Comprehensive School Counseling Framework

&

Program Expectations

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School Counseling & Admissions Unit

Dr. Nicole DeRonck, Supervisor of Counseling

Dr. Patricia King, Director of Enrollment

School Counseling Department Heads

Sheila Bedard	H. H. Ellis Technical High School
Jay Berard	Ella T. Grasso Technical High School
Amy Carvalho	Emmett O'Brien Technical High School
Dr. Madrine Clennon-Straker	J.M. Wright Technical High School
Michelle DellaVecchia	A.I. Prince Technical High School
Kaitlyn Demas	Vinal Technical High School
Tracy Duva-Ganino	Bullard-Havens Technical High School
Michele Haramis	Platt Technical High School
Lisa Higgins	H.C. Wilcox Technical High School
Domenica Holman	Bristol Technical High School
Laura Jones	Windham Technical High School
Virginia Messina	Norwich Technical High School
Dr. Regina Moye	Howell Cheney Technical High School
Jessica Nagy	W.F. Kaynor Technical High School
Ruth Simoncelli	Oliver Wolcott Technical High School
Ericka Torres	E.C. Goodwin Technical High School
Shelley Visinski	Henry Abbott Technical High School
Jeanne Willinsky	Eli Whitney Technical High School

CTECS Schools

School Counseling Framework Foundation

Mission Statement

The mission of the CTECS School Counseling Department is to assist every student develop the soft skills, knowledge, and mindset to become productive members of Connecticut's skilled workforce and empathetic adults. This will be accomplished through advocacy, collaboration with the school community, and the delivery of a needs-based comprehensive school counseling program.

Vision Statement

CTECS graduates:
- Contribute to a skilled workforce
- Value and seek out diverse voices
- Understand that their actions have an impact on others
- Solve problems and meet challenges with resiliency
- Take initiative for their own well-being

Belief Statements

CTECS School Counselors believe:
- Each student has a right to access school counseling services that develop academic, social-emotional and career readiness skills
- School Counselors provide safe and inclusive spaces for each student
- School Counselors are advocates for each student and for the school counseling profession
- Data drives school counseling programs and services to assure students' needs are addressed
- School counselors are leaders who collaborate with other educators, parents, and community stakeholders to support student success

Introduction

Purpose
The purpose of this manual is to outline the role of school counselors across CTECS and to make clear the expectations for service provision to students and families. This manual outlines the evaluative process for both the program and counselors. The goal is to standardize practice in all schools across the district to assure students consistency and equity in access to school counselors and programming.

Who are School Counselors?
School Counselors are master's level certified school-based professionals. School counselors deliver a comprehensive school counseling framework that helps students by removing barriers to educational achievement, supporting social/emotional development, and guiding postsecondary exploration and planning. School counselors are trained mental health professionals and can provide short-term counseling and crisis-response.

School Counselors vs. Guidance Counselors
The title Guidance Counselor has been out of use since 1990 when the role of the counselors changed to encompass the broader scope and the data driven nature of the work they do in schools. In Connecticut, Public Act 18-15 removed and replaced the outdated moniker "Guidance Counselor" from existing state law with "School Counselor" in 2018. Additional state legislation has broadened the definition and involvement of school counselors on state and district committees that impact the safety, emotional well-being, and career readiness of students across the state. Connecticut school districts are required to ensure all students have access to a comprehensive school counseling program delivered by a certified school counselor (Public Act 19-63). The term Guidance Counselor is considered pejorative because it devalues the role and work school counselors do.

Legal, Ethical, & Professional Mandates
School Counselors are held accountable to the following:

- CT Public Act-19-63- requires all schools to have school counselors delivering a comprehensive school counseling framework
- American School Counselor Association (ASCA) Ethical Standards- document that outlines the ethical guidelines to assure no harm is done by school counselors to students, families or counselors themselves while performing within the role.

- [Family Educational Rights to Privacy Act (FERPA)](#)- governs access to educational records and information by public entities
- Health Insurance Portability and Accountability Act (HIPAA)- protects sensitive personal health/mental health information.
- [ASCA National Standards](#)/[CT School Counselor Professional Standards](#)- National and state guidelines on the skills, roles, and expectations of school counselors and school counseling services.
- [CT Code of Professional Responsibility for Teachers-](#) outlines the responsibilities of all certified educators in Connecticut.

Connecticut Comprehensive School Counseling Framework

The CTECS School Counseling Framework is an integral part of the educational process and addresses the academic, career, and social emotional needs of all students in the district. The framework is planned and intentional, requiring the collaboration of teachers, administrators, students, and other school community stakeholders. The framework is modeled after the 2020 Connecticut Comprehensive School Counseling Framework, which is aligned to student standards: ASCA Mindsets and Behavior (2014), The 12 Career Ready Practices (National Association of State Directors of Career Technical Education), Collaboration for Academic, Social and Emotional Learning (CASEL)'s five core competencies (2017), and the Next Generation Accountability System (Connecticut State Department of Education, 2015). The CTECS framework is collaborative in nature and emphasizes a multi-tiered system of support (MTSS) approach to delivering services to students and families in a systematic and equitable way. The model directly supports restorative practices and emphasizes student accountability and building positive relationships.

The CTECS School Counseling Framework sets the expectations for how school counselors will practice in the school and the services they provide to students and families. The six themes of the framework: Leadership, Equity, Advocacy, Accountability, Collaboration, and Systemic Change, are the lenses through which all school counseling responsibilities are viewed and frame school counselor evaluation for professional growth.

2020 Connecticut Framework Model
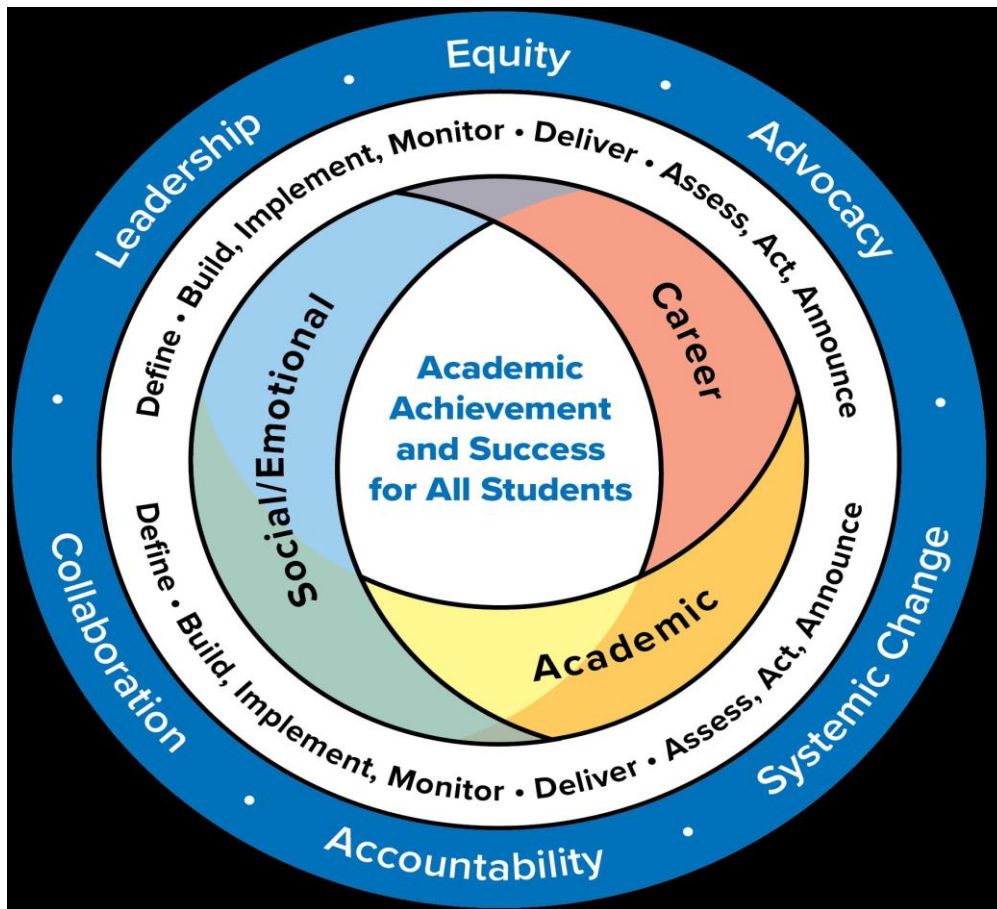
School Counseling Services

Direct Student Services

School counselors provide direct services when they work **with** students. This face-to-face time includes individual student planning, delivering the school counseling curriculum, and interventions that are delivered in response to a crisis or immediate need. These services are data driven and meant to help promote healthy development, a positive attitude toward work, and learning. School counselors work directly with students to help them achieve success in school and to plan for the next steps after high school. Direct services can be proactive and reactive. All direct services address the Connecticut Student Standards (pg. 10). **School Counselors should spend the majority of their time providing direct services.**

Individual Student Planning: Individual Planning Meetings are formal meetings held annually with the school counselor and each student to discuss progress and post-secondary plans following a developmentally appropriate agenda by grade level. Families are invited to participate.   This meeting results in the development

of a Student Success Plan for each student that is documented with career/education/social-emotional goals and postsecondary options and communicated to the family utilizing Parentsquare or Naviance following the meeting. The plan is revised and modified annually throughout the student's school career beginning in ninth grade and continuing throughout high school.

School Counseling Curriculum

Classroom Lessons: School counselors, in collaboration with teachers, deliver a learning activity or unit in the classroom to all students. The curriculum is based on the needs identified by the school community in the school counseling needs assessment that is given every five years. Lessons are developmental and sequential. They are delivered through activities in classroom and/or group setting. Lessons are approximately 40 minutes in length. See page 12 for CTECS curriculum plan.

Small Groups: School Counselors conduct groups outside the classroom to respond to students identified interests or needs. School counselors plan and lead structured activities that are designed to increase the skills and knowledge of student participants.

School-wide Events and Activities: Designed to reinforce the concepts being taught in the classroom by school counselors. Collaborations within and outside the school community are used to address specific information relevant to students and families. Examples: academic presentations, guest speakers, career fair, financial aid night, middle/high school transition.

Direct Services should be documented on a calendar that is publicized, and school counselors should notify families of any upcoming lessons or meetings, so parents and guardians are aware of the services students are receiving.

Responsive Services

School counselors are trained and prepared to react to a crisis or immediate need experienced by an individual student or school community. School counselors and/or School Counselor Department Heads are members and leaders of the school crisis team. School Counselors provide supportive individual and group counseling, restorative circles, referral, collaboration, and consultation to help students and families overcome academic, personal-family, and socio-emotional barriers to healthy development (CT Comprehensive K-12 School Counseling Framework Guide, November 2020).

Connecticut Student Standards for School Counseling

Academic Development	Career Development	Social-Emotional Development
Student Standard A1 Demonstrate skills for effective learning and achieving school success **Student Standard A2** Demonstrate ability to plan a challenging program of studies to prepare for a variety of options after graduation. **Student Standard A3** Demonstrate an understanding of the habits of mind of an engaged student in relation to all aspects of their lives. **Student Standard A4** Demonstrate the ability to integrate technology to enhance learning and to solve problems. **Student Standard A5** Demonstrate the ability to use creativity and outside experiences to enrich the learning process **Student Standard A6** Demonstrate the ability to set goals based on reflective evaluation of current performance.	**Student Standard C1** Identify personal values, personality, abilities, and interests in relation to career options and the world of work. **Student Standard C2** Demonstrate the skills and abilities to research, identify career options, and make the necessary steps to obtain employment. **Student Standard C3** Demonstrate effective workplace habits and the ability to transfer employability skills to future career success and from job-to-job across the lifespan. **Student Standard C4** Demonstrate an understanding of work/life balance and how it impacts quality of life, personal and financial well-being, and lifestyle choices. **Student Standard C5** Identify a plan to make a successful transition from school to postsecondary education and/or the world of work. **Student Standard C6** Demonstrate an understanding of technology in the workplace.	**Student Standard S/E 1** Demonstrate an understanding of how individual actions can impact relationships, environments, and influence other people. **Student Standard S/E 2** Demonstrate cultural awareness when collaborating with others and taking steps to be inclusive. **Student Standard S/E 3** Demonstrate the ability to make decisions, think divergently, and take steps to achieve desired outcomes. Able to overcome challenges and obstacles and develop positive coping strategies and build resilience. **Student Standard S/E 4** Demonstrate an understanding of the relationship between practicing self-care, healthy sense of self, and personal well-being. **Student Standard S/E 5** Demonstrate understanding and practice of personal safety skills. **Student Standard S/E 6** Demonstrate an understanding of the risks and responsible use of technology.

Direct Services Plan for CTECS Schools

Direct Student Services	Grade	Frequency	Tiered Intervention Level	Data Monitoring
Individual Student Planning	9-12	1x per school year	1	- Participation tracking - Goal setting, - Task created in Naviance
Classroom Lessons	9-10	3x per year	1	- Pre/Post Assessment or artifact in Naviance - Attendance
	11-12	2x per year	1	
Small Group (Based on identified student needs or interests)	9-12	Groups typically meet for 6-8 weeks and may be open or closed	2	- Participation - Feedback Survey - Anecdotal feedback - Progress monitoring
School-wide Events and Activities	9-12	2x per year	1	Feedback Survey
Responsive Services	9-12	As needed • Individual short-term counseling 6-8 sessions • Restorative Circles • Check-in/Check-out • Agency referrals • Student/Family conferences	2-3	- Progress monitoring - Log entries

CTECS School Counseling Curriculum Plan

CTECS school counseling curriculum was developed using a needs assessment conducted throughout our school community in Spring 2023. The student lessons are aligned to the 2020 Connecticut School Counseling Standards (pg. 9) and are based on what students should be able to understand, know, and be able to do in the academic, career, and social-emotional domains. These are guaranteed times students and families can expect to work with a school counselor. School counselors may choose to add additional lessons, information sessions, or meetings. Students may contact a school counselor at any time.

Grade 9 Theme: Planning for Success	Grade 10 Theme: Personal Branding
Individual Planning Meeting (Nov-Jan)	Individual Planning Meeting (Jan-March)
3 Classroom Lessons: • Settling into High School/Self-Advocacy • Developing study skills and good academic habits • Using technology safely and ethically	3 Classroom Lessons: • Developing and Living Your Brand • Branding through Resume Writing • Building & Maintain Healthy Relationships
Success Plan Element: • Learning Styles Inventory • Academic & Career Goal MTSS Universal Screener: • DESSA-SR	Success Plan Element • Personality & Career Assessment "Do What You Are" • Resume
Grade 11 Theme: Maintaining Good Habits	**Grade 12** Theme: Adulting
Individual Planning Meeting (March-May)	Individual Planning Meeting (Sept-Nov)
2 Classroom Lessons: • Managing Stress & Anxiety • Postsecondary Pathway Workshop	2 Classroom Lessons: • Work-life balance • Becoming an Adult: Changes that can impact personal and career success
Success Plan Element: • College Search & Career Cluster Finder • Postsecondary plan	Success Plan Element: • Senior Graduation Survey • FAFSA Completion Evidence

Note: All services listed are minimum expectations

Technology to Support Curriculum

Naviance

School counselors use Naviance, a comprehensive college and career readiness platform, to support their curriculum in several structured and impactful ways.

<u>Career and College Exploration</u>
- School Counselors guide students through Naviance's career assessment tools (to help them discover interests, strengths, and potential career paths.
- School Counselors use Naviance to help students research colleges, compare admissions data, and streamline the application process.

<u>Goal Setting and Personal Development</u>
- School Counselors use the goal-setting tools in Naviance to support social-emotional learning (SEL) and student growth. They help students set short- and long-term goals, reflect on progress, and develop action plans.

<u>Data Tracking and Reporting</u>
- School Counselors use Naviance to monitor student outcomes and program effectiveness.

<u>Family and Student Engagement</u>
- Counselors can use student and parent portals to communicate, share resources, and involve families in planning processes.

Aperture

School Counselors use the digital platform, Aperture, to assess students' social-emotional learning (SEL) using a tool called DESSA (Devereux Student Strengths Assessment) as part of the school counseling curriculum.

- DESSA is a strength-based, standardized SEL assessment that helps counselors identify students' social-emotional competencies, such as self-awareness, self-management, and relationship skills.
- School Counselors assess all 9th grade students using the DESSA-SR as part of their onboarding to high school. The DESSA-SR is used as the universal screener for SEL as part of the multi-tiered systems of support (MTSS).
- School counselors also use the DESSA-SR students in grades 10-12 who have been identified as at risk on the DESSA-mini which is used as the universal screener for those grades and is administered by trade instructors (Tier 2 & 3).

Counselors use this data to:
- Screen students to identify those needing SEL support,
- Monitor progress over time,
- Inform interventions and programming, and
- Collaborate with teachers and families using clear, data-driven insights.

Shared School Counseling Google Drive

All CTECS School Counselors have access to a shared Google Drive that houses relevant information such as meeting agendas/minutes, curriculum and materials, calendars, and templates.

Individual Planning Meetings

Individual Planning meetings (IP) are held annually between a student and their assigned School Counselor. Parents and Guardians are invited to participate in their student's scheduled meeting. The meetings are designed to help a student monitor and direct their own learning, personal development, and plan for after high school using student data. IP meetings notes are documented in Naviance by Counselor and Student. The school counselor should also log the contact in PowerSchool. *Students can meet with their assigned school counselor as often as necessary outside of the formal IP Meeting*.

Individual Planning Meeting Agendas

Grade 9	Student and Counselor will:
	- Review academic performance and explore relationship between academic performance and work - Review DESSA assessment results and discuss needed and available student supports - Develop a 4-year plan to prepare for career goals and to meet graduation requirements - Identify extra-curricular activities or volunteer work that match the student's interest
Grade 10	Student and Counselor will:
	- Review academic performance to date - Review transcript and discuss concept of 10th grade being an academically pivotal year - Review tentative career goals

	• Review career development resources (work-based learning, job shadows, resume, etc.) and discuss personality inventory outcomes in relation to work • Modify a 4-year plan to prepare for career goals and update career interests • Discuss course selection for Grade 11
Grade 11	Student and Counselor will: • Review academic performance to date • Review transcript and progress towards graduation • Review tentative career goals and resume • Modify a 4-year plan to prepare for career goals and update career interests and resume. • Discuss course selection for 12th grade • Interpret and discuss standardized testing results • Discuss college and career readiness resources and develop a concrete plan for postsecondary goals
Grade 12	Student and Counselor will: • Review graduation requirements and progress toward meeting them • Discuss importance and impact of finishing strong academically • Update postsecondary plan and outline steps/timeline for completion • Review and update resume • Discuss and create a plan for FAFSA completion and scholarships (if applicable). • Interpret and discuss standardized testing results • Review Career Center and its availability/usefulness after graduation • Review senior year obligations for clarification
Student Data: Student data for IP meetings may include report card grades, resume, college/career assessment results in Naviance, standardized test scores, attendance data, and DESSA results.	

Student Success Plans

A Student Success Plan (SSP) is an individualized student-driven plan that addresses a students' needs and interests through activities and tasks that focus on post-secondary pathways and strategies for transitioning to young adulthood. At CTECS, SSPs will start in grade 9 and progress through grade 12. The SSP culminates in a capstone project completed in the student's trade area and emphasizes the CTECS Vision of a Graduate. The SSP electronic plans are developed, monitored, and maintained in Naviance. SSPs are a whole school initiative. As such, elements of the SSP are incorporated into the School Counseling Curriculum. The capstone is completed in the trade areas.

School Counselors contribute to the SSP in the following ways:

- Assessing career interests, personality types, and learning styles in Naviance
- Tracking career interests, student goals, postsecondary plans in Individual Planning
- Facilitating the college application process in Naviance
- Creating and tracking student tasks related to school counseling curriculum including resume writing
- Facilitating completion of the Senior Graduation Survey

Student Success Plan Components
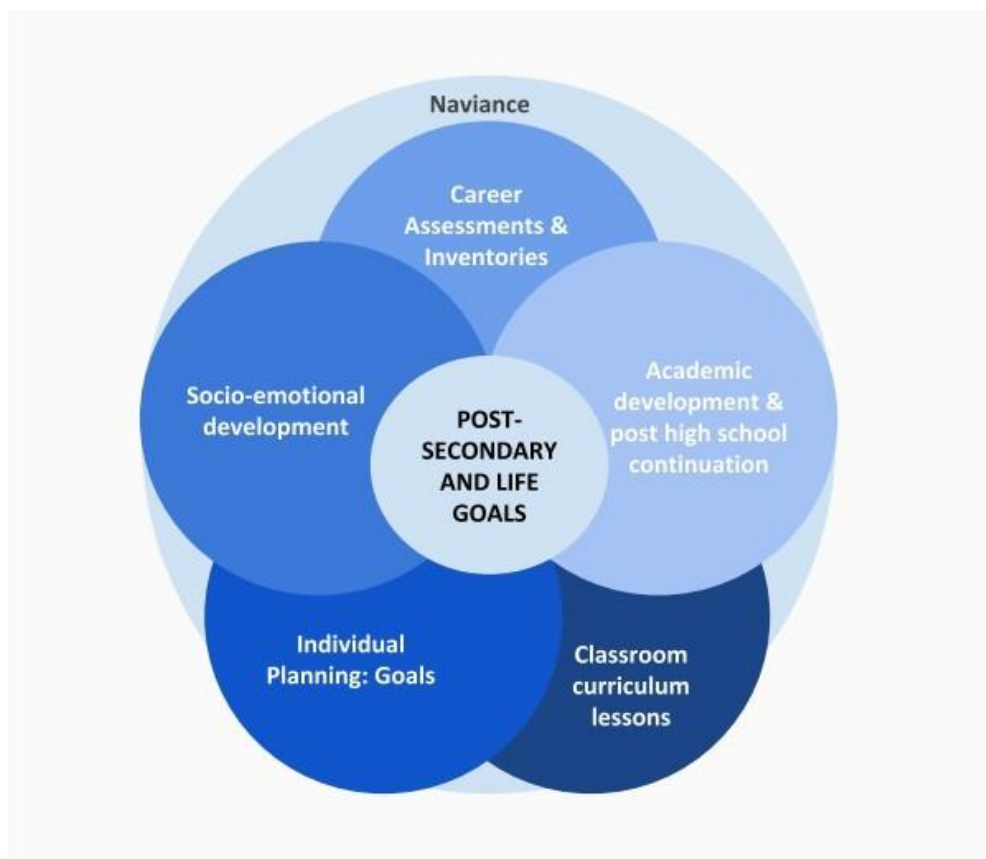
Indirect Student Services

Indirect student services are provided by CTECS School Counselors **on behalf** of students. Indirect services take a team approach with families, administration, staff, and/or outside agencies. Indirect services include consultation, collaboration, and referral. **School counselors should spend the remainder of their time outside of direct services providing indirect services.**

Consultation

School Counselors serve as experts to provide insight, feedback and recommendations to other adults in the school community on how to support students facing challenges and barriers that are keeping them from success or how to support continued success. School counselors may also seek consultation from other adults in the school community to support student needs.

Collaboration

School Counselors work together with adults in the school community and outside agencies to develop programming or interventions for the comprehensive school counseling framework or school wide/district wide initiatives. Collaboration also allows for the school counseling department to make connections with outside agencies to provide students and parents with resources that are available to them to help with issues that are not otherwise within the scope of the school day.

Referrals

School counselors often become a point of contact for families within the school. By providing *referrals,* families are able to connect with needed services not only within the school system, but outside in the community as well.

Examples of Indirect Services:

- Participation in PPT, 504, SAT, MTSS or other meeting to plan intervention or advocate on behalf of a student
- Meeting with a teacher to support student success
- Calling DCF to report abuse or neglect
- Connecting with an outside therapist for continuity of care
- Planning and participating in recruitment/enrollment activities

Enrollment & Recruitment

The CTECS application and enrollment process is centralized through the Office of Admissions for its seventeen technical high schools and Bristol Tech. The Office of Admissions manages key aspects of the admissions process including applications, processing student placements, and enrollment decisions before the student applicants are assigned to individual schools. School Counseling Department Heads partner with the Office of Admissions throughout the process. A brief description of responsibilities is listed below. Please see Centralized Admissions Process document for more detailed information and timelines.

Prior to Placement

School Counselor Department Heads play a supporting role which includes the following tasks:

- Conduct recruitment activities using district-approved materials.
- Provide necessary data needed for reporting or to inform admissions protocols.
- Act as a liaison between CTECS and sending middle schools.
- Review student applications at the school level to verify the accuracy of contact information and confirm any relevant priorities.
- Attend training sessions and attend to communications from the Office of Admissions.
- Meet all deadlines established by the Office of Admission.
- Supports the Office of Admissions as necessary.

After Placement Occurs

School Counselor Department Heads serve as the primary contacts for students and families. This includes:

- Adhere to admissions guidelines and address any placement concerns that arise.
- Provide outreach to families regarding enrollment, scheduling, and orientation.
- Report to the Office of Admissions Director.
- Assist with the transition process for students with specialized programming, including Special Education, 504, and multilingual learners, by working with school staff to ensure transition meetings are completed.
- Collect and maintain student records from sending schools

Role in School Based Assessments

SAT/PSAT/AP

School Counselor Department Heads in collaboration with Special Education Department Head, and School Psychologist are responsible for the following:

- Ensuring accommodations are entered into the SSD site of College Board at least 6 weeks before test day for PSAT9, PSAT/NMSQT 10/11, and SAT School Day
- Monitoring the SSD site for accommodation approvals/denials/notes
- SSD Coordinator works with the Assistant Principal to ensure the accommodations sync correctly into the College Board System (SSOR or SDMS)
- Consult with the Assistant Principal on scheduling and student room assignments (i.e., provide feedback, suggestions)
- Complete, sign, and fax the SSD form to the College Board's Services for Students with Disabilities at 866-360-0114. Once the College Board receives this form, enter the access code within 1-2 days to enter the College Board professional account.

School Counselors who are case managers for students with 504 plans are expected to complete documentation paperwork and provide required documentation to the appropriate SSD coordinator for the students they oversee. Information on the required documentation can be found on the College Board website.

Communication/Meetings/PLC

Communication

School counselors cannot function in a vacuum. School counselors clearly and regularly communicate with all stakeholders to support the Comprehensive School Counseling Framework. Counselors should be aware of confidentiality rules, FERPA, and HIPAA when communicating with others about student issues. At minimum, counselors should communicate the following:

Annual and Monthly Calendars- The calendars plan and organize school counseling programming such as Developmental School Counseling lessons, Individual Planning by grade, and parent programs. The Annual Calendar documents at what time of year specific programs are offered. The monthly calendar is more specific and provides dates, times, and locations of programs and services. Both calendars should be made available to the school community and the public.

Website- The school counseling website should be reviewed annually up to date and reflect current staff, appropriate titles, and accurate information.

Student Communication- School counselors communicate important information to students such as scholarships, upcoming school counseling services and programs, and information for involvement in or necessary for academic, career, or social-emotional

development opportunities. Examples may be career fairs, college visits, preparation/registration for testing, etc. Naviance, school announcements, information sessions in classrooms, signage, and social media are examples of ways school counselors can communicate such information.

School counselors also communicate with individual students as needed to convey personalized information. These contacts should be logged into PowerSchool.

Parent Communication- School counselors communicate with parents/guardians as necessary regarding student progress and school counseling services and events. In addition to making phone calls, tools such as Parentsquare and Naviance e-blasts can assist with sending out general information. Contacts regarding individual students should be logged into PowerSchool.

Contributions to school publications- in some schools, newsletters, updates, social media posts, pamphlets and other means of communication are used to inform students, families and staff about events that have occurred or to provide updates on initiatives in the school. School counselors should

Meetings

School counselors meet regularly to discuss student and program needs, and to share and evaluate data that informs programmatic decisions. At such meetings school counselors provide an agenda (See Appendix B), take and post minutes, and develop and review a working agreement. School counselors are members of a larger school community and participate in other school-based meetings as required or necessary, such as MTSS, NEASC Accreditation, and PPTs. At minimum, school counselors should meet in the following capacity once per month:

Department Meeting- Lead by the School Counselor DH, these meetings address department, student, and school initiatives through the school counseling lens.

Department Head Meeting- District Meeting for all School Counselor DHs to address district initiatives and directives as they relate to school counseling.

Professional Learning Community (PLC)- meeting to look at school counseling student data and achievement to improve professional practice through peer review.

Enrollment Meeting- DHs participate in a monthly meeting or office hours with the Director of Admissions to focus on recruitment and enrollment efforts in the schools.

Faculty Meetings- Building-based meetings for all faculty facilitated by the principal to address school-wide concerns and initiatives.

Evaluations

School Counselor Evaluation System

CTECS evaluates faculty using a single point of competency model for professional growth. School Counselors are evaluated using the CTECS teacher model and timelines; however, the evaluation tools are specific to their role. School Counselors must focus their professional growth on one of six design areas that are directly linked to the themes of the CT Comprehensive School Counseling Model: Advocacy, Accountability, Leadership, Collaboration, and Systemic Change. School Counselors meet with their evaluators to agree on a goal for growth that can take 1-3 years to complete. They may work individually or as a group goal. The School Counseling Growth Indices can be found on the Employee Portal.

School Counselor DHs are evaluated using a tool specific to their job function as a department head in addition to the single point competency model (See Appendix E).

Program Evaluation

The School Counseling Department conducts evaluations to assessing the effectiveness of the school counseling programs and services in meeting student needs and achieving its goals, CT Comprehensive School Counseling Framework and the ASCA National Model as a framework. This evaluation process helps identify strengths and areas for improvement, ensuring the program is aligned with student needs and school priorities.

Annual Evaluation- is a review conducted at the start or finish of each year to determine what elements are missing, in progress, or that have been implemented and documented. Data is used to set goals for program improvement during the year. Counseling Departments use the checklist (Appendix D) and student/program data as informational points in the review process.

Annual Needs Assessment- small scale survey conducted at the school level with students to determine what small groups or special programs will be needed during the year.

5-Year Review- conducted every 5 years at the district level and involves a needs assessment of all stakeholders in the school community to determine identify the needs of the community. In addition, an annual evaluation checklist, a school counselor time-on-task assessment, and a STEEP assessment are conducted to determine the barriers, challenges, and possible solutions that are impacting the delivery of school counseling services. The data collected is used to drive curriculum, programs, and services. It also provides a focus for counselor advocacy work.

Appendix

Appendix A Linked Resources

[ASCA Ethical Standards for School Counselors](#)
[CT Comprehensive School Counseling Framework](#)
[CT Professional Standards for School Counselors](#)
[ASCA Professional SC Mindsets & Behaviors](#)
[School Counseling Evaluation Tools](#)
[School Counselor Job Description](#)
[School Counselor Department Head Job Description](#)
[ASCA Appropriate Roles for School Counselors](#)
[ASCA Position Statements for School Counselors](#)

Appendix B Sample Meeting Agenda

XX Meeting Agenda		
MEETING AGENDA Date/Time Location		
Topic: Professional Learning ___ Data _____ Problem of Practice ___ Other_____	Roles **Attendees**: **Facilitator**: **Note taker**: **Timekeeper**:	
Meeting Objectives: • [Objective 1] • [Objective 2] • [Objective 3]		
Meeting Norms: [Add your norms here]		
Schedule: [total minutes]		

Time	Minutes	Activity
XX:XX-XX:XX	X min	Review/adjust the meeting and norms, housekeeping, and opening circle
XX:XX-XX:XX	X min	Review next steps from previous meeting [date]: •
XX:XX-XX:XX	X min	Review Plus/Delta from previous meetings <table><tr><td>Plus</td><td>Delta</td></tr><tr><td>•</td><td>•</td></tr></table>
XX:XX-XX:XX	X min	[Objective 1]
XX:XX-XX:XX	X min	[Objective 2]
XX:XX-XX:XX	X min	[Objective 3]
XX:XX-XX:XX	X min	Review next steps and assign responsibilities
XX:XX-XX:XX	X min	Assess what worked will about this meeting and what we would like to change <table><tr><td>Plus</td><td>Delta</td></tr><tr><td></td><td></td></tr></table>
XX:XX-XX:XX	X min	Closing Circle

Next steps	Person Responsible

Appendix C Lesson Plan Template

School Counseling Lesson Plans

Lesson Title:
Grade Level: 9th
Domain(s):
Approximate Running Time: 50mins

Stage 1: Desired Results
What CCSCF student standards will the lesson address?

CCSCF Student Standards

Understandings:	Essential Questions:
Key ideas students should remember after details have been forgotten.	*What are the most important questions related to this topic that will stimulate student conversation, foster understanding, and transfer learning?*
Students will understand that….	
Students will know…	**Students will be able to…**
Key knowledge or skills students will take away from this lesson.	*What should students eventually be able to do as a result of their acquired skills and knowledge?*

Stage 2: Assessment Evidence
How will we measure outcomes to show students learned the material and met the competencies listed in Stage1?

Stage 3: Learning Plan
What are the details of the lesson and associated activities? How will you address diverse learning styles?

Materials Needed/Notes Regarding Presentation
What supplies are needed to deliver the lessons (i.e. worksheets, computers, large paper, sticky notes, etc.) or notes regarding the lesson do we need to remember?

-

Based on McTighe, J. & Wiggins, G (2013) Understanding by Design (2nd ed.) Alexandria, VA: ASCD

Appendix D Comprehensive School Counseling Framework Annual Evaluation

School   Date

Mission Vision Beliefs	In Practice	Exists in Writing Only	Non-Existent
The School Counseling Department has a mission that is the same across the district and reflects the district's mission.			
There is a set of shared beliefs about the role of the school counselor and services to students			
The belief statements indicate that the program is for all students			
The school counseling department has a vision statement that is the same across all schools and reflects district goals.			
The mission, vision, and belief statements are aligned with the ASCA National Model and CT Comprehensive School Counseling Frameworks.			
Accountability			
School Counselors conduct an annual needs assessment to determine student needs for groups, programs, etc.			
The School Counseling Department conducts an annual framework evaluation.			
There is a procedure in place to conduct an evaluation of the CSCF and associated materials every five years.			
School Counselors use school and district data, and data from the annual evaluation of the CSCF to develop an annual plan and goals.			
School Counseling Department goals are written in SMART format.			
School Counselors collect and use student data to monitor student progress.			

School Counselors collect and use data to confirm progress in meeting department goals in the annual plan.			
School Counselors use data to modify the curriculum and services to better meet student needs.			
Goals incorporate the 18 student standards in the CSCF			
The School Counseling Department goals are aligned with School/District Improvement Plan priorities.			
Outcome goals focus on closing achievement, opportunity, and/or informational gaps.			
Data is used to advocate for students and systemic change.			
School Counselors share outcome data with school and community stakeholders.			
Calendars			
A highly detailed annual school counseling calendar is created documenting all activities, events, assessments, and services within the CSCF.			
The calendar indicates the methods and timelines for delivery of services (groups, lessons, parent programs, individual planning etc.).			
Weekly calendars are publicly available for each school counselor indicating when the counselor is available.			
Action Plans			
School Counselors have detailed lesson plans.			
School counselors have detailed group action plans			
Curricula are aligned with CCSCF Standards and CTECS Vision of a Graduate			
School Counselors have written closing the gap action plans			
Advisory Board			

School Counselors have an advisory board that meets a minimum of twice per school year.			
Agendas and minutes completed from at least two meetings (fall & spring) are documented.			
School Counselors participate in the sharing of data at the meetings			
Procedures/Policies			
School counselors have a written job description that includes requisite qualifications for employment and is specific to the professional roles and responsibilities of the school counselor.			
School Counselors hold an annual conference with building administration to review department services for the year. Plan is completed and signed within the first two months of school.			
School counselors have policies and regulations pertaining to the implementation of the CCSCF.			
Written policies concerning confidentiality are posted in the counseling offices and in student handbooks			
There is a written CSCF in place.			
Leadership			
A certified school counselor manages the School Counseling Department.			
School counselors have the opportunity to meet vertically and horizontally.			
School Counselors met to analyze, discuss, and act on data and student outcomes.			
There are appropriate resources to implement services within the CSCF.			
An evaluation plan and process are in place that is based on the role and			

duties outlines in the job descriptions for school counselors.			
School Counselors are evaluated by an administrator that is a certified school counselor or is trained in observing school counselors.			
School counselors participate in professional learning activities that support the growth of school counseling skills and knowledge.			
School Counselors are familiar with and abide by the ASCA Ethical Standards for School Counselors and the CT Professional Standards for School Counselors.			
The CSCF incorporates and diverse views			
Direct Services			
Counselors spend 80% of their time providing direct services			
School counselors deliver direct service to *all* students that are multi-tiered			
Tier 1			
Curriculum is based on student/school community needs			
All curriculum is in writing and is based on the CCSCF student standards			
Curriculum is inclusive			
Curriculum includes assessments to measure student growth			
All students receive annual individual planning meetings with their counselor.			
Parents/Guardians are invited to participate in student individual planning			
Individual planning includes a grade specific agenda that is designed to help each student develop, monitor, and evaluate their own academic, personal, and career development goals. Assessment/testing outcomes are included in the discussion.			

Outcomes are monitored and used to determine need for tiered intervention			
Tiers 2 & 3			
Intervention services are delivered though short-term individual or group counseling			
School counselors provide small groups that are needs based.			
Interventions addressing academic, career, and social-emotional concerns are timely and appropriate			
There are written procedures to be used in crisis situations			
Interventions are documented			
Indirect Services			
Counselors spend 20% of their time delivering indirect services			
Indirect services are reflected on weekly calendars			
School counselors collaborate with other school and community stakeholders to identify resources and services for students in need.			
School counselors have a plan to communicate activities, outcomes, and services to all community stakeholders served by the CCSF.			
School Counselors serve on building and/or district committees that are focused on improved student success			
School counselors have a process for consultation to appropriately share and exchange information to help students find academic, personal, and career development			
School counselors have a PLC that focuses on student data to improve school counseling practice			
School counselors participate in			

School counselors serve on crisis and intervention teams to support student success and safety			
School counselors collaborate with parents to support student success individually and through parent informational programs			

END-YEAR DEPARTMENT HEAD EVALUATION
SCHOOL COUNSELING DEPARTMENT HEAD

General Statement of Duties: *The department head is a school counselor who provides leadership, advocacy, and collaboration at the school level to ensure the development, implementation, and assessment of a school counseling framework and programming that benefits all students in the school.*

Instructional Support

The School Counseling Department Head is responsible for developing a shared understanding of the comprehensive school counseling framework. The Department Head is responsible for ensuring purposeful planning, systematic delivery, and regular monitoring of the framework as key components to assuring equitable access to services for all students.

- ❑ Assists with and monitors the implementation and systematic delivery of school counseling services (short term counseling curriculum, small groups, individual planning, stakeholder programs) that are aligned with the CT Comprehensive School Counseling Framework (CCSCF) and the American School Counselor Association (ASCA) National Model for School Counseling.
- ❑ Manages counselor caseload distribution to assure school counselors follow their students for the duration of the time the students are enrolled and that students have access to a school counselor in the event their counselor is absent for an extended period of time.
- ❑ Models and shares with all departments: current laws, research, and gest practices related to academic, social-emotional, and career development that improves student outcomes.
- ❑ Integrates school counseling programs within the total educational curriculum of the school.
- ❑ Advocates for the elimination of barriers to access and equity to a rigorous education from all students.
- ❑ Assists school counselors in preparing and delivering school counseling curriculum that are aligned to the CCSCF Student Standards to all students in all grades.
- ❑ Uses student, program, and school-wide data (i.e., climate, discipline, attendance, needs assessments, etc.) to monitor student progress, evaluate the framework, and adjust CCSCF programming to improve outcomes.
- ❑ Assists with identifying professional development needs of the department to support counselor professional growth.
- ❑ Introduces and supports use of instructional technology in school counseling programming and curriculum.

Leadership

The School Counseling Department Head plans, conducts, and documents regularly scheduled department meetings to determine department goals, ensure ethical practices, monitor the implementation of the CCSCF, and liaises between the department, administration, and Central Office.

- ❑ Assures department is following the ethical guidelines as outlined by the ASCA Ethical Standards for School Counselors.
- ❑ Plans and leads PLCs within the department, with other departments, and with administration.
- ❑ Assists in the school's implementation of district and school initiatives as appropriate to promote success for all students.
- ❑ Communicates and serves as a liaison between the department, administration, and Central Office.
- ❑ Adheres to procedures set forth by the Central Office.
- ❑ Serves on committees when requested as a department representative.
- ❑ Consults on cases with school faculty, administration, families, student support personnel, other school counselors, and community agencies as necessary.
- ❑ Advocates for students' needs based on school and district data
- ❑ Advocates for equity in policies and procedures that have an impact on students
- ❑ Advocates for policies supporting equitable access to school counseling services for all students.

Operational

The School Counseling Department Head is the manager of the department and as such, is involved in tasks pertaining to budgeting, ordering, and record keeping. The School Counseling Department Head contributes to the recruitment, retention, and enrollment process.

- ❑ Manages departmental budgets, prepares and submits OF-95s.
- ❑ Assists in the student course selection process.
- ❑ Assures school counseling records are kept in accordance with state and federal laws, and with ethical standards.
- ❑ Assures all school counselors keep appropriate student documentation (i.e., grades, remediation plans, credit information) in student files and that parent/student contacts are documented.
- ❑ Maintain and submits department records, student data and PLC minutes.
- ❑ Assists Building Administration and Central Office with recruitment.
- ❑ Suggests community resources and opportunities for recruitment at the local level
- ❑ Assists with the development of a schedule for and implementation of recruitment activities (i.e., Orientation, Counselor Breakfasts, Open House, Visits and Tours).

❑ Assists with monitoring recruitment, retention, and admissions for middle school and transfer students in accordance with CTECS admissions policy.

<u>Final Rating</u> *(see rubric)*

❑ **Above Standard**
❑
❑ **Meeting Standard**
❑
❑ **Approaching Standard**
❑
❑ **Below Standard**

Comments:

_____   _____
Department Head   Date

_____   _____
Evaluator   Date

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- ❑ Models and shares with all departments: current laws, research, and gest practices related to academic, social-emotional, and career development that improves student outcomes.
- ❑ Integrates school counseling programs within the total educational curriculum of the school.
- ❑ Advocates for the elimination of barriers to access and equity to a rigorous education from all students.
- ❑ Assists school counselors in preparing and delivering school counseling curriculum that is aligned to the CCSCF Student Standards to all students in all grades.
- ❑ Uses student, program, and school-wide data (i.e., climate, discipline, attendance, needs assessments, etc.) to monitor student progress, evaluate the framework, and adjust CCSCF programming to improve outcomes.
- ❑ Assists with identifying professional development needs of the department to support counselors for professional growth.
- ❑ Introduces and supports use of instructional technology in school counseling programming and curriculum.

Leadership

The School Counseling Department Head plans, conducts, and documents regularly scheduled department meetings to determine department goals, ensure ethical practices,

monitor the implementation of the CCSCF, and liaises between the department, administration, and Central Office.

- ❑ Assures department is following the ethical guidelines as outlined by the ASCA Ethical Standards for School Counselors.
- ❑ Plans and leads PLCs within the department, with other departments, and with administration.
- ❑ Assists in the school's implementation of district and school initiatives as appropriate to promote success for all students.
- ❑ Communicates and serves as a liaison between the department, administration, and Central Office.
- ❑ Adheres to procedures set forth by the Central Office.
- ❑ Serves on committees when requested as a department representative.
- ❑ Consults on cases with school faculty, administration, families, student support personnel, other school counselors, and community agencies as necessary.
- ❑ Advocates for students' needs based on school and district data
- ❑ Advocates for equity in policies and procedures that have an impact on students
- ❑ Advocates for policies supporting equitable access to school counseling services for all students.

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The School Counseling Department Head is the manager of the department and as such, is involved in tasks pertaining to budgeting, ordering, and record keeping. The School Counseling Department Head contributes to the recruitment, retention, and enrollment process.

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- ❑ Assures all school counselors keep appropriate student documentation (i.e., grades, remediation plans, credit information) in student files and that parent/student contacts are documented.
- ❑ Maintains and submits department records, student data and PLC minutes.
- ❑ Assists Building Administration and Central Office with recruitment.
- ❑ Suggests community resources and opportunities for recruitment at the local level.
- ❑ Assists with the development of a schedule for and implementation of recruitment activities (i.e., Orientation, Counselor Breakfasts, Open House, Visits and Tours).
- ❑ Assists with monitoring recruitment, retention, and admissions for middle school and transfer students in accordance with CTECS admissions policy.

Mid-Year Identified Indicator Progress:

Progress on Growth Indicator for Instructional Support:
---   ---   ---

Progress on Growth Indicator for Leadership:
---   ---   --

Progress on Growth Indicator for Operational Responsibility:
---   ---   --

Administrator Comments:
---   ---   --

_____   _____
Department Head   Date

_____   _____
Evaluator   Date

GOAL SETTING, PLANNING, AND SELF-REFLECTION
SCHOOL COUNSELING DEPARTMENT HEAD

General Statement of Duties: *The department head is a school counselor who provides leadership, advocacy, and collaboration at the school level to ensure the development, implementation, and assessment of a school counseling framework and programming that benefits all students in the school.*

I. Instructional Support

INDICATOR *Indicate your performance level on each indicator below.*	Below Standard	Approaching Standard	Meeting Standard	Above Standard
1. Assists with and monitors the implementation and systematic delivery of school counseling services (short term counseling curriculum, small groups, individual planning, stakeholder programs) that are aligned with the CT Comprehensive School Counseling Framework (CCSCF) and the American School Counselor Association (ASCA) National Model for School Counseling.				
2. Manages counselor caseload distribution to assure school counselors follow their students for the duration of the time the students are enrolled and that students have access to a school counselor in the event their counselor is absent for an extended period of time.				
3. Models and shares with all departments: current laws, research, and gest practices related to academic, social-emotional, and career development that improves student outcomes.				
4. Integrates school counseling programs within the total educational curriculum of the school.				
5. Advocates for the elimination of barriers to access and equity to a rigorous education from all students.				
6. Assists school counselors in preparing and delivering school counseling curriculum that are aligned to the CCSCF Student Standards to all students in all grades				

INDICATOR				
7. Uses student, program, and school-wide data (i.e., climate, discipline, attendance, needs assessments, etc.) to monitor student progress, evaluate the framework, and adjust CCSCF programming to improve outcomes.				
8. Assists with identifying professional development needs of the department to support counselor professional growth.				
9. Introduces and supports use of instructional technology in school counseling programming and curriculum.				

Choose one *Instructional Support* indicator on which you would like to improve and write a goal statement.

Growth Indicator for Instructional Support:
--- --- ---

II. Leadership

INDICATOR *Indicate your performance level on each indicator below.*	Below Standard	Approaching Standard	Meeting Standard	Above Standard
1. Assures department is following the ethical guidelines as outlined by the ASCA Ethical Standards for School Counselors.				
2. Plans and leads PLCs within the department, with other departments, and with administration.				
3. Assists in the school's implementation of district and school initiatives as appropriate to promote success for all students.				

4. Communicates and serves as a liaison between the department, administration, and Central Office.
    a. Adheres to procedures set forth by Central
        Office.
    b. Serves on committees when requested as
        department representative.
    c. Consults on cases with school faculty,
        administration, families, student support
        personnel, other school counselors, and community agencies as necessary.
    d. Advocates for students' needs based on school
        and district data
    e. Advocates for equity in policies and procedures
        that have an impact on students
    f. Advocates for policies supporting equitable
        access to school counseling services for all
        students.				

Choose one *Leadership* indicator on which you would like to improve and write a goal statement.

Growth Indicator for Leadership:
 --- --- ---

III. Operational Responsibilities

INDICATOR *Indicate your performance level on each indicator below.*	Below Standard	Approaching Standard	Meeting Standard	Above Standard
1. Manages departmental budgets, prepares and submits OF-95s.				
2. Assists in the student course selection process.				

3. Assures school counseling records are kept in
  accordance with state and federal laws, and with ethical
  standards.				

4. Assures all school counselors keep appropriate student documentation (i.e., grades, remediation plans, credit information) in student files and that parent/student contacts are documented.				
5. Maintain and submits department records, student data and PLC minutes.				

6. Assists Building Administration and
  Central Office with recruitment.
    a. Suggests community resources and
        opportunities for recruitment at the local level.
    b. Serves on committees when requested as a
      department representative.
    c. Assists with monitoring recruitment, retention,
      and admissions for middle school
      and transfer students in accordance with CTECS
      admissions policy.				

Choose one *Operational Responsibility* indicator on which you would like to improve and write a goal statement.

Growth Indicator for Instructional Support:

_____   _____
Department Head   Date

_____   _____
Evaluator   Date

Reference Final Department Head Evaluation for Rating Rubric

SCHOOL COUNSELING DH EVALUATION RUBRIC

DIRECTIONS: Indicate the performance level of each indicator below.

I. Instructional Support

INDICATOR	Below Standard	Approaching Standard	Meeting Standard	Above Standard	Insert Evidence
1. Assists with and monitors the implementation and systematic delivery of school counseling services (short term counseling curriculum, small groups, individual planning, stakeholder programs) that are aligned with the CT Comprehensive School Counseling Framework (CCSCF) and the American School Counselor Association (ASCA) National Model for School Counseling.					
2. Manages counselor caseload distribution to assure school counselors follow their students for the duration of the time the students are enrolled and that students have access to a school counselor in the event their counselor is absent for an extended period of time.					
3. Models and shares with all departments: current laws, research, and gest practices related to academic, social-emotional, and career development that improves student outcomes.					

4. Integrates school counseling programs within the total educational curriculum of the school.					
5. Advocates for the elimination of barriers to access and equity to a rigorous education for all students.					
6. Assists school counselors in preparing and delivering school counseling curriculum that are aligned to the CCSCF Student Standards to all students in all grades					
7. Uses student, program, and school-wide data (i.e., climate, discipline, attendance, needs assessments, etc.) to monitor student progress, evaluate the framework, and adjust CCSCF programming to improve outcomes.					
8. Assists with identifying professional development needs of the department to support counselor for professional growth.					
9. Introduces and supports use of instructional technology in school counseling programming and curriculum.					

II. Leadership

INDICATOR	Below Standard	Approaching Standard	Meeting Standard	Above Standard	Insert Evidence
1. Assures department is following the ethical guidelines as outlined by the ASCA Ethical Standards for School Counselors.					
2. Plans and leads PLCs within the department, with other departments, and with administration.					
3. Assists in the school's implementation of district and school initiatives as appropriate to promote success for all students.					
4. Communicates and serves as a liaison between the department, administration, and Central Office. a. Adheres to procedures set forth by Central Office. b. Serves on committees when requested as department representative. c. Consults on cases with school faculty, administration, families, student support. personnel, other school counselors, and community agencies as necessary. d. Advocates for students' needs based on school and district data. e. Advocates for equity in policies and procedures that have an impact on students.					

INDICATOR	Below Standard	Approaching Standard	Meeting Standard	Above Standard	Insert Evidence
f. Advocates for policies supporting equitable access to school counseling services for all students.					

III. Operational Responsibilities

INDICATOR	Below Standard	Approaching Standard	Meeting Standard	Above Standard	Insert Evidence
1. Manages departmental budgets, prepares and submits OF-95s.					
2. Assists in the student course selection process.					
3. Assures school counseling records are kept in accordance with state and federal laws, and with ethical standards.					
4. Assures all school counselors keep appropriate student documentation (i.e., grades, remediation plans, credit information) in student files and that parent/student contacts are documented.					
5. Maintain and submits department records, student data and PLC minutes.					

6. Assists Building Administration and Central Office with recruitment. a. Suggests community resources and opportunities for recruitment at the local level. b. Serves on committees when requested as department representative. c. Assists with monitoring recruitment, retention, and admissions for middle school and transfer students in accordance with CTECS admissions policy.					

Appendix F Sample School Counseling Annual Calendar

XYX Tech School Counseling Annual Calendar					
	Individual Planning	**Lessons**	**Assessments**	**Small Groups**	**Student Info Sessions**	**Parent/Community Events**
September	Grade 12	Grade 9 Settling into HS	9th Grade DESSA		Grade 9 Exploratory	Open House
October		Grade 12 Work Life Balance		On-going Grades 9-12 as needed 6–8-week open groups	Grade 9-10 PSAT	Financial Aid Night
November	Grade 9	Grade 9 Developing good academic habits	9th Learning Styles Inventory		Grade 12 FAFSA Completion	Trade Night
December		Grade 10 Developing Your Brand	Grade 10 Do What you Are			
January		Grade 11 Post-secondary Pathways	Grade 11 College & Career Search Super Match		Grades 9-11 Course Registration	
February	Grade 10	Grade 10 Resume Writing				
March		Grade 12 Becoming an Adult			Grade 11-12 SAT	
April	Grade 11	Grade 9 Safe use of Technology				College & Career Fair
		Grade 10 Healthy Relationships				
May		Grade 11 Managing Stress & Anxiety				
June			12th Grade Graduation Survey			Incoming 9th Grade Orientation
KEY=	9th Grade	10th Grade	11th Grade	12th Grade	Multi-Grade	Parents/Community