families. School counseling programs use disaggregated data to evaluate the effectiveness of programs and promote equity in opportunities, outcomes, supports, and services.

Regulations and Policy

This School Counseling Framework was developed in alignment with OAR 581-022-2060 which states, “Each school district shall provide a coordinated comprehensive school counseling program to support the academic, career, social/emotional, and community involvement development of each and every student.”

The Reynolds School Board and Administration recognize the rich diversity of our community and create pathways to the future for each student by supporting the Reynolds Comprehensive School Counseling Program. The School Counseling Framework is guided by Reynolds School Board Policy IJ.

Professional Organizations

Reynolds School Counselors and Child Development Specialists (from here on out “School Counselors”) align their work with the American School Counselor Association (ASCA). School counselors adhere to the [ASCA Ethical Standards for School Counselors](#) and the [ASCA Mindsets and Behaviors for Student Success](#).

Reynolds School Social Workers align their work with the School Social Work Association of America (SSWAA). School Social Workers adhere to the [NASW Standards for School Social Work Services](#) and the [Ethical Guidelines for School Social Workers](#).

The work of School Counselors and Social Workers overlap and is complementary. Please see the [School Counselors and Social Workers Roles Chart](#) to see the articulation of these roles.

Delivery Model

School counselors and social workers provide culturally responsive services to students, parents, and school staff to ensure that all students receive equitable access and opportunities for high achievement in the following areas:

- Direct Student Services: Direct services are culturally responsive in-person interactions between school counselors/social workers and students and include the following:
 - School counseling core curriculum: This curriculum consists of structured lessons designed to help students attain the desired Comprehensive School Counseling Standards (Mindsets and Behaviors) standards and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level. The school counseling core curriculum is delivered throughout the school’s overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in K-12 classrooms and group activities.
 - Individual student planning: School counselors and social workers coordinate ongoing systemic activities designed to assist students in establishing academic, social/emotional and career goals. This is the purpose of Oregon’s Education Plan and Profile.
 - Responsive services: Responsive services are activities designed to meet students’ immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.
 - Community and family engagement: School counselors and social workers collaborate with families to support their student’s school success. These efforts may include meeting with families at school and in the community and partnering with them to identify and alleviate barriers that may be hindering their student’s engagement in school.
- Indirect Student Services: Indirect services are provided on behalf of students as a result of the school counselor’s’ and social workers’ interactions with others including referrals for additional assistance, professional development, consultation and collaboration with parents, teachers, other educators and community organizations.

Please see the [Comprehensive School Counseling Components](#) for examples of each of these service areas as well as recommended time expenditures.

Counseling Staff Assignments

Reynolds School District will maintain licensed staff and promote effective counseling and advising practices consistent with the district's expected comprehensive school counseling program outcomes. A coordinated comprehensive school counseling program may be designed, delivered, or otherwise implemented by:

- A. A person who is licensed by the Teacher Standards and Practices Commission as a school counselor;
- B. A person who is licensed by the Teacher Standards and Practices Commission as a school social worker; or
- C. A team consisting of a combination of staff who include one or more professionals licensed by the Teacher Standards and Practices Commission and the members of the team who have professional training or experience in the following areas:
 1. Oregon's Framework for Comprehensive School Counseling Programs
 2. Counseling methodologies
 3. Social-emotional learning
 4. Mental and behavioral health supports
 5. Trauma-sensitive practices
 6. Culturally responsive and sustaining practices
 7. Curriculum, instruction and assessment
 8. Career development

As funding allows, the district will strive to come closer to the ratio of one school counselor or social worker for every 250 students as recommended by the American School Counselor Association and School Social Work Association.

Annual School Counseling Plan

Each school will annually review their school counseling program to ensure that they provide a comprehensive counseling program, based upon the Oregon Department of Education's Framework for Comprehensive School Counseling Programs which:

1. Identifies staff responsibilities to plan, design and deliver a comprehensive school counseling program that meets the unique needs of their students and community;
2. Aligns with the district's school improvement plans;
3. Assigns counseling responsibilities to the appropriate personnel;
4. Expects all school staff to participate in implementing the comprehensive school counseling program; and
5. Assists each student in grades 7-12 to develop, and annually review, an educational plan in which students establish their education, career and life goals, identify learning goals and connect them to activities that will help them achieve their goals).

The Annual School Counseling Plan will be embedded in the School Improvement Plan for each building.

Annual School Counseling Plan Guide for Counseling Teams and Administrators

Why does Student and Family Services require an Annual School Counseling Plan as part of the School Improvement Plan from each school?

- To ensure that the school counseling team's work is aligned in a meaningful way with district and school priorities
- To encourage thoughtful, data-driven, communication between school counselors, social workers, and administrators about effective counseling practices that meet the unique needs of their students, families, and community
- To systematically review and analyze student data to measure counseling program effectiveness and to inform future programming to support student growth
- To enable Student and Family Services to make the work of school counselors and social workers more transparent and meaningful to the community and the rest of the district
- To meet state compliance standards ([OAR 581-022-1510](#))

What do we need to do?

The school counseling team should meet annually to develop the School Counseling Plan for the school year. School counseling teams are made up of school counselors, social workers, and other related staff as well as the building administrator.

- Identify counseling practices that support the School Improvement Plan:
 - Administrator provides counseling team with a copy of the school's improvement plan and discusses key district-wide and school-wide goals and priorities.
 - Together, administrator and counseling team identify effective counseling practices that would assist in meeting or addressing these goals and priorities.
 - Counselor/counseling team share the Reynolds Counseling Department Priorities with administration and discuss how these might be addressed in your school community.
- Identify Current State/Conduct Needs Assessment:
 - Survey all stakeholders (i.e. students, families, staff, and community members)
 - How is our learning community doing? Academically, behaviorally, socially, emotionally? How do our students do at the next level (for example: elementary students moving up to middle school)?
 - Which students are best served by our current practices and which students are not? (Race/ethnicity, gender, grade, special populations, etc.)
 - What data tells us that this is so? What data tells us otherwise? Consider attendance, behavior, grades, test scores, graduation rates, course enrollment, etc. Data should be disaggregated by race. Additional data that informs student needs may also be considered, such as student, staff, or parent needs assessments, or other counselor-specific data.
 - If more information is needed, further data collection may be necessary. Consider conducting a Needs Assessment.
- Reflect on previous year's work by the school counseling team:
 - Discuss successes and challenges.
 - What is working and should be continued? What is not working well and needs to change?
- Identify Annual School Counseling Plan top priorities:
 - Identify at least three key priorities for new School Counseling Plan. At least one must be connected to the Reynolds Counseling Department Priorities.
 - Reference Reynolds Comprehensive Counseling Framework to ensure that a well-rounded counseling program is being considered.
 - Remember these are program goals and not necessarily personal goals. No one person is solely responsible for these outcomes because they are school goals.
- Additional Questions for Discussion:
 - Will implementation of this plan increase equitable outcomes for our students?
 - Does this plan adequately support the school's improvement plan?
 - Does this plan adequately address and support identified student needs?
 - Does this plan make best use of counselor/social worker time and expertise?
- Additional Agreements: At the time of planning the Annual School Counseling Plan, the counseling team should also reach agreements on roles and responsibilities. The [Addendum to the School Counseling Plan](#) is recommended as a place to document the agreements around Programmatic Delivery and Committee Involvement. Agreements around these areas can prevent misunderstandings later in the school year.

How do I get additional support from Student and Family Services to complete our Annual School Counseling Plan?
Please contact Seth Jones, Program Administrator - School Climate and Culture, with clarifying questions or for assistance.