OREGON DEPARTMENT OF EDUCATION

Oregon's Framework for Comprehensive School Counseling Programs

A Student-Centered, Coordinated Approach for School Counselors, School Social Workers, and Other Counseling Staff

Third Edition | Adopted June 2026

Acknowledgements

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Permission was received to develop Oregon's Framework for Comprehensive School Counseling Programs (3rd Edition) by integrating essential components of Oregon's previous Framework (2nd Edition), the American School Counselor Association (ASCA) National Model (5th Edition), and relevant Oregon statutes and rules. To learn more about ASCA, visit: schoolcounselor.org

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Introduction to Oregon's Framework for Comprehensive School Counseling Programs

Oregon is committed to ensuring that every student experiences high-quality learning and leaves school prepared for a rapidly changing world. Oregon's vision for education, defined in ORS 329.015, sets clear expectations for what a quality education must accomplish from pre-kindergarten through grade 12:

- Equip students with academic and career skills, and the information needed to pursue the future of their choice through rigorous learning and career readiness.
- Provide an environment that motivates serious scholarship, offers meaningful opportunities to apply knowledge and skills, and supports students in demonstrating achievement.
- Build the skills and dispositions students need to continue learning and contributing to their communities throughout their lives in an ever-changing world.
- Prepare students for successful transitions to the next phase of their educational development.

In short, schools are charged with ensuring that each student graduates ready to achieve, thrive, and contribute as learners, workers, family members, and community members. Comprehensive school counseling programs are a vital part of that promise. The program cultivates the conditions for learning and belonging by providing developmental, preventive, and responsive supports as part of a broader student support system (e.g., school mental health services, school-wide multi-tiered system of supports, community-based partnerships) that remove barriers, expand opportunity, and help students connect learning to future goals.

Comprehensive school counseling supports successful transitions by ensuring every student has opportunities to build, practice, and apply critical social/emotional, academic, and career readiness knowledge and skills. These enable students to navigate change, build healthy relationships, make informed decisions, and contribute meaningfully to their communities, today and in the future.

Purpose

To advance Oregon's educational goals and strengthen shared accountability for student outcomes, Oregon's Framework for Comprehensive School Counseling Programs establishes a statewide vision, common expectations, and program standards for high-quality comprehensive school counseling. The Framework supports program design, implementation, and continuous improvement while preserving local decision-making and alignment to district and school improvement priorities.

Developed to meet the needs of an ever-changing world, the Framework has been revised to provide a coherent statewide approach based on the ASCA National Model (5th Edition) and aligned to Oregon statute and rule updates for comprehensive school counseling. It clarifies a shared vision and mission for comprehensive school counseling across Oregon while recognizing that implementation will look different across districts based on local contexts, staffing, resources, funding, and access to services.

At its core, comprehensive school counseling in Oregon is a program for every student, not a service for some. High-quality programs are data-informed, culturally responsive, trauma-informed, systemic, evidence-based, and proactive by design. They improve learning conditions, support student transitions across grade levels, and strengthen readiness for postsecondary education, training, and career pathways.

The Framework reinforces shared commitments across Oregon for:

- universal access and belonging by ensuring all students benefit from comprehensive programming.
- whole-student success by supporting social/emotional well-being and mental health, academic growth, and career development in integrated, developmentally appropriate ways.
- high-quality with local flexibility by maintaining essential components statewide while honoring local context, strengths, and student and community priorities.
- systems that reduce barriers and expand opportunity by positioning comprehensive school counseling as an integral educational function that improves conditions for learning and supports student thriving.

How to Read The Framework

Oregon's Framework for Comprehensive School Counseling Programs describes a student-centered, coordinated approach that elevates the strengths and expertise of Teacher Standards and Practices Commission (TSPC) licensed school counselors, school social workers, and other counseling staff (e.g., child development specialists, school psychologists, school nurses, non-TSPC licensed social workers, qualified mental health professionals, and other external healthcare partners) to improve student belonging and mental wellness, academic outcomes, and career and future success. In alignment with Oregon statute and rules, the Framework is intended to provide services that address the whole student through the program's multi-tiered and multi-domain system of supports.

Oregon Comprehensive School Counseling Policies & Staffing

Oregon Revised Statute (ORS) 329.603 provides the basis for every student to be served by a coordinated comprehensive school counseling program. The program supports the social/emotional, academic, and career development of each student and their involvement as a community member. As outlined in statute, a coordinated comprehensive program may be designed, delivered, or otherwise implemented by:

- a person who is licensed by the Teacher Standards and Practices Commission (TSPC) as a school counselor;
- a person who is licensed by the Teacher Standards and Practices Commission (TSPC) as a school social worker; or
- any combination of persons qualified to implement the program, as determined under rules adopted by the State Board of Education.

The State Board of Education adopted program and counseling staff requirements for coordinated programs in Oregon Administrative Rule (OAR) 581-022-2060. The OAR provides the foundation for every school district to have a comprehensive school counseling program. It requires each school to provide a comprehensive counseling program to every student based on Oregon's Framework for Comprehensive School Counseling Programs and outlines program expectations and outcomes for students. The rule requires districts to maintain TSPC-licensed staff with the professional training and experience necessary to design, deliver, and implement comprehensive school counseling programs and to promote effective counseling and advising practices aligned to program outcomes.

Role Clarity and Scope of License Matters

Aligning Responsibilities Based on Scope of Licensure

Oregon statute and rule provide districts with flexibility in how comprehensive school counseling programs are staffed and implemented. Within that flexibility, districts are responsible for ensuring that TSPC-licensed counseling personnel with appropriate professional training and preparation are in place to lead the program's design, delivery, implementation, and evaluation components. Because TSPC licenses individuals prepared both in Oregon and out of state, districts should consider each individual's preparation, experience, and role-specific readiness in relation to the district's comprehensive school counseling program design and student needs, in addition to verifying appropriate TSPC licensure.

Districts determine, based on local staffing and student need, how roles are assigned, coordinated, and supported so each role can contribute effectively within their scope of licensure and expertise. Clarifying scope of license is not about elevating one profession over another. It is about ensuring that each professional is positioned to contribute their strengths and expertise in ways that are role-aligned, coherent, and effective for students.

TSPC-licensed school counselors and TSPC-licensed school social workers bring distinct and complementary preparation pathways, professional identities, and scopes of license that are not interchangeable.

- School counselors hold a minimum of master's degree in ASCA-aligned TSPC preparation standards and have a distinct TSPC school counselor scope of license.
- School social workers hold a minimum of a master's degree in NASW-aligned TSPC preparation standards and have a distinct school social worker scope of license.

Staffing Considerations for Districts

Implementation of the comprehensive school counseling program should reflect a commitment to equitable, culturally responsive services that support the success of all students, while aligning responsibilities to the unique training and expertise of counseling staff. Depending on district size, location, and available services, districts may develop different approaches to meeting their counseling program requirements. Some examples are:

- A team of qualified professionals may be comprised of licensed administrators, school counselors, school social workers, school psychologists, child development specialists, limited student services personnel, specialized counseling and career development personnel, classroom teachers, school nurse, and clerical support staff.
- A team of qualified professionals may be comprised of a licensed administrator, school counselor or school social worker, and classroom teachers. The team approach utilizes the experience and training of available staff to meet the Framework's criteria.

- Districts may choose to contract some services through Education Service Districts or other county or community agencies.

As long as the individual, team approach, or contracted services includes those who have the professional training or experience as set forth in ORS 329.603 and OAR 581-022-2060 to fully design, deliver, and implement the program, districts will meet the counseling staff requirements. When counseling staff responsibilities extend beyond the professional's preparation or licensure scope, districts may need to ensure additional qualified expertise are available, so the program remains comprehensive and aligned to professional expectations. Districts may consider employing other state-licensed mental health professionals (e.g., licensed clinical social workers, licensed professional counselors, and other behavioral health providers) who work in collaboration with counseling staff as part of the team approach providing valuable services to students and families. When these professionals provide services or supports, their contributions should align with their professional license, district assignment, and applicable guidance.

All districts, regardless of size or location, should develop a strategy for hiring qualified TSPC-licensed counseling staff with the knowledge and skills to effectively design, deliver, implement, and evaluate an equity-based and culturally responsive comprehensive school counseling program. If a district is hiring a school counselor, that position must be filled by a qualified TSPC-licensed school counselor. The position of school counselor cannot be filled by a school social worker (OAR 584-245-0310), a Limited Student Service License role (OAR 584-245-0400), a Child Development Specialist (ODE Authorization), or by another candidate who is not professionally trained and licensed as a school counselor. If the district realities and local needs require the expansion of the applicant pool, the district must repost the position to broaden the license types and reconsider the position responsibilities to which a TSPC-licensed school social workers or other counseling staff are allowed to do within their scope of license, as allowable by TSPC rules.

ODE provides further technical clarification on counseling staff requirements in ODE's District Guidance on School Counseling Program Personnel Requirements and FAQ Companion Guide.

Recommended

Ratio

250:1

OAR 581-022-2060 references national best-practice **recommendations for student-to-school counselor and student-to-school social worker ratio to be 250:1** to fully implement a comprehensive program that meets the needs of all their students. Building administrators may use these recommendations, along with local staffing realities and student needs, to establish priorities and expectations for services and supports in collaboration with TSPC-licensed school counselors and school social workers.

Audience

The Framework is intended to guide those who design, lead, implement, and continuously improve comprehensive school counseling programs across Oregon. It serves as a shared reference for district and school leaders, school counselors, school social workers, and other counseling staff as they develop, implement, and evaluate programs aligned to school, student, and community priorities. Primary audiences include:

- **District leaders and school administrators** (e.g., superintendents, principals, assistant principals) who establish conditions for implementation through staffing, scheduling, resource allocation, and schoolwide alignment.
- **District program coordinators** who support district program design, coherence across schools, improvement planning, and alignment of curriculum and resources.
- **TSPC-licensed school counselors and TSPC-licensed school social workers** who design, deliver, implement, and continuously improve the program within the scope of their professional training, license, and assigned responsibilities.
- **Other counseling staff** (e.g., child development specialists, school psychologists, school nurses, non-TSPC licensed social workers, qualified mental health professionals, and other external healthcare partners) who deliver program services and supports as part of the team approach and working within their role-specific scope and area of professional preparation.

Comprehensive School Counseling Program Benefits

Oregon's comprehensive school counseling programs strengthen student success and school communities by supporting the social/emotional, academic, and career development of every learner. These programs benefit students and families through communication about where to get help from trusted adults, receiving timely supports, and referrals to family/resource connections. Programs support educators and administrators by improving learning conditions, aligning tiered supports, and using data-driven decision-making to guide continuous improvement. Comprehensive school counseling also deepens partnerships with school student success teams, advisory groups, families/caregivers, Tribal Education Leaders, and community and business partners by creating shared priorities, coordinated services, and stronger connections between school experiences and life after graduation. View Oregon's CSC Program Benefits to learn more.

Comprehensive School Counseling in Oregon

Vision Statement

Oregon's Framework Vision Statement is aligned to ODE's Education Equity Stance and ensures:

"Every student will have access to and benefit from a comprehensive school counseling program as an integrated component of their world-class, well-rounded, and equitable educational system. Students will successfully transition throughout their educational pathways to graduate career and college ready, and well prepared to meet the challenges and opportunities of the 21st century. All students participate in a rigorous school counseling core curriculum and high-quality opportunities for personalized learning and growth, supported by a comprehensive school counseling program that facilitates strategic partnerships between school, family, and the community. Students graduate as successful, lifelong learners and productive members of society, achieving their fullest potential, and making a positive difference in both local and global communities."

Mission Statement

Oregon's Framework Mission Statement describes the shared purpose and direction for all programs:

"To provide developmental and systematic support to each and every student to ensure the social/emotional, academic, and career development and achievement, and support participation in the broader community. Comprehensive school counseling programs are proactive and preventative. They enhance learning by assisting students to acquire critical skills for lifelong learning and success. Comprehensive school counseling programs embrace professional standards and model best practice in schools and districts.

Comprehensive school counseling programs provide an array of services, interventions, and supports for students. These are delivered in partnership with school staff, families, and members of the community to provide seamless transitions to each student's next steps. The goal is that each student will leave the pre-kindergarten through twelfth grade system with the skills and knowledge to live, learn, work, and contribute in both local and global communities."

Beliefs Statement about Comprehensive School Counseling

Comprehensive school counseling programs are a critical part of the overall educational system. The following beliefs about school counseling programs underpin Oregon's Framework.

Comprehensive school counseling programs:

- are an integral part of the total educational program of every school district in Oregon.
- define a delivery system that is comprehensive, systematic, developmental, and collaborative.
- address the social/emotional, academic, and career aspects of student development to assist learning at each grade level.
- ensure that each and every student in Oregon is provided with services and supports needed to achieve success.
- support student transitions throughout school, academic and career-related knowledge and skills toward individual achievement of diploma requirements, and preparation for next steps after high school.

Program Goals of Comprehensive School Counseling

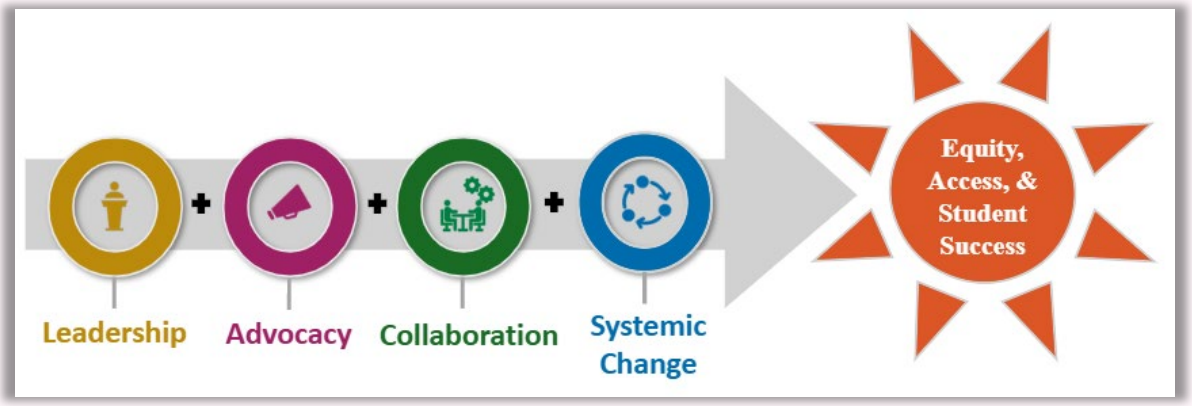
The requirements defined in Oregon Administrative Rule (581-022-2060) reflect student outcomes. Comprehensive school counseling programs develop programmatic goals that support all students to:

- understand and utilize the educational opportunities and alternatives available to them.
- meet transformative social and emotional and academic standards, as well as Oregon's Comprehensive School Counseling Student Standards.
- establish tentative career and educational goals.
- create and maintain an education plan and education portfolio.
- demonstrate the ability to utilize personal qualities, education and training in the world of work.
- develop decision-making skills.
- obtain information about self.
- accept increasing responsibility for their own actions, including the development of self-advocacy skills.
- develop skills in interpersonal relations, including the use of affective and receptive communication.
- utilize school and community resources.
- demonstrate and discuss personal contributions to the larger community.
- know where and how to utilize personal skills in making contributions to the community.

Grounded in Oregon statute, rule, and professional standards, comprehensive school counseling is shaped by how school counselors, school social workers, and counseling teams lead, collaborate, and remove barriers to opportunity. The integrated themes below describe the cross-cutting practices that show up across all four components of the Framework.

Integrated Themes and Educational Equity

Oregon's Framework integrates the four themes: Leadership, Advocacy, Collaboration, and Systemic Change, as a unified purpose to ensure equity, access, and academic success for every student by removing educational barriers. Comprehensive school counseling programs support both individual student growth and schoolwide improvement by using data, partnering with educational and community partners, and strengthening the conditions for learning and belonging.



Leadership

Leadership is an inherent function of comprehensive school counseling. It provides the structure needed to clarify program priorities, improve implementation quality, and coordinate improvement efforts across partners. Through program leadership, services and supports are delivered consistently to promote social/emotional, academic, and career development for every student.

Advocacy

Advocacy elevates student strengths and needs, while protecting their dignity, identity, safety, and access to learning. Counseling staff advocate for practices that reduce exclusionary discipline, support restorative approaches and repair of harm, and ensure students can access appropriate supports without stigma or discrimination. School counseling programs create a safe learning environment that helps students acquire and practice skills to navigate challenging life situations.

Collaboration

Comprehensive school counseling is strengthened in schools through an inclusive and collaborative partnership with school student success teams. Collaboration connects counseling staff with families, educators, administrators, Tribal Education Leaders, and community and healthcare partners to coordinate supports, align efforts, and expand learning and transition opportunities for students.

Systemic Change

Schools are interconnected systems and a direct result of unified efforts. Comprehensive school counseling supports systemic change by using student and schoolwide data to identify patterns, understand contributing conditions, and improve policies, practices, and supports over time. This approach helps schools reduce barriers, improve access, and expand opportunities for student focal groups, vulnerable populations, and students who have historically experienced systemic disparities.

Educational Equity

Oregon's comprehensive school counseling programs are guided by equity, access, and student success. Equity-centered implementation recognizes that students across K-12 schools have experiences and outcomes that are shaped by systems, policies, and learning conditions. School counselors, school social workers, and other counseling staff expand access and opportunity by engaging in culturally responsive and trauma-informed approaches, anti-racist practices, restorative justice, ongoing reflection and learning, partnering across roles and identities, and taking purposeful action to minimize bias in interpretation, decisions, and practices. Counseling staff create conditions that honor students' identities with respect to their backgrounds, interests, and lived experiences. How adults show up in this work matters.

Program Components

Organized into the four essential components of Define, Manage, Deliver, and Assess, this Framework clarifies the common program elements and expectations while providing a shared vision that districts and schools can use to develop, strengthen, and sustain comprehensive school counseling over time. The following sections help the district and school administrators and counseling staff understand what elements are required or best practice in each component of the comprehensive school counseling program. The image below corresponds with the four components of a comprehensive school counseling program and the essential elements that support high-quality programming, implementation, and continuous improvement.

Define

The Define component establishes the foundation of Oregon's comprehensive, data-informed, and equity-centered school counseling programs. It clarifies the program's essential "what," including the knowledge, attitudes, and skills students develop through participation in the school counseling program. This is the program's focus that guides priorities, the professional standards, and program implementation.

The Define component includes the interconnected elements: Program Focus, Student Standards, Professional Standards and Competencies, and Ethical Standards. Developing this component is a collaborative process that strengthens coherence and shared ownership across the school community by ensuring:

- every student benefits through clearly defined universal supports.
- equity is intentional through purposeful attention to access and opportunity.
- coherence is maintained by aligning student needs across developmental domains with statewide priorities and local goals.

A clear Define component supports a proactive, systemic approach that is measurable, developmental, and essential to student success.

Program Focus

Program focus clarifies what the comprehensive school counseling program exists to achieve and how it contributes to student success. Districts and schools should include the program's Vision, Mission, and Belief Statements, along with Program Goals that translate commitments into measurable outcomes.

Vision Statement

A vision statement describes the future that the school counseling program seeks to create for students and the school community. It is aspirational, equity-driven, and grounded in shared beliefs, describing the outcomes the program works towards over time.

Mission Statement

The mission statement defines the purpose and direction of the comprehensive school counseling program and describes how it contributes to the school's overall mission. It centers student success across social/emotional, academic, and career development.

Belief Statement

Beliefs are established early in the program development process to anchor decisions and advocacy efforts. Clear and explicit beliefs about students, families, teachers, and the educational process are crucial in supporting student success. Creating shared beliefs requires meaningful dialogue that honors diverse perspectives and builds common commitments. These beliefs are communicated clearly to educational partners and aligned with school and district mission and vision statements. Program implementation brings these beliefs to life, while program assessment provides evidence of impact.

Program Goals

Program goals define the measurable student outcomes the school counseling program works to improve. Goals are grounded in school data and aligned to student standards and school improvement priorities. They focus on student outcomes rather than the delivery of services, and they guide action planning across instruction, advisement, counseling supports, and activities which are aimed at addressing access, opportunity, and achievement barriers for students.

Comprehensive School Counseling Student Standards

Oregon's adopted Comprehensive School Counseling Student Standards define the outcomes that school counseling programs are designed to support and measure. They guide the development, delivery, and evaluation of counseling services across K-12 systems and align with nationally recognized standards, research, and best practices. The standards describe the knowledge, skills, and attitudes students develop across three developmental domains: Social/Emotional, Academic, and Career, which are described in the Deliver component.

Counseling staff use these student standards to guide the content and delivery of services, including culturally responsive and trauma-informed instruction, appraisal and advisement, individual student planning, and responsive services such as individual and group counseling. They also support equitable program design and help school counselors, school social workers, and other counseling staff use data to monitor progress, identify barriers to opportunity, and strengthen supports that promote student growth and achievement.

Related and Complementary Content Standards

District and state initiatives often contain educational standards for students. Counseling staff are encouraged to consider how these other content standards complement and inform the counseling program and select competencies that align with the Oregon's Comprehensive School Counseling Student Standards and program mission and goals. A couple of Oregon's content standards complement and reinforce the comprehensive school counseling student standards, including:

- Transformative Social and Emotional Learning (TSEL) Standards support identity, belonging, agency, and interconnected learning through an equity-centered approach to student development. These standards support schools in creating environments where students feel valued, empowered, and able to engage meaningfully in their education and communities. The Transformative SEL standards were developed by braiding CASEL's five social-emotional competencies, Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision-Making, with five Transformative SEL focal constructs, Identity, Agency, Belonging, Collaborative Problem-Solving and Curiosity.
- Higher Education & Career Path Skills (HECPS) Standards reinforce postsecondary readiness through competencies such as critical thinking, communication, collaboration, professionalism, and adaptability. The standards develop students' knowledge and skills to successfully transition to postsecondary education, training, or the workforce. Alignment between the comprehensive school counseling program and college and career readiness expectations helps ensure students graduate prepared to navigate evolving education and career pathways.

Together, these standards and Oregon's Comprehensive School Counseling Student Standards strengthen alignment across social/emotional, academic, and career development and support coherent expectations for college, career, and life readiness.

Professional Standards & Competencies

Oregon's comprehensive school counseling programs are guided by professional standards and competencies that describe the knowledge, skills, and professional dispositions that support high-quality comprehensive school counseling implementation. The professional preparation and scope of license that counseling staff bring to the program is not interchangeable. School counseling and school social work professional standards and competencies (e.g., ASCA School Counselor Professional Standards and Competencies and NASW Practice Standards for School Social Workers) are established in their respective preparation programs and used in practice for reflection, growth planning, and performance feedback. Staff whose preparation includes comprehensive school counseling program design and development, student assessment, and standards-aligned instruction are prepared to lead the program. Counseling staff whose preparation is in a related but distinct professional field, may contribute to the program through the delivery of specialized services and supports within their preparation, and without replacing the program's core functions.

To maintain professional role distinction in practice, all counseling staff benefit from participating in ongoing, role-specific professional learning aligned to their TSPC-license, assigned responsibilities, and the expectations of the program. Professional learning builds depth within each professional's role, rather than blurring the boundaries between them. District and schools can access ODE's Customized Coaching and Professional Learning Program within the Focal Area of Mental Health and Wellness to support their unique needs.

Ethical Standards

Ethical standards provide the foundation for professional judgement, confidentiality, student welfare, and responsible decision-making in comprehensive school counseling programs. School counselors and school social workers are guided by their professional code of ethics (e.g., ASCA Ethical Standards for School Counselors, NASW Code of Ethics), and other counseling staff who contribute to service delivery are guided by the ethical standards of their profession and defined role within the program. Ethical practice protects counseling staff, students, and families while supporting program integrity and consistency. It guides how counseling staff use data, communicate with families and partners, respond to concerns and critical events, and collaborate across school student success teams in ways that respect student rights and dignity. Ethical practice also requires role clarity and adherence to scope of license so that students receive appropriate, role-aligned, high-quality supports.

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Deliver

The Deliver component outlines how comprehensive school counseling programs provide coordinated, tiered direct and indirect services and supports so every student knows where to go for help, has access to trusted adults, receives timely follow-through, and develops social/emotional and mental health-related skills, academic success, readiness for post-secondary education, and lifelong contribution to their communities.

Services and supports are strengthened when school counselors, school social workers, and other counseling staff collaborate with school student success teams through clearly defined roles, routines, and system of supports across the school. Depending on local staffing, professional preparation, and assigned responsibilities, counseling staff may contribute across tiers within their license scope.

Direct Student Services

Direct student services are interactions with students that support social/emotional, academic, and career development through culturally responsive and trauma-informed approaches. These include instruction, appraisal and advisement, and counseling.

Direct Service	Description	Common Settings (MTSS alignment)
Instruction	Enhances student access, future-readiness and academic success through delivery of Oregon's Comprehensive School Counseling Student Standards.	Classroom, Small Group, Individual (Tier 1, Tier 2)
Appraisal & Advisement	**Appraisal:** Analyze and assess students' abilities, interests, skills, and achievement from test and inventory results. **Advisement:** Make recommendations based on appraisal of test and inventory results to help students make decisions for their future.	Classroom, Small Group, Individual (Tier 1, Tier 2)
Counseling	Provide assistance, interventions, and emotional support during times of transition, heightened stress, critical event responses, significant change or other situations impeding social/emotional, academic, and career development. Counseling theories, techniques, and interventions are used by professionally trained counseling staff.	Small Group, Individual (Tier 2, Tier 3)

Indirect Student Services

Indirect student services are provided on behalf of students through interactions with families, staff, administrators, Tribal Education Leaders, and community and healthcare partners to coordinate supports, strengthen access, and improve outcomes. These services are delivered, in partnership with school student success teams, through referrals, consultation, and collaboration.

Indirect Service	Description	Primary Partners (MTSS alignment)
Referrals	Connect students and families to internal and external supports, including more intensive or specialized services when needed.	Students, Families, School-based Mental Health Centers, and Community and Healthcare Partners (Tier 2 and Tier 3)
Consultation	Provide information, perspectives, strategies, best practices, and recommendations that strengthen the ability of others to support student needs and success. Seek information on what students might need to address an issue and strategies to improve academic success and enhance future-readiness.	Educators, Administrators, Families, Peer Consultant, Tribal Education Leaders, School-based Mental Health Centers, and Community and Healthcare Partners (Tier 2 and Tier 3)
Collaboration	Coordinates shared responsibility among partners (e.g., staff, families/guardians, Tribal Education Leaders, community organizations and healthcare partners, etc.) to advance identified student or schoolwide goals, including teaming, family workshops, professional learning, committee participation, and critical event response.	Educators, Administrators, Families, Tribal Education Leaders, School-based Mental Health Centers, and Community and Healthcare Partners (Tier 2 and Tier 3)

Developmental Domains

A comprehensive school counseling program supports student preparation through three developmental domains: Social/Emotional, Academic, and Career. Program curriculum, activities, and services across these domains promote student learning, personal and collective efficacy, and local and global community involvement. A focus on these domains creates a school culture of college, career, and life readiness for all students.

Social/Emotional Development

Social/Emotional development provides the foundation for acquiring and applying the knowledge, skills, and attitudes that are important for:

- developing healthy identities.
- managing emotions.
- achieving personal and collective goals.
- feeling and showing empathy for others.
- establishing and maintaining supportive relationships.
- making responsible and caring decisions.

Students develop a sense of agency and have opportunities to engage in participatory leadership and community experiences that empower them to recognize how their strengths and contributions can transform their school, local community, and broader society. Communication, conflict resolution, collaborative problem-solving, responsible decision-making, and healthy coping skills to promote mental health and overall well-being are some of the skills developed. These skills promote a student's ability to thrive at school, work, home, and in community.

Academic Development

Academic development provides the foundation for acquiring the skills, habits, and knowledge students need to demonstrate to be successful in school, and to understand the relationship between academics and the world of work. Students set goals, develop personalized plans, and engage in activities that provide a roadmap for choosing classes and programs of study aligned to their interests, talents, and career aspirations. Students are able to connect classroom learning to local issues and community-led academic support (e.g., libraries, tutoring centers, and cultural organizations). Students' learning experiences and growth develop over time; therefore, goals and course plans are revisited regularly to support students throughout school and beyond, as they become contributors to their school, family, and community.

Career Development

Career development builds a foundation for students to gain the skills, mindsets, and knowledge needed to successfully transition to postsecondary education, training, and the workforce. By integrating career information and career-connected learning throughout the school counseling program and curriculum, students at all grade levels engage in career awareness, exploration, preparation, and training. These experiences provide opportunities to develop essential employability skills, participate in hands-on real-world learning and work-based experiences, and connect with business and industry partners. Ultimately, this preparation helps students pursue high-wage, high-demand career pathways.

Program Multi-Tiered and Multi-Domain System of Supports

School counseling programs are a vital part of a school's student success system (e.g., MTSS, RTI, PBIS). Through direct services, indirect services, and schoolwide practices, school counseling programs strengthen the conditions for learning and well-being and are foundational in supporting students holistically across social/emotional, academic, and career development. Programs use student data, such as traditional and expanded student indicators, to identify student needs, understand contributing conditions, and select research and evidence-based strategies that promote equitable outcomes. School counseling programs use a constructive view of students, based on student strengths. As such, programs emphasize person-first language by saying a "student is in need of tiered services or supports," rather than saying this is a "tier 3 student."

School counseling staff provide leadership, advocacy, and collaboration through the program multi-tiered and multi-domain system of supports by participating in district and school leadership teams, using data and improvement routines, and in collaboration with school student success teams to provide supports. Programs rely on student data indicators to plan, deliver, and improve universal, supplemental, and intensive interventions, including individual and group counseling aligned to Oregon's Comprehensive School Counseling Student Standards.

Strong partnerships with families, educators, administrators, school-based mental health and health centers, Tribal Education Leaders, communities, and business leaders are integral to addressing the needs of the whole student within a comprehensive school counseling program. Through these partnerships, school counseling programs promote culturally responsive and trauma-informed practices, student mental health and well-being, academic achievement, and college and career readiness. The program multi-tiered and multi-domain system of supports moves beyond grades and behavior alone to ensure a well-rounded, holistic system of supports are provided so every student can thrive.

The following examples identify how school counselors, school social workers, and counseling staff support students within their scope of license and professional training across program multi-tiered and multi-domain system of supports.

Tier 1: Universal Supports (All Students | 100%)

Provides services and supports to all students, such as classroom instruction and individual student planning, as well as schoolwide programs and activities that develop skills, affirm student strengths and successes, foster belonging (e.g., affinity groups), and promote readiness across the three developmental domains.

Tier 2: Supplemental Supports (Some Students | ~20%)

Provides focused, data-driven interventions for some students who benefit from additional support. Services may include small groups and short-term individual supports, such as counseling or skill-building, identified through evidence-based screening tools and data indicators (e.g., attendance, behavior, grades, study skills, work habits, credit status).

Tier 3: Intensive Supports (Few Students | ~5-10%)

Provides individualized and intensive supports for students experiencing academic, behavioral, or mental health needs, crisis events, or needs not resolved through Tier 2. School counseling programs address these situations through intentional coordination and response. Counseling staff may provide support, crisis response, consult with partners, and connect students and families to specialized services and resources as needed.

The table below shows various examples of supports within each tier and across the developmental domains.

Example Supports Within Each Tier Across the Developmental Domains

	Social/Emotional	Academic	Career
Intensive Supports (Few students) TIER 3	• Short-term, individual counseling • Crisis response, safety planning • Referral to school-based mental health or health center, or community agencies	• Referral for specialized instruction • Advocate for Special Education services when indicated	• Referral to resources (e.g., FAFSA, scholarships, etc. • Short-term, individual counseling and advisement
Supplemental Supports (Some students) TIER 2	• Short-term, small group for anger, conflict resolution, skills, etc. • Social skill & emotion regulation skill-building • Check-in/check-out	• Individual advisement • Referral to tutoring and/or other assistance • Short-term, small group for academic skill-building	• Collaboration with career & college reps • Short-term, small group career & college readiness • Referral for mentoring and/or additional supports
Universal Supports (All students) TIER 1	• Classroom lessons on emotion regulation, stress management, etc. • Bullying, suicide, and substance use prevention	• Classroom lessons on organization, study skills, time management, etc. • Transition to next grade level	• Classroom lessons on career and college readiness and activities • Student appraisal and advisement • Education Plan & Profile (grades 7-12)

Manage

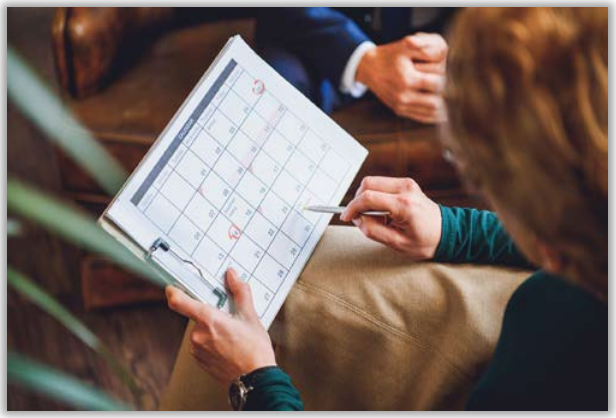
The Manage component is achieved through program organizational data collection, reporting, and communication tools that help counseling staff to:

- plan for each and every student to learn Oregon's Comprehensive School Counseling Student Standards.
- identify and address access, opportunity, and achievement indicators.
- plan and monitor time.
- educate and advocate for the program.

Program Data Collection Plans & Reports

Program data collection plans and reports in this section provide the tools required to effectively plan, deliver, and report on how the program outcomes are being met. These tools help counseling staff describe what is delivered, who is reached, what outcomes are identified, and how the program priorities are addressed.

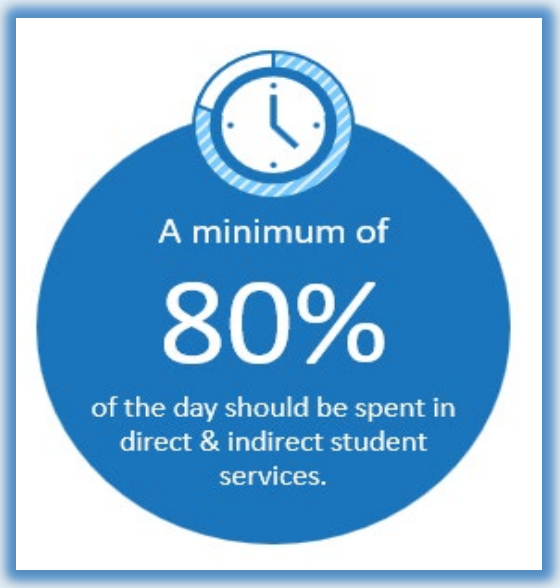
Tool / Element	Description	How it Supports Outcomes
Student Standards Delivery Plan	The student standards and priority skills the program will emphasize across social/emotional, academic, and career domains.	Ensures every student has access to planned, standards-aligned learning and skill development.
Lesson Plan and Data Report	Standards-aligned instruction that is delivered (includes topic, audience, participation, and outcome or learning evidence) to whole school or class lessons, and small groups.	Improves student learning outcomes by using participation and learning evidence to refine instruction over time.
Small Group Plan and Data Report	Focused group purpose, criteria for participation, strategies used, and outcome evidence.	Supports focused interventions for students who will/may benefit from additional support.
School Counseling Data Priorities	The program prioritizes student data indicators based on school, district, and state improvement goals, monitoring systems, and performance growth targets.	Aligns program to district and school improvement priorities and focuses attention on focal student group outcomes.
Achievement Gap Plan and Data Report	A focused plan to address each prioritized data indicator from the school and district performance growth targets that strengthen access and outcomes for focal student groups, including contributing conditions and outcome measures.	Guides equity-centered improvement and documents progress toward stronger outcomes for focal student groups.



Program Service Tracking & Communication

The program service tracking and communication tools in this section are intended to support counseling staff with planning, organizing, and communication of time on various program activities, services, and supports. Districts and schools may adapt the tools and documentation processes to fit local context, staff roles, student needs, collective bargaining agreements, and existing data systems while maintaining the core purposes of program planning, service delivery, and data-informed improvement, and communication with education partners.

Tool / Element	Description	How it Supports Outcomes
Annual Administrator Conference	Annual review of program priorities, results, role expectations, and conditions for effective implementation that are conducted between the counseling staff and their administrator.	Aligns program priorities and staffing conditions to support equitable access and improved student outcomes.
Advisory Council (Fall and Spring meeting)	Education partner input on program priorities, strengths, barriers, and improvement opportunities.	Ensures program priorities reflect student and community strengths and needs, improving relevance, access, and outcomes. Opportunity for broader community partnerships to support student outcomes.
Use of Time (5-day Calculator)	A summary of how time is allocated across direct and indirect services and program management.	Provides data to inform increased capacity for direct and indirect student services that improve access, life readiness, and academic success.
Weekly Calendar	How program services and activities are organized and tracked across a typical week.	Protects time for high-impact services and instruction, increasing access to supports that improve student readiness and success.
Annual Calendar	Planned program activities, events, and communication points across the year are used to plan, coordinate, and collaborate to accomplish.	Improves coordination with school events, family engagement, and consistent access to supports.



Recommended alignment to the ASCA National Model and best practice, school counselors are most effective when most of their time (approximately 80%) is dedicated to direct and indirect services with and for students, including delivering school counseling instruction, conducting appraisal and advisement, and providing counseling services. With the remaining time (approximately 20%), school counselors are dedicated to program management, planning, and schoolwide system support that ensures the program is implemented with quality and consistency. Districts should also consider these percentages of time when school social workers and other counseling staff are providing services within the program.

Student Data

School counseling programs use student data to inform program development, implementation, and assessment. The data helps to:

- monitor student access, future-readiness, and academic success.
- identify where students may benefit from additional skill-building and supports.
- identify achievement and opportunity gaps and the conditions that contribute to them.
- assess the effectiveness of program activities aligned to performance growth targets.
- communicate program impact to decision-makers and educational partners.

The table below provides three required data category areas used to plan for and report results of the program. The data indicators with an asterisk (*) are aligned with statewide performance growth targets and metrics.

Data Category	Description	How Counseling Staff Use This Data
Participation data	Provides program access data on who are the students that the program is currently serving, how many students, how often they participate, and for how long, with specific focus on focal student groups.	Describes reach and access, including who is being served and not served, and where programmatic access can be strengthened.
Comprehensive School Counseling Student Standards data	Evidence of student learning and growth related to Oregon's Comprehensive School Counseling Student Standards (often measured through pre and post measures and other learning evidence).	Monitors progress toward standards-aligned skills and mindsets and informs improvements to instruction and interventions.
Achievement data	Student outcome indicators that can reflect program impact, such as: • attendance rates (i.e., K-2, K-12)* • grade-level benchmark assessments/ proficiency (i.e., 3rd grade ELA, 8th grade Math)* • graduation rates (i.e., 4-year graduation)* • on-track indicators (i.e., 9th grade on-track)* • completion rates (i.e., 5-year completion)* • traditional grades (i.e., tests, homework) • standards-based grades (i.e., mastery of specific learning targets or skills) • promotion rates (i.e., moving from one grade to the next)	Identifies patterns in outcomes and contributing conditions, helping teams strengthen supports, improve access, and reduce barriers over time. It includes measurement of any factors contributing to achievement, including but not limited to: • discipline rates • systemic barriers • student perspectives • education partner perspectives

Assess

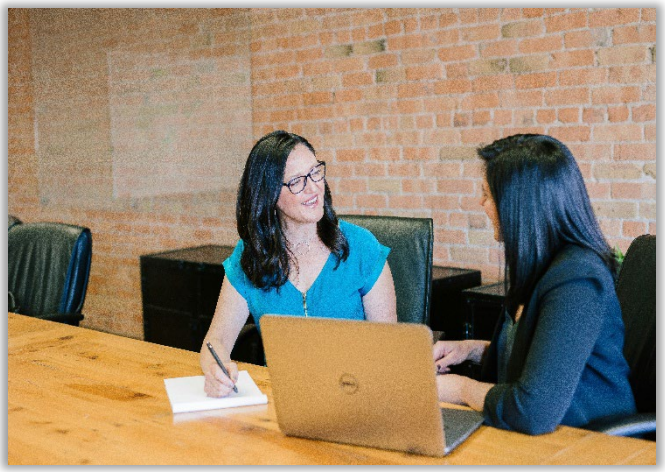
The Assess component supports regular review of both program implementation and professional practice to strengthen effectiveness in improving access, future-readiness, and academic success for each and every student. Assessing program design, delivery, and outcomes strengthens continuous improvement, clarifies impact, and supports equitable benefits for all learners.

Program Assessment

District and building administrators can work collaboratively with counseling staff to evaluate the design, delivery, access, and outcomes of the comprehensive school counseling program. The assessment is aligned to Oregon's Framework and uses multiple forms of data to identify what is working, where barriers remain, and how to strengthen program areas.

Tool / Resource	Description	How it Supports Student Success
School Counseling Program Assessment	A structured review of program alignment to Oregon's Framework for Comprehensive School Counseling Programs, including design, delivery, and impact on student access, life readiness, and academic success.	Strengthens program quality and coherence, supports continuous improvement, and helps counseling staff communicate impact over time.

Role-Specific Assessment & Performance Appraisal



Role-specific professional assessment and appraisal support continuous improvement by clarifying expectations, strengthening professional growth, and documenting impact. When districts develop evaluation criteria that are aligned to role-specific standards and program priorities, it can strengthen role clarity and improve effectiveness by connecting professional standards, license, assigned responsibilities, district evaluation system, and applicable collective bargaining agreements to intentional development, feedback, and performance conversations.

Tool / Resource	Description	How it Supports Student Success
Professional Standards and Competencies Assessment	Districts and schools may use role-specific professional standards and competencies for school counselors and school social workers (e.g., ASCA School Counselor Professional Standards and Competencies and NASW Practice Standards for School Social Workers, etc.), or other counseling staff to inform self-reflection and professional learning plans aligned to program implementation..	Strengthens practice and professional competencies over time, improving student access, well-being, and outcomes.
Performance Appraisal (i.e., Performance Evaluation)	District and building administrators may use role-specific appraisals (i.e., performance evaluations) alongside role-specific standards and expectations, to clarify performance, gather feedback, and document growth of counseling staff.	Creates a structured opportunity to review evidence of practice and demonstrate how program services contribute to improved student outcomes and student success system improvement.

OREGON DEPARTMENT OF EDUCATION

Appendix A

Recommended School Counselor Program Aligned Activities

This table provides ASCA recommendations of activities for school counselors commonly aligned and not aligned with a comprehensive school counseling program. When assigning program non-aligned duties, administrators may consider whether the responsibility is part of the comprehensive program, part of another's assigned role, or a local operational duty requiring protected time and support.

Program Aligned Activities	Program Non-Aligned Activities
Appraisal and advisement for academic, college, and career planning.	Building the master schedule.
Academic advising for new students.	Coordinating paperwork and data entry of all new students.
Presenting school counseling lessons based on Oregon's Comprehensive School Counseling Student Standards to address students' developmental needs and needs identified through data.	Covering classes when teachers are absent or to create teacher planning time.
Consulting with teachers about building classroom connections, effective classroom management and the role of the Oregon's Comprehensive School Counseling Student Standards in student success.	Supervising classrooms, common areas, in-school suspension or time-out rooms.
Interpreting cognitive, aptitude, and achievement tests.	Coordinating school/district cognitive, aptitude and achievement testing programs.
Analyzing schoolwide and school counseling program data.	Serving as a data entry clerk.
Analyzing GPAs in relationship to achievement.	Computing GPAs.
Interpreting student records.	Maintaining student records.
Protecting student records and information per state and federal regulations.	Keeping/filing clerical records.
Providing short-term individual and small-group counseling services to students.	Providing long-term counseling in schools.
Providing counseling to students who are frequently tardy or absent.	Signing excuses for students who are tardy or absent.
Providing counseling and/or skill building for students in need of additional support.	Disciplining students or assigning discipline consequences.
Consulting with the school administrator to identify and resolve student issues, needs, and problems.	Assisting with duties in the principal's office.
Advocating for students at individual education plan and 504 meetings, student study teams, and school attendance review boards, as necessary. Case management duties when appropriate and in collaboration with the student success team.	Coordinating, leading, and facilitating Individualized Education Programs (IEPs), 504 plans, student study teams, MTSS teams, and school attendance review teams.

Appendix B

Oregon Administrative Rules (OARs) Related to Comprehensive School Counseling

The following rules are required for districts and schools related to comprehensive school counseling:

581-021-0013 Child Development Specialist Programs

A CDS program is authorized by ODE as an optional component of a school district's comprehensive K-8 counseling program. Specialists in these roles have a range of training and experience, and work as a team to provide services and supports to children and their families.

581-022-0102 Definitions

Provides the foundational definitions used within Division 22, which governs the standards for public elementary and secondary schools in Oregon, and creates consistent interpretation of education requirements across the state. Relevant terms include career technical education, career-connected learning experiences, comprehensive school counseling program, and education plan and profile.

581-022-2000 Diploma Requirements

Establishes the minimum requirements for awarding high school diplomas in Oregon. This includes content areas and credit requirements, personalized learning and evidence, and diploma types.

581-022-2030 District Curriculum

School districts are required to provide a planned K–12 instructional program that meets specific state standards. Defines curriculum and identifies content areas that must have common curriculum goals.

581-022-2055 Career Education

School districts are required to provide a comprehensive career education program for all students from Kindergarten through Grade 12, which must integrate with the comprehensive school counseling program.

581-022-2060 Comprehensive School Counseling

Establishes the legal requirements for comprehensive school counseling programs in Oregon's public schools. It ensures all K-12 students receive coordinated services for social/emotional, academic, career, and community involvement development. The rule also outlines mandates for district staffing, recommended ratios, and program evaluation reviews.

Appendix C

Glossary

Achievement Data: Measures used to evaluate a student's academic performance and progress, including factors that contribute to achievement.

Action Plan: Written description of how the school district intends to achieve the program mission and goals and student outcomes. Items in an action plan might include a general program description, student standards and outcomes for each development domain, annual activities and services, timelines and responsibilities for activities and services, expected student outcome, and data used to measure the results.

Advocacy: Actively supporting causes, ideas, or policies that promote and assist student social/emotional, academic, and career needs. One form of advocacy is the process of actively identifying student from underrepresented and underserved populations and supporting them in their efforts to perform at their highest level.

Articulation: A coordinating process to link two or more educational systems within a community or educational programs between grades and between schools.

Career Development: Those aspects of an individual's experience which are relevant to personal choice, entry, and progress in educational, career, and vocational pursuits; a lifelong process through which individuals come to understand themselves in relationship to education and work.

Career Education: Counseling curriculum components that link education to the world of work; instructional activities and work-related experiences designed to support career connected learning for each and every student.

Collaboration: A partnership in which two or more individuals or organizations actively work together on a project or problem.

Competency: A skill or ability.

Comprehensive School Counseling Program: A development, proactive, preventative, coordinated program, integral to the total educational program of each district and school, that helps each student develop mindsets and behaviors in the areas of social/emotional, academic, and career development to ensure success in school and in future pursuits.

Consultation: A process of sharing and receiving information and ideas.

Counseling: A specialized process implemented by professionally trained and licensed persons, involving a variety of techniques and strategies that help students explore social/emotional, academic, and career concerns to ensure healthy development, academic progress, and successful transitions to next steps.

Counseling Staff: Generally, refers to TSPC-licensed school counselors, TSPC-licensed school social workers, and other counseling personnel (e.g., child development specialists, school psychologists, school nurses, non-TSPC licensed social workers, qualified mental health professionals, and other external healthcare partners) who work together implement programs within their role-specific professional training, scope, and expertise. When school counselors and school social workers are explicitly named, and "other counseling staff" are included, the "other counseling staff" refers to the team approach of other qualified counseling personnel. These roles are not interchangeable.

Curriculum: An organized framework of teaching/learning units, activities, experiences, assessments, and materials that lead to the achievement of a specific student outcome or set of student outcomes.

Data-driven: Decisions concerning future action that are based on information, survey reports, assessments, statistics, or other forms of data.

Disaggregated Data: Data separated into component parts by specific variables such as ethnicity, gender, and socioeconomic status.

Developmental Domains: Three broad developmental areas of mindsets and behaviors that promote and enhance student learning. In the Oregon framework, three student development domains are described as Learning to Live (Social/Emotional), Learning to Learn (Academic) and Learning to Work (Career).

Guidance: Previously used term which described the role of an individual who provided vocational counseling to students.

Indicator: Measurable evidence that students have the knowledge, skills or abilities, and attitudes of a specific competency.

Participation Data: Method of evaluation that looks at specific activities and services in terms of numbers of students served, group activities, and classroom visits rather than the student outcomes from those activities.

Program: A coordinated and systemic framework designed to ensure the social/emotional, academic, and career development of every student. The program is preventative and developmental, using data to identify and address student needs.

Program Assessment: An evaluation of the current status of a school counseling program based upon Oregon's Framework components. The purpose for conducting a program assessment is to guide action for program development and improvement.

School Student Success Teams: These are school teams made up of multidisciplinary roles who include but are not limited to educators, administrators, special education educators, behavior specialists, coaches, curriculum specialists, and other staff. Counseling staff work in collaboration with these teams to support multi-tiered system of supports, positive behavior interventions and supports, and response to interventions to improve student outcomes for academics, attendance, and well-being.

Scope and Sequence: The range, logical order, and continuity of activities and services within the student outcomes for all developmental domains.

Standard: A statement that describes what students should know and be able to do.

Student Standards Data: Data that measures what students and others perceive and observe about knowledge gained, attitudes and beliefs held, or competencies achieved.

Student Success System: This is a set of structures and strategies that schools use to organize data, align school practices, and engage with students and families. It builds upon existing systems, such as multi-tiered system of supports, response to intervention, and positive behavioral interventions and supports.

Systemic Change: Change affecting the entire system. The focus of the changes is upon the dynamic of the environment and the organization, not on the individual.