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COMPREHENSIVE SCHOOL COUNSELING PLAN HANDBOOK

2024-2025

Medford School District
School Counseling Program
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SCHOOL COUNSELING PROGRAM HANDBOOK DEVELOPMENT

This school counseling program handbook was first designed and developed through a collaborative process in 2020. It serves as both a guide and a resource for school counselors and administrators as they design, implement, evaluate and improve their programs and services for students. The **Medford School District School Counseling Team** is to be recognized for their dedication and commitment to the development of a comprehensive school counseling program handbook and for leading the way as advocates for improved programs, policies, practices and outcomes for the students of Medford School District.

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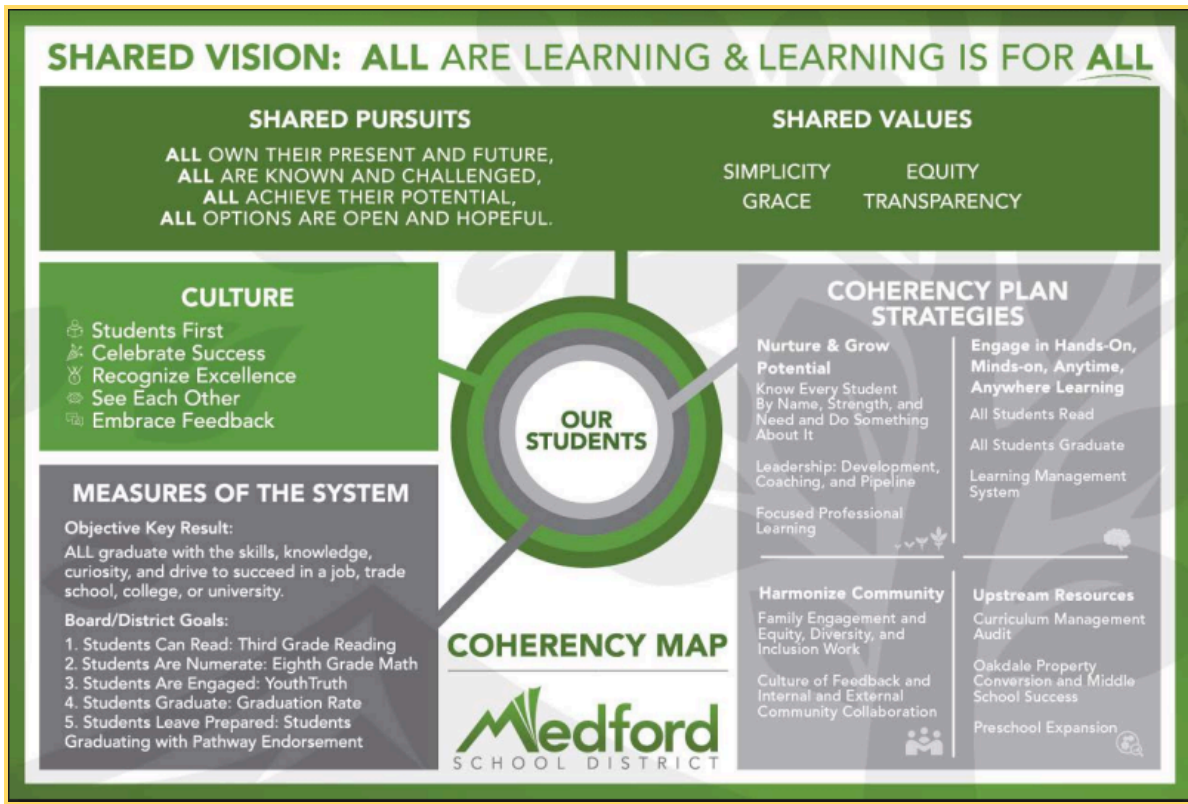
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MEDFORD SCHOOL DISTRICT STRATEGIC PLAN



Medford SCHOOL DISTRICT LEADERSHIP DEFINITION

In the Medford School District, leadership matters. We aspire to become **ABLE** Leaders: **A**cting with Courageous Leadership; **B**uilding Collaborative Relationships; **L**iving Disciplined Character; and **E**nsuring High Quality Student Learning. We...

Act with Courageous Leadership:

- ▶ Hold students at the center of our work and bring our shared vision to life.
- ▶ Act and make decisions that are grounded in evidence, equity, and a relentless pursuit of excellence.
- ▶ Thoughtfully challenge the status quo and use courageous conversations, curiosity, and engagement to empower our teams toward a more hopeful tomorrow.
- ▶ Inspire students, teams, and each other to continuously improve, and celebrate those improvements.

Build Collaborative Relationships:

- ▶ Work to establish and grow trust from all stakeholders by communicating clearly and transparently, listening well, and seeing others.
- ▶ Embrace feedback, using it to inform decision-making and improve the system.
- ▶ Build shared decisions and drive collaboration by acting as servant leaders, assuming positive intent, and caring for and learning from others.
- ▶ Fiercely dedicate ourselves to learning for ALL, and believe that connections between and among our students, employees, families, and community will lead to a more hopeful future.

Live Disciplined Character:

- ▶ Model constant personal growth, intentional reflection, and self awareness.
- ▶ Welcome the hard work of our roles, approaching tasks and failing forward with grit and a growth mindset.
- ▶ Own our decisions, lead and respond with grace, hold ourselves accountable, and are quick to apologize and quicker to forgive.
- ▶ Lead with integrity, honesty, empathy, kindness, humility, and joy.

Ensure Quality Student Learning:

- ▶ Continually work toward systemic equity and ensure that ALL students are known by name, strength, and need, and then do something about it.
- ▶ Possess an unwavering commitment to students and rigorous, data-driven, research-based learning outcomes for ALL.
- ▶ Ensure that students own their present and future, listen to their voices, and adapt our systems to best meet their needs.
- ▶ Recognize that students are whole human beings with individual needs, and strive to provide an environment that is inclusive, welcoming, compassionate, and hopeful.

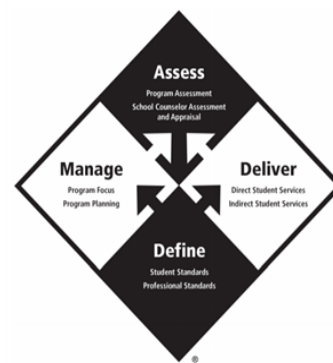
SCHOOL COUNSELING PROGRAM GUIDELINES

OVERVIEW

This section contains the Medford School District School Counseling Program Guidelines aligned with the ASCA National Model, 4th Edition (2019), and revised by agreement of all school counselors in the 2023-24 school year.

I. DEFINE

- 1.1 Three broad **domains of student development** will guide the school counseling program: **Academic, College/Career, and Social/Emotional**.
- 1.2 **ASCA's National Model, ASCA Mindsets and Behaviors Standards, ASCA School Counselor Professional Standards and Competencies, ASCA Ethical Standards for School Counselors, and ASCA Position Statements** will guide the school counselors' program, practice and professionalism within Medford School District.
- 1.3 **State educational laws and codes** as well as **local strategic plans and guidelines** will guide the school counseling program within the Medford School District.
- 1.4 School counseling program **handbook guidelines** will be **reviewed and modified each year** to establish the priorities and direction for school counseling and support services provided to students in grades K-12.



II. MANAGE

- 2.1 The Medford School District-aligned school counseling program **vision and mission statements** define the vision and focus for managing and implementing a school counseling program for all students.
- 2.2 As members of the school staff, school counselors will assume **planning, calendaring, and management responsibilities** in the school counseling program.
- 2.3 School counselors and support staff will **meet regularly** as **Professional Learning Communities** (PLCs) to review student data and identify, prioritize, and target student needs.

- 2.4 School counselors will **use school and district data** to identify student strengths, needs, equity/access issues, achievement/opportunity gaps, barriers to success, and other systemic issues.
- 2.5 School counselors will **collect process, perception, and outcome data** to progress monitor and evaluate the management, delivery, and assessment of the school counseling program.
- 2.6 School counseling **annual student outcome (SMART) goals** will be reviewed and modified each year to establish the priorities and direction for school counseling and support services provided to students in grades K-12.
- 2.7 School counselors will **develop action plans** for Tier 1 (curriculum, individual student planning, and schoolwide programs and activities) and Tier 2 (data driven interventions and systems change initiatives).
- 2.8 School counselors will **develop high-quality, detailed, engaging written lesson plans** for Tier 1 curriculum and Tier 2 small groups/interventions.
- 2.9 The school counseling program will **engage with families and encourage family collaboration** concerning academic, college/career, and social/emotional development and decision-making for all students in grades K-12.
- 2.10 School counselors and support staff will **collaborate with school administration and site leadership teams** in order to ensure effective implementation of school counseling services.
- 2.11 School counseling departments and administrators will collaborate to determine **hours of operation** which allow adequate opportunities for students and working families to access counseling services both within and outside of the regular school day.
- 2.12 The **student-to-school counselor ratio and assignment of students** to school counselors will be determined by the school counseling department and administration at each school site based on the unique programmatic considerations of the school and student population. These decisions should ensure school counselors equitably address the needs of all students.
- 2.13 School counselors' **use of time** will be determined in mutual agreement by the counselors, site administrators, and the district office in accordance with the Medford School Counseling program goals.
- 2.14 The **roles and responsibilities** of school counselors will be determined by the counselors, administrators, and district office in accordance with the national frameworks, ethical guidelines, and district priorities.
- 2.15 School counselors and those supporting the school counseling program (i.e. administrators) will be provided **school counseling specific professional learning** opportunities based on individual needs, site needs, and resources available.
- 2.16 School counselors and support staff will provide **information and materials to staff** on topics and issues that impact teaching, learning, and school climate/culture.

- 2.17 School counseling departments at each site will systematically and equitably **provide information to staff, families, and the community via multiple methods** regarding the school counseling program activities, services, and support options available.

III. DELIVER

- 3.1 All students (K-12) will be provided age and grade appropriate planned **school counseling curriculum** that promotes attitudes, knowledge, and skills through instruction in academic achievement, college/career readiness, and social/emotional growth.
- 3.2 School counselors will help students monitor and manage their own learning, as well as to **establish personal goals and future plans**.
- 3.3 School counselors will meet with all students (grades 6-12) to **develop a seven-year graduation plan** beginning in sixth grade, which includes appropriate coursework for successful graduation from high school and transition to postsecondary institutions or to work.
- 3.4 School counselors will coordinate **school/district-wide programs and activities** in alignment with the school counseling curriculum to support the academic, college/career, and social/emotional development of students.
- 3.5 School counseling programs and services will be provided to **educate, engage, and increase family participation** in the areas of academic, college/career and social/emotional development and decision making for all students grades K-12.
- 3.6 **Intentional, targeted, data-driven interventions** will be provided to students who need additional support to address academic achievement, college/career readiness, or social/emotional concerns.
- 3.7 School counselors will **utilize site and district resources**, as well as collaborate with local businesses, industries, and agencies to develop community resources, to provide Tier 2 support and increase opportunities for students and families.
- 3.8 School counselors will **consult** with administrators, teachers, staff, families, and other key stakeholders regularly to provide information, professional opinions, and recommendations about students' needs, and to receive feedback on the emerging needs of students.
- 3.9 School counselors will participate in internal school and district committees, teams, partnerships, and advisory boards to **collaborate** on student needs, support programs in the school and community, and gain support for the school counseling program.
- 3.10 **Short-term Tier 3 school counseling supports** will be provided to students as appropriate during times of crisis, transition, heightened stress, critical change, or other situations in which Tier 2 support is not adequate.
- 3.11 School counselors will **refer to school, district, and community resources** when students' needs extend beyond the role and responsibilities of the school counselor.

IV. ASSESS

- 4.1 School counselors will annually select Tier 1 and Tier 2 activities to **assess their effectiveness** and determine how students are different as a result.
- 4.2 School counselors will systematically **share the impact of their Tier 1 and Tier 2 activities** with key stakeholders (i.e., Flashlight presentations, one pagers, highlight reels, results reports).
- 4.3 School counselors will annually **complete a program assessment** to determine program strengths and areas of thoughtfulness for improvement (i.e. ASCA School Counseling Program Assessment).
- 4.4 School counselors will annually **self-assess their attitudes, knowledge, and skills** based on the ASCA School Counselor Professional Standards and Competencies Assessment to facilitate professional growth.
- 4.5 The **school counselor performance evaluation tool** will reflect the duties and responsibilities expected of school counselors, as defined by the ASCA National Model, ASCA School Counselor Professional Standards and Competencies, ASCA Ethical Guidelines, and the Medford School District School Counseling Program Handbook (this document).
- 4.6 School counselors serve as **leaders in the school community** to promote and support student success and act as **systems change agents** to create an environment that promotes and supports student success.

OVERVIEW

The *DEFINE* component includes the *defining* documents of the school counseling profession. The ASCA National Model calls for three sets of standards to help school counselors to develop, implement and evaluate the school counseling program. The first are the *ASCA Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student*, which detail the attitudes, knowledge, and skills students need for academic success, college/career readiness, and social/emotional development. The other two types of standards are for school counselors, including the *ASCA School Counselor Professional Standards & Competencies* and the *ASCA Ethical Standards for School Counselors*. Additionally, district, local and state codes, laws, and initiatives guide the development of the school counseling program, including this handbook which should be updated annually.

DOMAINS

- 1.1 Three broad **domains of student development** will guide the school counseling program: **Academic, College/Career, and Social/Emotional.**

Within the Medford School District, three broad domains will guide school counseling activities: academic, college/career, and social/emotional development. Within the academic domain, school counselors support and enhance students' learning environments and equip students with tools to assist them in learning. For college/career development, school counselors assist students in understanding the connection between school and the world of work and in planning for transition from school to the postsecondary pathway of their choice. To address social/emotional development, school counselors help students with the management of self and emotions as well as the application of interpersonal and relationship skills.

School counselors operate within all three of these domains to address developmentally appropriate student needs. Oftentimes, elementary school counselors place a greater emphasis on social/emotional development while high school counselors do so with college/career development; however, school counselors at all levels should address all three domains.

NATIONAL STANDARDS

- 1.2 ASCA's National Model, **ASCA Mindsets and Behaviors Standards, ASCA School Counselor Professional Standards and Competencies, ASCA Ethical Standards for School Counselors, and ASCA Position Statements** will guide the school counselors' program, practice and professionalism within Medford School District.

Student Standards

The [ASCA Mindsets and Behaviors for Student Success](#) are student standards that guide and/or align with the development of the program for all students. They outline what all students should know, understand, and be able to do as a result of participating in a school counseling program. These 35 standards contain six Mindset standards and 29 Behavior standards in three subcategories of Learning Strategies, Self-Management Skills, and Social Skills. The standards are research-based and are organized based on the non-cognitive factors in **Teaching Adolescents to Become Learners (University of Chicago, 2012)**.

Grade-level competencies are the specific, measurable objectives that students attain as they make progress toward a standard. Competencies for the ASCA Mindsets and Behaviors are housed in the online database at www.schoolcounselor.org/studentcompetencies. Student competency attainment assures equitable access to school counseling services for all students, and the selected student standards and competencies are aligned with academic content standards at the state and district level.

School counselors are also encouraged to consider the other student standards, such as:

- [Eight Components of College and Career Readiness \(NOSCA\)](#)
- [CASEL Core Competencies](#)
- [Learning for Justice Social Justice Standards](#)
- [National Career Employability Standards](#)
- [National Career Development Standards](#)

Professional Standards

Professional standards ensure school counselors are equipped to meet the demands and rigor of the professional practice. Professional standards outline the attitudes, knowledge, and skills that guide and advise the daily practice of the school counselor. The following foundational documents serve to guide expectations for the school counseling program and the practice and professionalism of the school counselor.

- [ASCA School Counselor Professional Standards and Competencies](#) serve as a guide for school counselor self-evaluation and formulation of professional development plans.
- [ASCA Ethical Standards for School Counselors](#) specify the principles of ethical behavior and serve as standards of accepted practice, guiding the school counselor's decision-making process to protect both the students and school counselor.
- [ASCA Position Statements](#) guide and support the recommended role of the school counselor and are approved each year by the Governing Board of the American School Counselor Association.
- [ASCA National Model Executive Summary](#) is the abbreviated version of the defining publication for the school counseling profession.

STATE & LOCAL GUIDELINES

- 1.3 **State educational laws and codes** as well as **local strategic plans and guidelines** will guide the school counseling program within the Medford School District.

In addition to the professional standards outlined in the national framework, state foundational documents also serve to guide expectations for the school counseling program and school counselor's practice. For example, [ODE Division 22](#) reflects the Oregon legislature's recommendations for districts with comprehensive school counseling programs. Local school and district strategic plans also serve as guides for the school counseling program and school counselor's role. Some districts find it helpful to refer to their union contracts as well for alignment. Ultimately, best practice is for school counseling program activities and interventions to be aligned with local and state initiatives.

SCHOOL COUNSELING PROGRAM HANDBOOK

- 1.4 School counseling program **handbook guidelines** will be **reviewed and modified each year** to establish the priorities and direction for school counseling services provided to students in grades K-12.

As districts and counties develop comprehensive school counseling programs, they also develop the school counseling program handbook (this document) to outline the priorities and future direction of the school counseling program. The purpose is to implement common practices with consistency between and among all schools. The handbook is intended to be a living, breathing document that is modified and updated as needed; therefore, it is reviewed and modified annually by a local committee of school counselors and school counselor leaders.

MANAGE

OVERVIEW

The *MANAGE* component of the ASCA National Model includes program focus and program planning. The vision school counselors have for their students and the program mission they create to reach that vision make up the program focus. Program planning is essential to ensure efficiency and effectiveness in the delivery of activities to address the developmental needs of all students. To assist with program planning, there are tools to help school counselors to organize their programs and assessments to determine if desired results are reached.

As a part of managing their programs, school counselors collaborate with their level specific colleagues throughout the district to ensure agreed-upon “franchised” services (curriculum and interventions) are calendared and provided district wide. School counselors use data to set local priorities and to drive decision-making on the use of time. They also collaborate with school counselors at different levels to plan and support appropriate articulation activities to ensure a smooth school transition process for students. Planning and meeting with colleagues is essential to ensuring school counseling programs are delivered systemically throughout the district.

PROGRAM FOCUS

- 2.1 The Medford School District-aligned school counseling program **vision and mission statements** define the vision and focus for managing and implementing a school counseling program for all students.

Vision Statement

The school counseling vision statement describes what school counselors envision for students five to 15 years in the future. It is informed by the seven school counselor mindsets in the ASCA Professional Standards & Competencies as well as the personal beliefs of the school counselor(s). It is aligned with the school and district vision statements and creates a clear picture of the best possible future outcomes envisioned for all students.

[In PROGRESS 2023-24. See Guiding Documents above]

Mission Statement

The school counseling mission statement is aligned with the school and district mission statements and describes the school counseling program’s overall purpose, focus, and direction to reach the vision. It emphasizes how the school counseling program ensures equity, access and success for every student, indicating the long-range results desired for the students.

[[In PROGRESS 2023-24. See Guiding Documents above]]

PROGRAM PLANNING

- 2.2 As members of the school staff, school counselors will assume **planning, calendaring, and management responsibilities** of the school counseling program.

While school counselors work collaboratively with others and include the voices of stakeholders in their programs, they are ultimately responsible for planning the school counseling program. School counselors plan by using data to drive their programs, tools and assessments to increase the efficiency of the programs, and collaborative processes to implement their programs.

SCHOOL COUNSELOR MEETINGS / PLCs / DATA TEAMS

- 2.3 School counselors and support staff will **meet regularly** as **Professional Learning Communities** (PLCs) to review student data and identify, prioritize, and target student needs.

School counselors and support staff will analyze student data with administration during PLCs to drive priorities for school counseling services. Based on student data, school counselors and support staff will develop a plan of action to meet student needs.

In alignment with Medford Employee Association contract, it is recommended that school counselors utilize the following guidelines for professional learning communities:

- Counselors and SEAs are recommended to meet weekly within their school or grade level teams and monthly as a district team with the Student Wellness Director

If designated, lead counselor(s) will organize and set agendas, which might include the following:

1. *Information and Announcements* (e.g., discussion about new school or district policies, practices, or procedures, such as a new registration process or new report cards)
2. *Specific Student Concerns* (e.g., individual student issues; questions about handling certain student concerns, such as soliciting suggestions for a mentor of a new foster student; students with high level of risk, such as student who is suicidal)
3. *Program Management* (e.g., climate survey data analysis, finalizing action plans, scheduling groups)
4. *School Counselor Concerns* (e.g., how to work with a teacher who appears to be stressed, or how to talk with an angry parent.)

DATA ANALYSIS

2.4 School counselors will **use school and district data** to identify student strengths, needs, equity/access issues, achievement/opportunity gaps, barriers to success, and other systemic issues.

A comprehensive school counseling program is data-driven. School counselors must be able to show that each activity implemented as part of the school counseling program was developed from a careful analysis of student needs, achievement, and related data. Data-informed school counselors are consistently reviewing school data to determine trends, inequities and student needs.

School counselors determine which Tier 1 curriculum topics to deliver based on student development needs, current school/district data, student standards, and their professional wisdom. At Tiers 2 & 3, school counselors also use data elements to determine interventions for students in need of more. Below are sample data metrics within the three domains of academic, college/career, and social/emotional development to consider in the identification or prioritization of student needs for intentional interventions.

Examples of ACADEMIC Data Elements

LEVEL	TIER 2 - Academic Data Elements (Examples)
PreK-Elementary	<ul style="list-style-type: none"> Students who are missing X% of class time (absent) Students who receive multiple (X#) N's and U's on work skills/study habits portion of the report card. Students identified through non-cognitive surveys as struggling with perseverance, academic mindsets, learning strategies, etc. Students missing more than X% of classwork assignments Students in upper grades with X# D's and F's on quarterly report card
Middle School	<ul style="list-style-type: none"> Students with X# or more "in danger of failing" marks on 1st progress report Students with X# or more "Fs" on 1st quarter/trimester/semester report card Students who do not meet the requirements for grade promotion Eligible students who don't enroll in rigorous courses (i.e. Algebra)
High School	<ul style="list-style-type: none"> Students with X# or more "Fs" on 1st progress Students with X# or more "Fs" on quarter report card Dramatic drop in students' academic work (ex. 3.5-1.8 in a semester) Student with GPA <2.0 Students with >XX% credit deficiency Student 1-2 class credits short of college eligibility

LEVEL	TIER 3 - Academic Data Elements (Examples)
PreK-Elementary	<ul style="list-style-type: none"> Chronic lack of attendance (in class or online) after multiple interventions Lack of academic progress after multiple T2 interventions New student arrives grade levels below with no previous interventions or IEP Dramatic drop in student's academic work

Middle School	<ul style="list-style-type: none"> ● Chronic lack of attendance (in class or online) after multiple interventions ● Lack of academic progress after multiple T2 interventions ● New student arrives grade levels below with no previous interventions or IEP ● Dramatic drop in students academic work ● Students not meeting the requirements for grade promotion after interventions
High School	<ul style="list-style-type: none"> ● Students who failed to promote from 8th grade but advanced to 9th grade ● Freshmen at risk of being off-track ● Credit deficient without opportunity to graduate with their class ● Dramatic drop in student's academic work (ex. 3.5-1.9 in a semester) ● Student transfers in with less than 50% credits needed for grade level.

Examples of COLLEGE/CAREER Data Elements

LEVEL	TIER 2 - College/Career Data Elements (Examples)
PreK-Elementary	<ul style="list-style-type: none"> ● Upper grade students who have not completed college/career assessments provided in Tier 1 curriculum ● Student and parent groups (EL, foster youth, students with disabilities, undocumented youth, and others historically underrepresented) that would benefit from information - <i>in addition to Tier 1</i> - on college/career and financial aid knowledge and opportunities to promote post secondary aspirations
Middle School	<ul style="list-style-type: none"> ● Students who have completed less than XX% of career readiness curriculum ● Students who have completed less than XX% of college knowledge curriculum ● Student groups traditionally marginalized, underserved or underrepresented (undocumented, foster youth, students with disabilities, first generation students) who would benefit from curriculum - <i>addition to Tier 1</i> - on college/career and financial aid to promote post secondary readiness and aspirations ● Students whose PSAT 8 scores do not match high school course selection
High School	<ul style="list-style-type: none"> ● Students in grades 10-12 without a post secondary plan ● Students who score at low levels on “college knowledge” assessments ● Students who have completed less than 50% of career assessments/inventories ● 12th graders without a completed FAFSA/DREAM Act application after Nov. 1st. ● Students short credits to be eligible for college ● Students who “qualify” via AP potential but are not in AP courses ● Students who have not applied to a post secondary institution or do not have some other concrete postsecondary plan ● Students who show early signs of “summer melt” (e.g. returning intent to enroll, paying housing deposit, attending orientations, etc.)

LEVEL	TIER 3 - College/Career Data Elements (Examples)
High School	<ul style="list-style-type: none"> ● Students who receive letter rescinding their acceptance to university ● Students flagged for verification on the FAFSA ● Students who lose academic or athletic scholarships

	<ul style="list-style-type: none"> ● Students who are at high risk for “summer melt” ● Students without a concrete post secondary plan by spring of senior year
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Examples of SOCIAL/EMOTIONAL Data Elements

LEVEL	TIER 2 - Social/Emotional Data Elements (Examples)
PreK-12	<ul style="list-style-type: none"> ● Students who are absent more than XX% of time or XX days ● Students who are classified as habitually tardy to school and/or individual class periods ● Students with (X#) N's Us or comments in citizenship on their report cards ● Students who have XX# discipline referrals ● Students who have been suspended ● Students with 504s for behavior and/or mental health issues ● Students with IEPs for behavior and/or mental health issues ● Students traditionally marginalized or bullied (LGBTQI, foster youth, homeless, special needs, etc.) ● Students identified as at risk on mental health screeners

LEVEL	TIER 3 - Social/Emotional Data Elements (Examples)
PreK-12	<ul style="list-style-type: none"> ● Students whose truancy escalates despite Tier 2 interventions ● Students whose behaviors escalate despite Tier 2 interventions ● Students who exhibit self harm or threats to self or others ● Students who have been referred to child services ● Students who are experiencing trauma, grief, or crisis ● Students who enter school through foster systems ● Students who enter system with Functional Behavioral Assessment (FBA) or Behavior Support Plan (BSP) ● Students returning from school after hospitalizations, placement, or incarceration ● Students identified as at high risk on mental health screeners

Districtwide school counseling teams collaboratively prioritize a set of Tier 2 data elements that they commit to regularly collect and analyze at each school site. A “fishnet” approach for Tier 2 data elements is recommended; this means all school counselors intentionally and proactively analyze certain data elements at specific time intervals throughout the school year (e.g., *students who have multiple discipline referrals; who are in danger of retention; who have missed more than 5 days in the first month of school*). This ensures a system is in place district wide for school counselors to schedule time-specific intervention points when data will be gathered to equitably address student needs through interventions.

The following document will assist in determining the agreed-upon Tier 2 data elements:

Tier 2 Intentional Intervention Planning Tool

Directions: For each targeted data indicator, mark the checkbox (where applicable) if it will be a factor at your school/district. Then consider which specific data, according to the student population or grade level identified, will prompt a Tier 2 intentional intervention. Next, consider the frequency or time frame to review the data element. Enter additional indicators in the blank spaces provided if necessary.

Select	Targeted Data Indicator	Data Element for Targeted Intervention	Students/Grade Level	Time Frame/Frequency
<input type="checkbox"/>	Attendance/Tardiness	<input type="checkbox"/> ___ # Full Day Absences <input type="checkbox"/> ___ # Partial Day/Specific Period Absences (_____) <input type="checkbox"/> ___ % of the School Year Missed <input type="checkbox"/> Lowest ___ % Attendance <input type="checkbox"/> ___ or More Tardies <input type="checkbox"/> ___ % Instructional Time Missed	<input type="checkbox"/> All Students <input type="checkbox"/> Grade Level(s): ____ <input type="checkbox"/> Student Groups: _____	<input type="checkbox"/> First 20? Or 30? Days <input type="checkbox"/> Progress Report(s) <input type="checkbox"/> Q1; Q2; Q3; Q4 <input type="checkbox"/> T1; T2; T3 <input type="checkbox"/> S1; S2 <input type="checkbox"/> End of the Year
<input type="checkbox"/>	Behavior	<input type="checkbox"/> ___ # of Discipline Referrals <input type="checkbox"/> ___ # of Level ____ Infractions <input type="checkbox"/> ___ # of Suspensions <input type="checkbox"/> ___ % Discipline (e.g. Top 10%) <input type="checkbox"/> Specific Type of Infraction(s): _____	<input type="checkbox"/> All Students <input type="checkbox"/> Grade Level(s): ____ <input type="checkbox"/> Student Groups: _____	<input type="checkbox"/> First 20? Or 30? Days <input type="checkbox"/> Progress Report(s) <input type="checkbox"/> Q1; Q2; Q3; Q4 <input type="checkbox"/> T1; T2; T3 <input type="checkbox"/> S1; S2 <input type="checkbox"/> End of the Year
<input type="checkbox"/>	Study Habits Marks on the Report Card	<input type="checkbox"/> ___ # N's and/or ___ # U's <input type="checkbox"/> Local Criteria: _____	<input type="checkbox"/> All Students <input type="checkbox"/> Grade Level(s): ____ <input type="checkbox"/> Student Groups: _____	<input type="checkbox"/> Progress Report(s) <input type="checkbox"/> Q1; Q2; Q3; Q4 <input type="checkbox"/> T1; T2; T3 <input type="checkbox"/> S1; S2 <input type="checkbox"/> End of the Year
<input type="checkbox"/>	Citizenship Marks on the Report Card	<input type="checkbox"/> ___ # N's and/or ___ # U's <input type="checkbox"/> Local Criteria: _____	<input type="checkbox"/> All Students <input type="checkbox"/> Grade Level(s): ____ <input type="checkbox"/> Student Groups: _____	<input type="checkbox"/> Progress Report(s) <input type="checkbox"/> Q1; Q2; Q3; Q4 <input type="checkbox"/> T1; T2; T3 <input type="checkbox"/> S1; S2 <input type="checkbox"/> End of the Year
<input type="checkbox"/>	Homework Completion	<input type="checkbox"/> ___ # "0"s <input type="checkbox"/> ___ % < 50% <input type="checkbox"/> Local Criteria: _____	<input type="checkbox"/> All Students <input type="checkbox"/> Grade Level(s): ____ <input type="checkbox"/> Student Groups: _____	<input type="checkbox"/> Progress Report(s) <input type="checkbox"/> Q1; Q2; Q3; Q4 <input type="checkbox"/> T1; T2; T3 <input type="checkbox"/> S1; S2 <input type="checkbox"/> End of the Year
<input type="checkbox"/>	Promotion/Retention	<input type="checkbox"/> Local Criteria: _____	<input type="checkbox"/> All Students <input type="checkbox"/> Grade Level(s): ____ <input type="checkbox"/> Student Groups: _____	<input type="checkbox"/> Progress Report(s) <input type="checkbox"/> Q1; Q2; Q3; Q4 <input type="checkbox"/> T1; T2; T3 <input type="checkbox"/> S1; S2 <input type="checkbox"/> End of the Year

Continued...

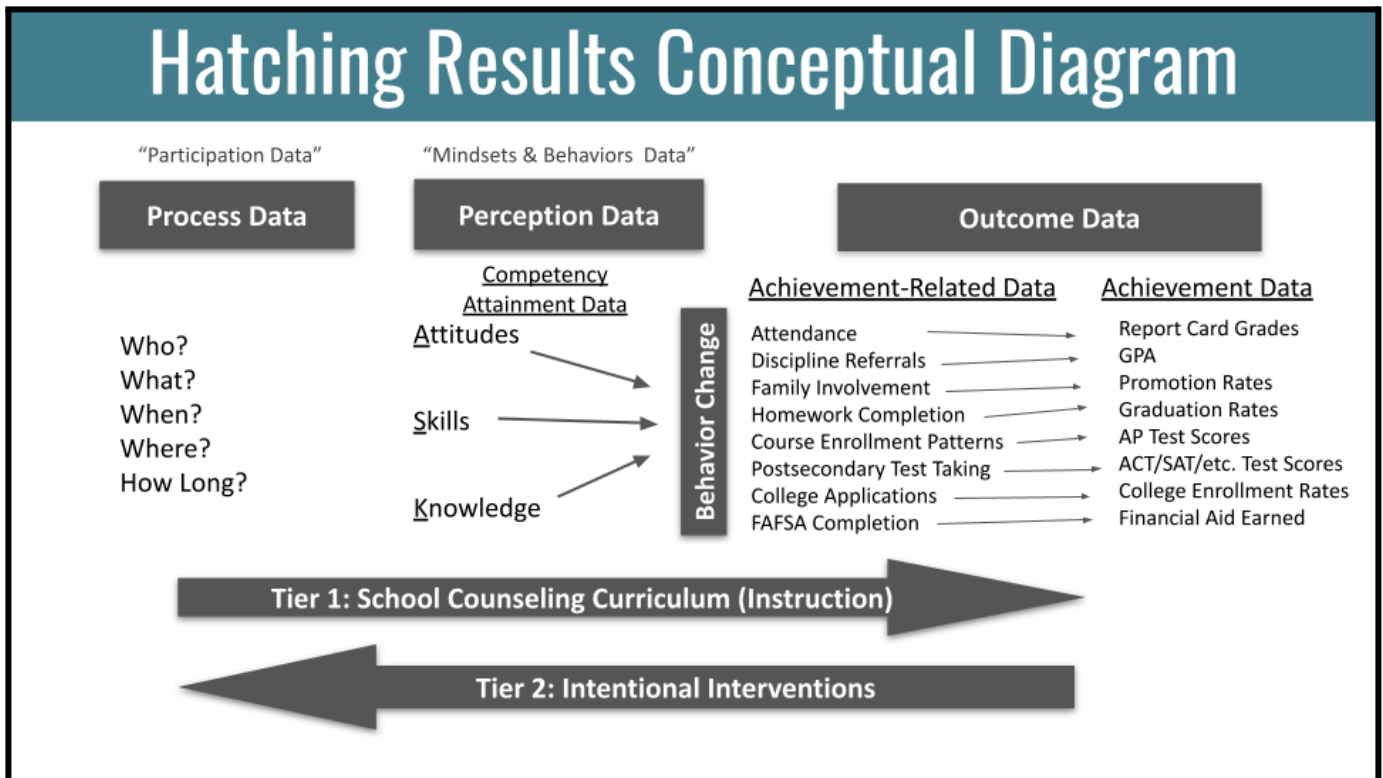
Tier 2 Intentional Intervention Planning Tool, *Continued...*

Select	Targeted Data Indicator	Data Element for Targeted Intervention	Students/ Grade Level	Time Frame/ Frequency
<input type="checkbox"/>	Course Failures	<input type="checkbox"/> 1 or More F's <input type="checkbox"/> 2 or More F's <input type="checkbox"/> 2 or More F's in CORE Subjects (_____, _____, _____) <input type="checkbox"/> Below _____ GPA	<input type="checkbox"/> All Students <input type="checkbox"/> Grade Level(s): _____ <input type="checkbox"/> Student Groups: _____	<input type="checkbox"/> Each Grading Period <input type="checkbox"/> Progress Reports <input type="checkbox"/> Q1; Q2; Q3; Q4 <input type="checkbox"/> T1; T2; T3 <input type="checkbox"/> S1; S2 <input type="checkbox"/> End of the Year
<input type="checkbox"/>	Credit Deficiency	<input type="checkbox"/> 9 th Graders < _____ Credits <input type="checkbox"/> 10 th Graders < _____ Credits <input type="checkbox"/> 11 th Graders < _____ Credits <input type="checkbox"/> 12 th Graders < _____ Credits	<input type="checkbox"/> All Students <input type="checkbox"/> Grade Level(s): _____ <input type="checkbox"/> Student Groups: _____	<input type="checkbox"/> Each Grading Period <input type="checkbox"/> Q1; Q2; Q3; Q4 <input type="checkbox"/> T1; T2; T3 <input type="checkbox"/> S1; S2 <input type="checkbox"/> End of the Year
<input type="checkbox"/>	A-G (College Eligibility)	<input type="checkbox"/> 9 th Graders < _____ A-G Credits <input type="checkbox"/> 10 th Graders < _____ A-G Credits <input type="checkbox"/> 11 th Graders < _____ A-G Credits <input type="checkbox"/> 12 th Graders < _____ A-G Credits	<input type="checkbox"/> All Students <input type="checkbox"/> Grade Level(s): _____ <input type="checkbox"/> Student Groups: _____	<input type="checkbox"/> S1; S2 <input type="checkbox"/> End of the Year
<input type="checkbox"/>	Grade Point Average	<input type="checkbox"/> 2.0 or Lower (4.0 scale) <input type="checkbox"/> 3.0 or Lower (5.0 scale) <input type="checkbox"/> Students Scoring < _____ on Reading Performance Assessment (e.g. DIBELS)	<input type="checkbox"/> All Students <input type="checkbox"/> Grade Level(s): _____ <input type="checkbox"/> Student Groups: _____	<input type="checkbox"/> Progress Report <input type="checkbox"/> Each Grading Period <input type="checkbox"/> Q1 and Q3 <input type="checkbox"/> Q2 and Q4 <input type="checkbox"/> End of the Year
<input type="checkbox"/>	Incoming Indicator	<input type="checkbox"/> Incoming Indicator of Risk: _____	<input type="checkbox"/> All Students <input type="checkbox"/> Grade Level(s): _____ <input type="checkbox"/> Student Groups: _____	<input type="checkbox"/> Before School Begins <input type="checkbox"/> First 20 Days? 30 Days? <input type="checkbox"/> First 6 Weeks
<input type="checkbox"/>				
<input type="checkbox"/>				

TYPES OF DATA TO COLLECT

2.5 School counselors will **collect process, perception, and outcome data** to progress monitor and evaluate the management, delivery, and assessment of the school counseling program.

Data-responsive school counselors use data to determine the effectiveness of the school counseling program and to make adjustments for future practice. While the manage component guides school counselors in data collection, the assess component helps with the data analysis of program results.



Source: Hatch, T. (Adapted from 2006)

ANNUAL STUDENT OUTCOME GOALS

2.6 School counseling **annual student outcome (SMART) goals** will be reviewed and modified each year to establish the priorities and direction for school counseling and support services provided to students in grades K-12.

Annual student outcome goals guide the delivery of the program and the development of school counseling curriculum, targeted and intensive interventions, and closing the gap activities. Goal statements include desirable outcomes for students, are based on data, identify the measurable impact school counselors will make on achievement, attendance, or discipline, and focus on issues related to opportunity, attainment and achievement gaps. These goals are aligned with the Medford School District Strategic Plan and the district/school goals and priorities.

INSERT 2023-24 SCHOOL COUNSELING PROGRAM SMART GOALS TO BE ADDRESSED AT ALL SCHOOLS PER EACH LEVEL (ES, MS, HS), IN PROCESS.]. [TEMPLATE](#)

ACTION PLANS

- 2.7 School counselors will **develop action plans** for Tier 1 (curriculum, individual student planning, and schoolwide programs and activities) and Tier 2 (data driven interventions and systems change initiatives).

Action plans assist school counselors in developing effective plans to teach students the developmentally appropriate knowledge, attitudes and skills to impact their achievement, attendance, and/or discipline. These plans ensure there is a systematic approach to providing all students with school counseling program activities.

School Counseling Curriculum Action Plans

School counseling curriculum action plans are designed to assure that curriculum is provided for every student in the school. These plans consider the following: lesson topic; ASCA domain (academic, college/career, social/emotional) and the Mindsets & Behaviors standard(s) to be addressed; description of the actual curriculum to be delivered; title of any packaged or created curriculum that will be used; timeline for completion of activity; means of evaluating students' attitudes, skills, and knowledge (ASK) using pre-/post-tests or demonstration of competency; expected achievement and achievement-related results for students; indication that the plan has been reviewed and signed by an administrator. See the action plan template at the end of this section. For a completed example, please refer to [The Use of Data in School Counseling, 2nd Edition](#) (Hatch & Hartline, 2021).

Intentional School Counseling (Targeted Intervention) Action Plans

Intentional School Counseling Action Plans are designed to provide more intensive services to individuals or groups of students who need academic, college/career and/or social/emotional support. School counselors develop action plans, in collaboration with site administration, to address predetermined data driven elements in alignment with district priorities and unique site considerations (i.e. staffing, demographics, resources, priorities) and incorporate research-based approaches, program management, and accountability measures. Each school counselor or site team will develop and implement targeted intervention action plans every year.

Intentional School Counseling (Systems Change) Action Plans

Intentional school counseling action plans for systems change are designed to specifically address policies, practices, and procedures that the data reveal may be contributing to gaps among student groups in areas of attendance, behavior, or academic achievement outcomes. Through leadership, advocacy, and collaboration, the school counselor works with others to create new or revise ineffective policies, practices, and procedures.

A primary distinction between the intentional school counseling for *systems* change action plan and either of the previously mentioned plans, is that with the previous plans, the counselor is focused primarily on providing additional direct services to students (small group, etc.) and may or may not address systems change (policy, practice, procedure) issues. *This* action plan is specifically designed to support thoughtfulness in the policy/procedure/system change space.



School Counseling Tier 1 Core Curriculum Action Plan Template

District Name: MEDFORD SCHOOL DISTRICT ACTION PLAN [HERE](#)

School Year: REVISION in 2023-24

Process Data						Perception Data		Outcome Data
Grade Level	Lesson Title	Curriculum Content and Materials	When?	Presented in Which Subject?	# of Students	ASCA Mindsets & Behaviors <i>(or other standards)</i>	Attitudes (A), Knowledge (K), & Skills (S) to be Measured	Achievement-Related Data (AR) Achievement Data (A)
								AR: Attendance rate AR: Student involvement in activities A: 9th grade credit deficiency rate A: % of 9th graders with a 2.0 or higher GPA

(Add rows as needed)

Source: Hatching Results (2019)

LESSON PLANS

- 2.8 School counselors will **develop high-quality, detailed, engaging written lesson plans** for Tier 1 curriculum and Tier 2 small groups/interventions.

School counselors develop lesson plans that will support equity in lesson facilitation between and among school counselors across the district. Developing written lesson plans help ensure that the lesson is taught in a way that supports students in learning the intended developmental attitudes, knowledge, and skills required.

High-quality lesson plans include several major components such as measurable objectives, alignment to standards, student engagement strategies, detailed procedures, and a method of assessment (i.e. pre/post test). Detailed lesson plans also ensure that new school counselors, or those transferring into the district, are able to deliver the lesson with minimal training or support from others.

As school counselors develop districtwide lesson plans (using the [ASCA Lesson Plan Template](#)), they are hyperlinked within the districtwide action plans included within this handbook.

FAMILY PARTICIPATION AND ENGAGEMENT

- 2.9 The school counseling program will **engage with families and encourage family collaboration** concerning academic, college/career, and social/emotional development and decision-making for all students in grades K-12.

Research has shown that family engagement can improve student test scores, attendance, and behavior as well as social skills, relationships, and feelings toward school. Involving families can lead to better outcomes for students and schools.

ACTIVITIES TO INCREASE FAMILY PARTICIPATION

- [ADD YOUR IDEAS HERE]

ANNUAL ADMINISTRATIVE CONFERENCE

- 2.10 School counselors and support staff will **collaborate with school administration and site leadership teams** in order to ensure effective implementation of school counseling services.

The Annual Administrative Conference Template is a tool used to outline the organization and focus of the school counseling program. At the beginning of the school year, the school counselor and administrator meet to discuss program priorities and organization as well as implementation strategies to ensure the school counseling program runs smoothly and produces the desired outcomes. This tool helps to create a mutual understanding of the school counselor's specific responsibilities, use of time, caseload, and areas for professional development.

Hours of Operation

2.11 School counseling departments and administrators will collaborate to determine **hours of operation** which allow adequate opportunities for students and working families to access counseling services both within and outside of the regular school day.

Hours of operation will be determined by contract as well as school/district hours of operation. Schools with College and Career Centers should make every attempt to consider hours of operation that benefit students and family needs. When completing the ASCA Annual Administrative Conference Template, school counselors are encouraged to consult with their administrators regarding the possibility of arranging flexible arrival times, lunchtimes, and afterschool times, to ensure student needs are met.

Ratios and Caseload Assignments

2.12 The **student-to-school counselor ratio and caseload assignment of students** to school counselors will be determined by the school counseling department and administration at each school site based on the unique programmatic considerations of the school and student population. These decisions should ensure school counselors equitably address the needs of all students.

Consideration of the pros and cons of caseload assignment by alphabet, grade level, domain, or pathway must be taken when determining ratios and student assignments. While little research exists on this topic, school counselors report advantages and disadvantages to each (Akos, Schuldt, & Walendin, 2009; Mackey, 2013). Caseload decisions tend to impact elementary and middle schools less than they do high schools. Regardless of the student assignment method selected, the most important variable for student success is the ability of the entire team to work together as a collective unit, when designing the programs and services students will receive.

Use of Time

2.13 School counselors' **use of time** will be determined in mutual agreement by the counselors, site administrators, and the district office in accordance with the Medford School Counseling program goals.

ASCA recommends that school counselors spend 80% of their time in direct and indirect services to students with the other 20% in program planning and school support. The following chart serves as a guide when determining time spent in each of the areas of the delivery system (ASCA National Model, 2nd Edition). The program percentages are suggested; the individual time a certain counselor spends in each component of the delivery system may vary depending on student needs and staffing considerations.

	ASCA National Model, 4th Edition Component	Elementary School % of Time	Middle School % of Time	High School % of Time	ASCA Recommendation
Direct Services Interactions	Instruction (Tier 1)	35%	30%	20%	

between school counselors and students	Appraisal and Advisement (Can be Tier 1, 2, or 3)	5%	15%	25%	80% or more
	Counseling (Can be Tier 2 or 3)	25%	20%	20%	
Indirect Services Services provided on behalf of students as a result of the school counselor's communications with others	Consultation, Collaboration, and Referrals (Can support Tier 1, 2, or 3)	20%	20%	20%	
Program Planning & System Support	Program Planning, Support, and Assessment (Can support Tiers 1, 2, or 3)	15%	15%	15%	20% or less

Calendars

School counselors develop and publish a master calendar for the year that includes an overview of counseling and support activities. Each spring, the school counseling team is encouraged to spend an entire day designing the next year's calendar using the following guidelines. It is recommended that the calendar be shared with all stakeholders; therefore, school counselors are encouraged to post and share calendars to assist in communication with families, students, administration and staff.

Appropriate School Counselor Roles/Position Statements

2.14 The **roles and responsibilities** of school counselors will be determined by the counselors, administrators, and district office in accordance with the national frameworks, ethical guidelines, and district priorities.

School counselors and administrators should collaboratively review recommendations for school counseling and non-school counseling activities ([ASCA's table of appropriate and inappropriate activities for school counselors](#)). Every effort should be made to create a collaborative plan to reassign non-school counseling activities in support of school counselors performing the appropriate responsibilities indicated in this handbook.

Delineation of roles and responsibilities for other service providers who work with students should be in alignment with professional organization's recommendations for practice to ensure a streamlined service delivery model in accord with training, license, and certification parameters. In addition, school counselors are encouraged to collaborate with their administrator to create a list of appropriate work responsibilities for clerks, secretaries, and other non-credentialed staff who support and assist the school counseling program.

The Medford School District School Counseling Program agrees to utilize the **Position Statements** of the American School Counselor Association (ASCA) as guidelines in recommending the following roles for school counselors. The Position Statements can be found at <https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements>.

In the Medford School District the Secondary School Counselor serves as the 504 Coordinator under the supervision of the Student Services Assistant Principal and Student Wellness Coordinator.

Professional Learning

- 2.15 School counselors and those supporting the school counseling program (i.e. administrators) will be provided **school counseling specific professional learning** opportunities based on individual needs, site needs, and resources available.

Professional learning is essential to keep abreast of emerging knowledge and to improve the ability of school counselors to help all students achieve the intended results of the school and district. Thoughtful, well-designed professional learning will be provided to school counselors through a combination of district, site-based, and outside provider opportunities. During the Annual Administrative Conference, the administrator and school counselor will discuss professional learning needs and opportunities.

STAFF DEVELOPMENT AND SUPPORT

- 2.16 School counselors and support staff will provide **information and materials to staff** on topics and issues that impact teaching, learning, and school climate/culture.

At times, school counselors can best support student learning and development by informing and educating their staff regarding various topics. As needed, school counselors deliver staff development or distribute materials to staff.

PROGRAM MARKETING

- 2.17 School counseling departments at each site will systematically and equitably **provide information to staff, families, and the community via multiple methods** regarding the school counseling program activities, services, and support options available.

Communicating with staff, families, businesses, civic organizations and social services to share the programs, activities and outcomes ensures school counselors are communicating about the needs of all students and how the school counseling program impacts student success.

SUGGESTED OPPORTUNITIES FOR INCREASED COMMUNICATION

- [ADD YOUR IDEAS HERE]

RECOMMENDED AVENUES FOR DISTRIBUTION OF INFORMATION

- [ADD YOUR IDEAS HERE]

DELIVER

OVERVIEW

The *DELIVER* component of the school counseling program is focused on services and strategies provided to and for students. These include interactions with students and others as school counselors seek to promote equity and access to support achievement for all students. **ASCA recommends school counselors spend 80% of their time in the delivery of both direct and indirect student services.**

Direct student services are in-person interactions between students and school counselors; indirect student services are interactions with others within or outside the school setting on behalf of students. Within the fourth edition of the ASCA National Model, indirect student services include collaboration, consultation, and referrals while direct student services include

- Instruction (Classroom, Small-Group, and Individual);
- Appraisal and Advisement (activities to ensure students develop future goals and plans); and
- Counseling (individual or small group interventions designed to meet students' immediate needs).

MULTI-TIERED, MULTI-DOMAIN SYSTEM OF SUPPORT (MTMDSS)

Multi-Tiered System of Support (MTSS) is a comprehensive framework that addresses the academic and behavioral needs of all students within the educational system. Research shows that schools benefit from having available multiple evidence-based interventions of varying intensity to meet the range of behavioral, social-emotional, and academic needs of all students. While MTSS is focused on two areas (academic and behavioral), school counselors focus on *three* domains: 1) academic, 2) college/career, and 3) social/emotional. To align with the work of the school counselor and other support personnel, a *Multi-Tiered, Multi-Domain System of Supports (MTMDSS)* can be utilized.

Much like MTSS, the MTMDSS framework organizes a continuum of instruction and interventions to meet students' needs with the goals of: 1) Ensuring all students receive developmentally appropriate instruction; 2) Maximizing student achievement; and 3) Increasing the social and behavioral competencies of students. The MTMDSS Model organizes school instruction and intervention services into three levels, or Tiers. As stakeholders in the development of students' academic, college/career, and social/emotional development, school counselors and other support personnel (college access partners, school psychologists, social workers, etc.) provide components of and support in the MTMDSS process.

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

The core program comprises the delivery of services that all students receive (school counseling curriculum, individual student planning, and school-wide events). **School counseling curriculum** is standards- and competency-based, developmental in nature, preventative and proactive in design, and comprehensive in scope. **Individual Student Planning** includes college and career readiness and 4-6 year planning. **District/school-wide activities** for all students, such as national awareness campaigns, support this work as does family engagement.

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

Targeted data driven interventions (small group counseling/instruction, referral to interventions on campus, etc.) are designed for *students* who are identified by pre-scheduled and predetermined data screening elements. These include, for example, attendance, behavior, work skills and study habits (report card marks), course failure, credit deficiency and/or equity and access issues. Tier 2 includes *short term* progress monitoring and collaboration among teachers, families, and the school counselor until improvement and/or referral to appropriate services can be found and implemented. Tier 2 activities

are designed for students who: 1) exhibit barriers to learning; 2) are struggling to achieve academic success; and/or 3) who are identified as deserving of instruction and/or support in addition to Tier 1 curriculum activities (foster youth, dual language learners, historically marginalized student groups, etc.).

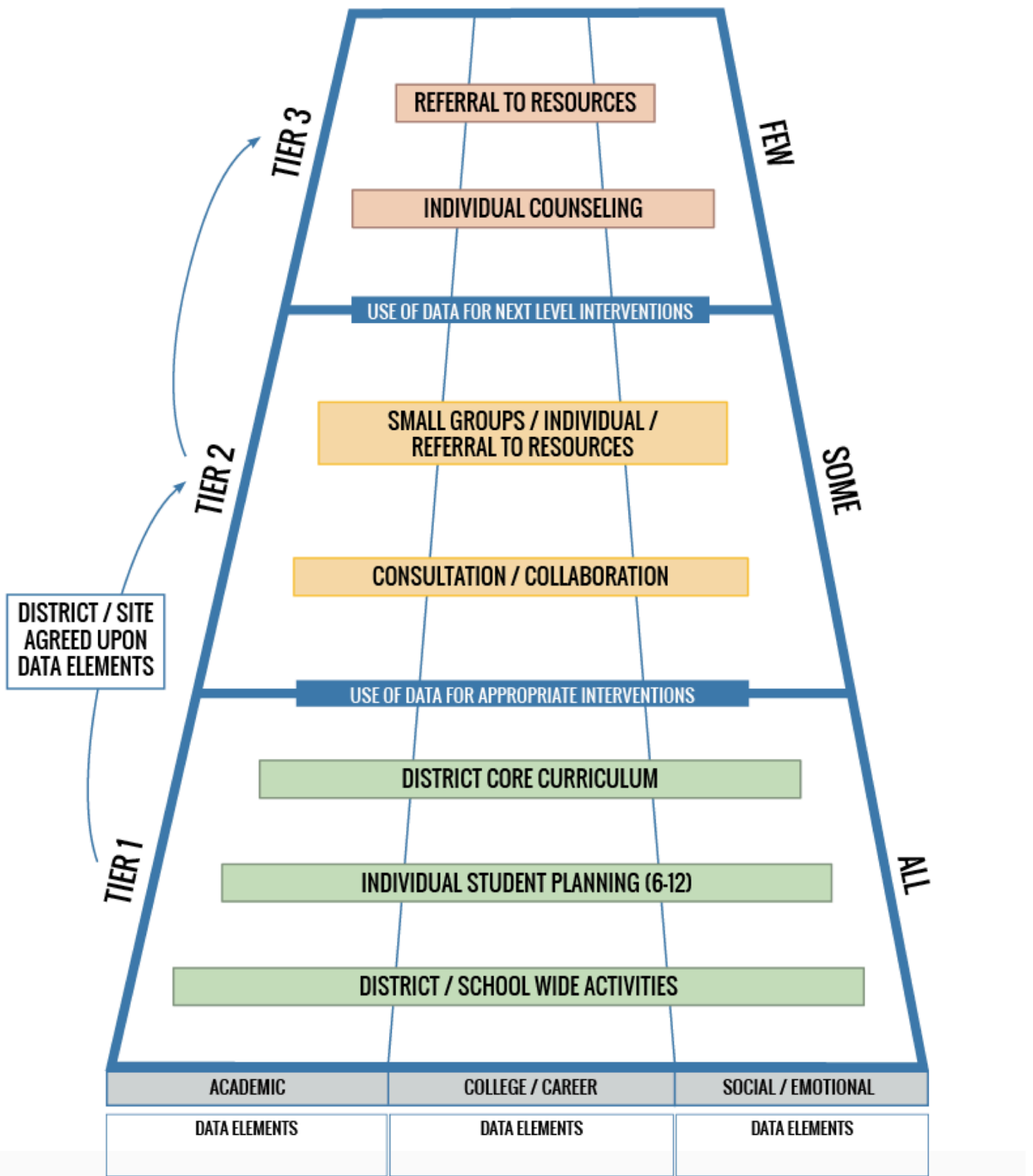
TIER 3: INTENSIVE INTERVENTIONS FOR A FEW STUDENTS (5-10%)

Individualized student interventions are designed for students to address additional needs, including emergency and crisis response events. These include short-term solution focused counseling to address life change events (divorce, death, imprisonment of a family member, etc.) and unresolved challenges unaffected within Tiers 1 and 2. Tier 3 intensive interventions are provided on a limited basis and, if unresolved, lead to referrals to outside services. This includes *short-term* consultation and collaboration among teachers, families, and the school counselor until the concern or crisis is resolved and/or referral to appropriate responsive services can be identified and implemented.

Comparison of MTMDSS and ASCA Model Deliver Language

	Multi-Tiered, Multi-Domain System of Support (MTMDSS)	ASCA Model 4th Edition
Tier 1	School Counseling Curriculum (Direct)	Classroom Instruction (Direct)
	Individual Student Planning (Direct)	Appraisal & Advisement (Direct)
	District/School Wide Activities & Programs (Direct)	Large Group Instruction (Direct)
Tier 2	Small Group (Direct)	Small Group Instruction (Direct) Small Group Counseling (Direct)
	Individual (Direct)	Individual Instruction (Direct) Individual Counseling (Direct)
	Referrals to Resources (Indirect)	Referrals (Indirect)
	Consultation/Collaboration (Indirect)	Consultation/Collaboration (Indirect)
Tier 3	Referral to Resources (Indirect)	Referrals (Indirect)
	Individual Counseling (Direct)	Individual Counseling (Direct)

**MULTI-TIERED, MULTI-DOMAIN SYSTEM OF SUPPORT
DELIVERY MODEL
(Direct and Indirect Services)**



TIER 1

School Counseling Curriculum for ALL Students

- 3.1 All students (K-12) will be provided age and grade appropriate planned **school counseling curriculum** that promotes attitudes, knowledge, and skills through instruction in academic achievement, college/career readiness, and social/emotional growth.

School counseling curriculum K-12 includes equitable learning opportunities for all students through quality and engaging instruction. Curriculum lessons are delivered to *all* students by school counselors and/or by approved support staff (overseen by school counselors). The curriculum is delivered through direct instruction, ideally in the classroom. Agreed upon lesson content is comprehensive, preventative, and proactive in nature. The agreed upon district-wide curriculum designed by Medford school counselors promotes continuous improvement in student knowledge, attitudes, and skills in three domain areas: a) academic, b) college/career, and c) social/emotional development.

In addition to delivering district-wide agreed upon curriculum, schools may develop additional lessons based on district priorities and/or unique site data-driven needs and demographic considerations.

School Counseling Curriculum Scope & Sequences include:

- Grade Level
- Lesson Title
- ASCA Domain(s) & Mindset/Behavior Standards
- Curriculum Content & Materials
- Projected Start/End Dates
- Evaluation Methods (Perception, or “Mindsets and Behaviors” Data, and Outcome Data)

[COMPLETE CURRICULUM SCOPE AND SEQUENCE, AS SHOWN BELOW]

SAMPLE TIER 1 SCHOOL COUNSELING SCOPE AND SEQUENCE

(fill in your scope and sequence in the blank plan below, then delete this chart)

XYZ School District ~ Middle School Schoolwide Tier 1 School Counseling Curriculum Scope and Sequence 20xx-20xx					
Grade Level	Lesson Content	American School Counselor Association (ASCA) Domain/Mindsets & Behaviors Standards	Curriculum and Materials	Projected Start/Projected End	Evaluation Methods How will the results be measured?
6	Study Skills	Academic & Social/Emotional M2, B-LS 3	Counselor Created and Generated from Materials in Student Agenda	October	Pre/Post Agenda Use/Homework Marks Report Card Grades
	Cyber-Bullying & Harassment	Academic & Social/Emotional B-SS 1,4,9	Compiled from Cyber Bullying Training and District Harassment Policy	November	Pre/Post # Mediations/Discipline Referrals School Climate, e.g., Youth Behavior Risk Survey (YRBS)
	Respect & Conflict Resolution	Social/Emotional B-SS 1, 6, 9	Selected Lessons from "Steps to Respect"	January/February	Pre/Post and # Mediations/Discipline Referrals School Climate (YRBS)
	Introduction to College and Career Options	Academic & College/Career M2, 4 B-LS 9	Counselor Created and Generated	February/March	College Knowledge Survey Promotion rate (>2.0)
	Test Taking Success & Motivation	Academic M5, B-LS 3, 4	Counselor Created and Generated	May	Pre/Post and Reported use of strategies Test Scores
7	Goal Setting	Academic, College/ Career & Social/Emotional B-LS 7, B-SM5	District SMART Goals Lesson	November	Pre/Post Write SMART Goal (for Academics) % Attaining SMART Goal
	Ask For Help Suicide Prevention	Academic & Social/Emotional M1, B-SS 3	District Yellow Ribbon Curriculum	November/ December	Yellowribbon.org. Survey Number of Concerned Person Referrals School Climate (YRBS)
	Post-Secondary Options	Academic, College/Career, & Social/Emotional M 2,4, B-LS 9	Curriculum & Counselor Generated	January	Pre/Post on College Knowledge Survey Number of Students Registering for College Prep (Algebra./Spanish)
	"Career Key"	Academic, College/Career, & Social/Emotional M2, 4, B-LS7	College/Career Planning Online Platform Curriculum	February/March	Pre /Post Login Creation and Use of Online Platform Career assessment completion
8	Academic Goal Setting	Academic M2, 6, B-LS7	Counselor Generated & Curriculum Materials	October/ November	Pre/Post and Write SMART Goal (for Academics) % Attaining SMART Goal
	Getting Ready for High School	Academic, College/Career, & Social/Emotional M1, 3, 6, B-SM10	Counselor Generated & Curriculum Materials	November/ December	Pre & Post GPA/Algebra Passage Rate Promotion Rates/9 th Grade on Track Q1
	College Knowledge	Academic & College/Career M4, B-LS7	Counselor Generated & GEAR UP/Curriculum Materials	January/ February	Pre/Post on College Requirements & Perceptions of Post-Secondary Education 9 th Grade on Track Q1
	Making Healthy Choices	Academic & Social/Emotional M1, B-SS7, 8	Counselor Created & Curriculum Material	February/March	Pre/Post Healthy Choices on YBRS
	Careers	College/Career M2, 4, B-LS7	College/Career Planning Online Platform	May/June	% Completing Career Assessment Use of College Career Planning Online Platform % with 4 Year Plans
Principal's Signature		Date	Date of Staff Presentation	Prepared By	

Tier 1 School Counseling Curriculum Scope and Sequence Chart Template

Grade Level	Lesson Content	ASCA Domain/ Mindsets & Behaviors Standards	Curriculum and Materials	Projected Start/ Projected End	Evaluation Methods How will the results be measured?

Individual Student Planning

3.2 School counselors will help students monitor and manage their own learning, as well as to **establish personal goals and future plans.**

Individual student planning consists of ongoing systematic activities provided by school counselors designed to assist students in establishing personal goals and developing future plans, such as individual learning plans (ILPs) and graduation plans. Individual planning is implemented through appraisal and advisement.

3.3 School counselors will meet with all students beginning in middle school to **develop an individual learning plan**, which includes appropriate coursework for successful graduation from high school and transition to postsecondary institutions or to work.

Tips for Developing Individual Learning Plans

- Always follow your local and state mandates. See the U.S. Department of Labor for listings of state mandates at <https://www.dol.gov/odep/ilp/map/>
- Ensure that each student has an ILP that connects their career interests and postsecondary goals to coursework and extracurricular activities
- Create a plan for reviewing ILPs annually and determine a plan for engaging families
- To ensure that your school counseling program is equitable and accessible to all students, ensure that *all* students and families are knowledgeable about every postsecondary option and requirement and are aware of all pathway options available at your site
- Connect the ILP process to your course selection process
- Remember, you can help students create ILPs in a small group or classroom lesson, but it is important to determine how you will individually follow up and how often

As of 2016, ILPs had been mandated in 34 states across the country, and an additional 10 states utilized, although did not mandate, ILPs (US Department of Labor, 2016). As suggested in the tips, school counselors are encouraged to look at the ILP mandates for your individual state as mandates look differently from state to state.

A critically important component of the individual learning plan is **course planning**. School counselors (or other school officials) will review each student's transcript and academic plan at least once each year (typically during registration) to validate appropriate course placement. School counselors (or other school officials) will complete a standardized Medford School District academic review annually, beginning in middle school, where plans for postsecondary options are reviewed, and a signed agreement is reached with student and family for the student's coursework in the upcoming year.

A **standardized electronic version** of the academic review plan or ILP will be developed so that plans can follow the student from one grade level to the next or from one school to another within the district for annual review and modification. School counselors will keep a copy of the academic review form and/or will have access to the form through the approved electronic system. See the ASCA Position Statement on [*The School Counselor and Individual Student Planning for Postsecondary Preparation*](#) for additional information on the school counselor's role in Individual Student Planning.

SAMPLE TIER 1 INDIVIDUAL LEARNING PLAN GUIDE

(create your ILP guide below, then delete this sample)

Who Completes it?	What Tool will You Use?	When?	Method of Delivery?	Content Covered	How do Families Provide Input?	Connecting ILP to Core Curriculum	Corresponding School Wide Activity	Follow Up	Outcomes
<input type="checkbox"/> All students <input type="checkbox"/> Grade level(s): _____ <input type="checkbox"/> Multiple Grade Level(s): _____, _____, _____	<input type="checkbox"/> District-developed tool <input type="checkbox"/> Commercial tool (i.e. Naviance, Career Cruising, Bridges) <input type="checkbox"/> Electronic Paper	<input type="checkbox"/> What month?	<input type="checkbox"/> Assembly <input type="checkbox"/> Classroom instruction <input type="checkbox"/> Small group meeting <input type="checkbox"/> Individual meeting	<input type="checkbox"/> Course selection <input type="checkbox"/> Self-assessment <input type="checkbox"/> Career exploration <input type="checkbox"/> Postsecondary exploration <input type="checkbox"/> Postsecondary planning tasks	<input type="checkbox"/> In-person large group or small group meeting <input type="checkbox"/> In-person individual meeting <input type="checkbox"/> Google hangout, Skype, etc. <input type="checkbox"/> Phone call <input type="checkbox"/> Email <input type="checkbox"/> Other _____	<input type="checkbox"/> Classroom lessons connecting information to ILP (i.e. College Super Match Lesson, Career inventory, course selection meetings)	<input type="checkbox"/> Orientations <input type="checkbox"/> Parent night <input type="checkbox"/> Career day <input type="checkbox"/> College days <input type="checkbox"/> Advisory <input type="checkbox"/> College tours <input type="checkbox"/> Transition events <input type="checkbox"/> FAFSA workshops		<input type="checkbox"/> College enrollment <input type="checkbox"/> College persistence <input type="checkbox"/> Graduation rate <input type="checkbox"/> Scholarship dollars/financial aid dollars earned
6th Grade	Begin development of electronic ILP using district tool that matriculates with them from grade to grade, 6-12	Spring	Classroom and/or large group instruction	6th grade curriculum on postsecondary knowledge and introduction to the course selection process (and ILPs)	Families engaged via multiple modalities (in person workshop, pre-recorded webinar, post to website, robocall, etc.) around course enrollment, postsecondary info, and what the ILP is and how to access it, as well as self-assessment results	Who am I and what difference do I want to make/problem do I want to solve? Service learning and connections to community	College/career fairs/days for all College visits/tours for all Family nights on college knowledge and financial aid	Classroom lesson highlights are posted to the school's website for families to review	GPA Attendance
7th Grade	Continue development of electronic ILP using district tool that matriculates with them from grade to grade, 6-12	Spring	Classroom and/or large group instruction	7th grade curriculum on postsecondary knowledge and the course selection process (and ILPs)	Families engaged via multiple modalities (in person workshop, pre-recorded webinar, post to website, robocall, etc.) around course enrollment, postsecondary info,	Interest and abilities inventories and how they relate to multiple postsecondary pathways World of work	College/career fairs/days for all College visits/tours for all Family nights on postsecondary	Classroom lesson highlights are posted to the school's website for families to review	GPA Attendance Rigorous course enrollment patterns by student populations

					how the ILP and self-assessment results inform decisions about course enrollment and postsec choices		knowledge and financial aid		
8th Grade	Continue development of electronic ILP using district tool that matriculates with them from grade to grade, 6-12	Spring	Classroom and/or large group instruction (school counselors from MS/HS collaborate)	8th grade curriculum on postsecondary knowledge, the course selection process, ILPs, and the transition to high school	Orientation and Course Selection Families' Night	Identifying courses that will open opportunities for them and align to career pathways of interest Strengths Finder Postsecondary exploration	College/career fairs/days for all College visits/tours for all	Classroom lesson highlights are posted to the school's website for families to review	GPA Attendance Rigorous course enrollment patterns by student populations
9th Grade	Continue development of electronic ILP using district tool that matriculates with them from grade to grade, 6-12	Fall/ Spring	Scaffolded classroom lesson(s) School counselors meet briefly 1:1 with students needing additional registration support to validate and finalize course selection decisions	The ILP, course selection process, staying on track, and multiple postsecondary pathways, and alignment to course enrollment	Families are given access to their student's ILP, course enrollment information, and multiple postsecondary pathways information Families are notified to review course selection with student at home and to provide signature	Importance of staying on track freshman year, freshman grades matter, GPA, grad requirements, college entrance requirements, identifying courses that will open opportunities for them and align to career pathways of interest, postsecondary exploration	The Road to Postsecondary Family Night (S1), including financial literacy, multiple postsecondary pathways	Classroom lesson highlights are posted to the school's website for families to review	GPA Attendance Freshman on track rates Pass/failure rates Course enrollment patterns
10th Grade	Continue development of electronic ILP using district tool that matriculates with them from grade to grade, 6-12	Fall/ Spring	Scaffolded classroom lesson(s) Appointments with students and families (via group or individual) to review the ILP and post secondary options (credit deficient students and those needing	The ILP, course selection process, and multiple postsecondary pathways, and alignment to course enrollment	Families are given access to their student's ILP, course enrollment information, and multiple postsecondary pathways information Families are notified to review course selection with student at home and to provide signature	10th grade success is important, choosing extracurriculars wisely, postsecondary exploration, Holland's code and world of work, how their interests, abilities, and values align to postsecondary options, CTE pathways, dual enrollment, internships	The Road to Postsecondary Family Night (S1) Postsecondary tours and fairs Career fairs	Classroom lesson highlights are posted to the school's website for families to review	GPA Attendance Sophomore on track rates Pass/failure rates Course enrollment patterns Dual enrollment rates

			additional support are prioritized and met with individually as appropriate)						
11th Grade	Continue development of electronic ILP using district tool that matriculates with them from grade to grade, 6-12	Fall/ Spring	Scaffolded classroom lesson(s) Appointments with students and families (via group or individual) to review the ILP and post secondary options (credit deficient students and those needing additional support are prioritized and met with individually as appropriate)	The ILP, course selection process, multiple postsecondary pathways planning, and alignment to course enrollment	Families are given access to their student's ILP, course enrollment information, and multiple postsecondary pathways information Families are notified to review course selection with student at home and to provide signature	11th grade tasks, postsecondary testing options and resources, what admissions reps look for in applications, safety/match/reach/fit applications, financial aid options, updated career pathways of interest, stress and time management	The Road to Postsecondary Family Night (S1) Postsecondary tours and fairs Career fairs	Classroom lesson highlights are posted to the school's website for families to review	GPA Attendance Junior on track rates Pass/failure rates Course enrollment patterns Dual enrollment rates
12th Grade	Continue development of electronic ILP using district tool that matriculates with them from grade to grade, 6-12, focusing on developing a concrete postsecondary plan with evidence	Fall/ Spring	Scaffolded classroom lesson(s) School counselors meet briefly 1:1 with students needing additional graduation and postsecondary planning support to validate and finalize decisions	The ILP and multiple postsecondary pathways planning	Families are given access to their student's ILP and multiple postsecondary pathways information	12th grade tasks, developing diverse postsecondary applications aligned to fields of interest (safety, match, reach, fit), financial aid applications, scholarships, impact of social media presence	The Road to Postsecondary Family Night (S1)	Classroom lesson highlights are posted to the school's website for families to review	Graduation rate Postsecondary enrollment Scholarship dollars/financial aid dollars earned College persistence

Individual Learning Plan Decision-Making Guide

Who Completes it?	What Tool will You Use?	When?	Method of Delivery?	Content Covered	How do Families Provide Input?	Connecting ILP to Core Curriculum	Corresponding Schoolwide Activity	Follow Up	Outcomes
<input type="checkbox"/> All students <input type="checkbox"/> Grade level(s): _____ <input type="checkbox"/> Multiple Grade Level(s): _____, _____, _____	<input type="checkbox"/> District-developed tool <input type="checkbox"/> Commercial tool (i.e. Naviance, Career Cruising, Bridges) <input type="checkbox"/> Electronic Paper	<input type="checkbox"/> What month?	<input type="checkbox"/> Assembly <input type="checkbox"/> Classroom instruction <input type="checkbox"/> Small group meeting <input type="checkbox"/> Individual meeting	<input type="checkbox"/> Course selection <input type="checkbox"/> Self-assessment <input type="checkbox"/> Career exploration <input type="checkbox"/> Postsecondary exploration <input type="checkbox"/> Postsecondary planning tasks	<input type="checkbox"/> In-person large group or small group meeting <input type="checkbox"/> In-person individual meeting <input type="checkbox"/> Google hangout, Skype, etc. <input type="checkbox"/> Phone call <input type="checkbox"/> Email <input type="checkbox"/> Other _____	<input type="checkbox"/> Classroom lessons connecting information to ILP (i.e. College Super Match Lesson, Career inventory, course selection meetings)	<input type="checkbox"/> Orientations <input type="checkbox"/> Parent night <input type="checkbox"/> Career day <input type="checkbox"/> College days <input type="checkbox"/> Advisory <input type="checkbox"/> College tours <input type="checkbox"/> Transition events <input type="checkbox"/> FAFSA workshops		<input type="checkbox"/> College enrollment <input type="checkbox"/> College persistence <input type="checkbox"/> Graduation rate <input type="checkbox"/> Scholarship dollars/financial aid dollars earned
6th Grade									
7th Grade									
8th Grade									
9th Grade									
10th Grade									
11th Grade									
12th Grade									

Schoolwide Programs and Activities

- | | |
|-----|--|
| 3.4 | School counselors will coordinate school/district-wide programs and activities in alignment with school counseling curriculum to support the academic, college/career, and social/emotional development of students. |
|-----|--|

School counselors coordinate, oversee and/or participate in various school or district wide events aligning with the school counseling curriculum to further support student academic, college/career and social/emotional development. See below for an action plan template for districtwide programs and activities, as well as a completed example:

Tier 1 Schoolwide Programs & Activities Sample Action Plan

(Delete this sample once the chart below is completed)



School Name: _____ School Year: _____

District: _____

Process Data						Perception Data		Outcome Data
Grade Level	Activity Topic	Aligned with Which Student Core Curriculum Lesson/Unit	When?	Presented in Which Subject?	# of Students	ASCA Mindsets & Behaviors <i>(or other standards)</i>	Attitudes (A), Knowledge (K), & Skills (S) to be Measured	Achievement-Related Data (AR) Achievement Data (A)
K-8	Red Ribbon Week	Promoting healthy choices/drug & alcohol free lifestyle. Activities can include: morning announcements, dress up days (i.e. crazy socks for “sock it to drugs”), school-wide assembly, etc.	Last week of October	1st period	All	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being B-SMS 2. Demonstrate self-discipline and self-control	<i>By the end of the activity, students will:</i> A: Feel empowered to make healthy choices K: Know the effects of drugs/alcohol S: Be able to say no when asked to use drugs/alcohol	AR: Referrals for substance abuse A: Work skills study habits
K-6	Great Kindness Challenges	Students, faculty, and families complete kind acts	Last week of January	N/A	All	M 3. Sense of belonging in the school environment B-SS 4. Demonstrate empathy	<i>By the end of the activity, students will:</i> A: Believe kindness matters K: Know what acts of kindness are S: Demonstrate acts of kindness	AR: Positive school climate, as evidence via survey results AR: Discipline referrals A: Grades
9-12	Wellness Week	Suicide prevention & overall health/wellness	Mid-September (during Suicide Prevention Week)	N/A	All	B-SS 2. Create positive and supportive relationships with other students B-SS 3. Create relationships with adults that support success	<i>By the end of the activity, students will:</i> A: Believe it is okay to tell a trusted adult if a friend is feeling suicidal K: Know the signs of suicide S: Identify at least one trusted adult at the school	AR: Positive school climate, as evidence via survey results AR: Referrals for mental health support A: Grades
12	Race to Submit	FAFSA Statewide Competition	Oct 1-March 2	Economics/ Government	250 Seniors	M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success B-LS 5. Apply media and technology skills	<i>By the end of the activity, students will:</i> A: Believe it is important to complete the FAFSA K: Know the types of aid awarded through the FAFSA S: Complete the FAFSA	AR: FAFSA Completion A: College acceptance, enrollment, and degree attainment

School Counseling Tier 1 Schoolwide Programs & Activities Action Plan Template



School Name: _____ School Year: _____

District: _____

Process Data						Perception Data		Outcome Data
Grade Level	Activity Topic	Aligned with Which Student Core Curriculum Lesson/Unit	When ?	Present ed in Which Subject ?	# of Students	ASCA Mindsets & Behaviors <i>(or other standards)</i>	Attitudes (A), Knowledge (K), & Skills (S) to be Measured	Achievement-Related Data (AR) Achievement Data (A)
9 EXAM- PLE	Freshman Summer Orientation	High School 101	August	N/A (before school begins)	150 freshmen	M3: Sense of belonging in the school environment B-SMS10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	<i>By the end of the lesson, students will:</i> A: Feel less nervous about starting high school K: Know what time school starts K: Name a caring adult at school S: Be able to open their locker	AR: Attendance rate AR: Student involvement in activities A: 9th grade credit deficiency rate A: % of 9th graders who are on-track

(Add rows as needed)

Source: Hatching Results (2019)

School Counselor: School Counselor's Signature Administrator: Administrator's Signature Date: _____

Family Education

3.5 School counseling programs and services will be provided to **educate, engage, and increase family participation** in the areas of academic, college/career, and social/emotional development and decision making for all students grades K-12.

School counselors provide or oversee family education that aligns with the school counseling curriculum, supporting students' academic, college/career and social/behavioral needs. Family education is provided throughout Medford district and includes:

SAMPLE Tier 1 County-wide Family Programs and Activities

(fill in your family education in the blank plan below, then delete this chart)

Grade Level(s)	Title of Program or Activity	Brief Description	When?	Aligned to Which Curriculum Lessons?
9-11	Underclassmen College Night	Families and students are presented post-secondary planning & career information as well as the basics of FAFSA/CADAA.	Q3	Career Exploration (9th) Career Assessments (10th) College Knowledge (11th)
9-12	College QUEST	Post-secondary recruiters and admissions representatives, trending careers, and school counselors participate in a College Fair that is open to all students and families in Shasta County. The event is held at Simpson University.	Q1	High School 101 (9th) Keeping Doors Open (10th) College Knowledge (11th)
12	FAFSA Competition	School counselors use data from California Student Aid Commission (CSAC) to facilitate a county-wide Free Application for Federal Student Aid (FAFSA) Competition among students and families.	Q1-Q3	Pre Senior Summer (11th) Money Matters (12th)
12	Reach Higher Shasta College Signing Event	School counselors provide student names and confirmed post-secondary plans to the Reach Higher Shasta Executive Committee. Students and their families are invited to a local theatre to be acknowledged for the students' success.	Q4	College Knowledge (11th) Senior Timeline (12th) Apply, Apply, Apply (12th) Successful Transition (12th)

Medford DISTRICT FAMILY EDUCATION CURRICULUM PLAN

Grade Level(s)	Title of Program or Activity	Brief Description	When?	Aligned to Which Curriculum Lessons?

TIER 2

- 3.6 **Intentional, targeted, data-driven interventions** will be provided to students who need additional support to address academic achievement, college/career readiness, or social/emotional concerns.

Tier 2 of the Medford School Counseling Program consists of activities to meet the data driven and immediate needs and concerns of students in academic achievement, college/career readiness and social/emotional issues. This component is initiated through data mining (discussed in the Manage component), student self-referral, teachers, families, or others. While school counselors have special training and skills to respond to these needs and concerns, the cooperation and support of the entire faculty and staff are necessary for the successful implementation of this component. Tier 2 services are identified through analyzing data to determine student needs and delivered through strategies including: individual and small group counseling, referrals, consultation, and collaboration.

Small Group/Individual Counseling

Short-term counseling is provided in small groups or on an individual basis for students expressing academic challenges, difficulties dealing with relationships, personal concerns, or normal developmental tasks. Counseling assists students in identifying problems, causes, alternative and possible consequences so that appropriate action is taken. Such counseling is normally short-term and solution focused in nature.

Referral to Tier 2 Resources

- 3.7 School counselors will **utilize site and district resources**, as well as collaborate with local businesses, industries, and agencies to develop community resources, to provide Tier 2 support and increase opportunities for students and families.

Referrals vary based on student need. School counselors may refer students and families to tutoring for additional academic support, to websites or training for college/career support, to community agencies for social/emotional support, or to internal school site supports such as peer mediation, restorative justice practices and conflict resolution. Additionally, school counselors work within the community to procure additional in-school resources to support students.

Consultation

- 3.8 School counselors will **consult** with administrators, teachers, staff, families, and other key stakeholders regularly to provide information, professional opinions, and recommendations about students' needs, and to receive feedback on the emerging needs of students.

School counselors consult with key stakeholders regularly to provide information and strategies to address concerns in academic, college/career, and social/emotional needs of students. School counselors serve as student advocates to support student achievement, equity, access, and success. Specifically, school counselors in Medford District consult with:

- Administrative team
- District Administration
- Other school counselors at their site and in the district
- Teachers
- Families
- Student support personnel (school psychologists, positive attendance support, nurses, etc.)
- Special Ed case carriers
- Classified employees
- Athletic coaches
- Program coordinator(s)
- School Resource Officer
- Career Centers
- Community agencies
- Maslow for McKinney Vento
- Teaching and Learning Facilitators
- School counseling interns

Collaboration

3.9 School counselors will participate in internal school and district committees, teams, partnerships, and advisory boards to **collaborate** on student needs, support programs in the school and community, and gain support for the school counseling program.

School counselors will have the opportunity to collaborate in a variety of ways to support the school counseling program. Through teaming and partnering, they work with educators, families, and the community to improve resource sharing, provide joint presentations, or form partnerships with a specific focus or agenda. Serving on district committees, school counselors advocate for all students and work to remove barriers to learning, to improve programs, policies and practices supporting access and equity. Selection of committee topics may vary per site.

At a minimum, there should be a school counselor representative on the school leadership team, grade level teams, and Student Support Teams (SSTs).

ADMINISTRATORS & SCHOOL COUNSELORS WORK TOGETHER TO DETERMINE WHICH TEAMS, ACROSS THE DISTRICT, WILL INCLUDE A SCHOOL COUNSELOR REPRESENTATIVE AS AN ACTIVE MEMBER:

COMMITTEE/TEAM PARTICIPATION	K-5	MS	HS	ALT
Instructional Leadership Teams				
Grade Level Teams				
Content-Area Department Teams				
Student Support Teams (SSTs) / 504s				

(Add rows as needed)

TIER 3

Short-Term Individual Counseling

- 3.10 **Short-term Tier 3 school counseling supports** will be provided to students as appropriate during times of crisis, transition, heightened stress, critical change, or other situations in which Tier 2 support is not adequate.

Individual counseling assists students in identifying problems, causes, alternative and possible consequences so that appropriate action is taken. Such counseling is normally short-term and solution focused in nature. School counselors do not provide therapy. When necessary, referral sources are used to connect students/families to appropriate resources.

Crisis counseling provides prevention, intervention, and follow-up. When a crisis occurs, the site principal (in collaboration with the school counseling team) decides whether or not the site crisis intervention team or the district crisis team will handle the situation. One or both are called into action. Counseling and support are provided to students and families facing emergency situations. When necessary, appropriate outside referral sources are utilized.

Referrals to Outside Agencies

- 3.11 School counselors will **refer to school, district, and community resources** when students' needs extend beyond the role and responsibilities of the school counselor.

When a student's needs extend beyond the brief, short-term, targeted approaches provided by school counselors, it is the ethical responsibility of the school counselor to refer the student or family to outside resources for additional assistance. School counselors connect students and families with referral sources, utilizing district agreed upon services with outside agencies to support academic, college/career or social/emotional needs. Examples include dealing with crises such as suicide ideation, violence, abuse, and terminal illness. These referral sources may include mental health agencies, employment and training programs, juvenile services, and other social and community services.

Community Outreach/Agencies

- Family Solutions
- LaClinica
- Maslow
- WinterSpring
- Options of Southern Oregon
- Kairos
- Rogue Valley Mentoring
- Community Referrals through UniteUs

MENU OF SERVICES

Districtwide school counseling teams collaborate to develop a standard menu of services offered, based on student need. Note the school counselor’s interventions are only some of the options available as it is not the school counselor’s responsibility to provide all the interventions, but to know when and where to appropriately refer a student within and outside the school building. School counselors are encouraged to collaborate with other intervention providers to ensure students receive the most appropriate intervention and to avoid overlapping of services or service redundancy.

Tier 1 Services - <i>What ALL Students K-12 Automatically Receive</i>		
<ul style="list-style-type: none"> ● Social-Emotional Learning K-12 ● Suicide Prevention ● College preparatory curriculum across the core subject areas, plus foreign language, health/PE, arts with Major Clarity ● Comprehensive school counseling core curriculum lessons (academic, college/career, and social/emotional development) ● Individual Student Planning (6-12) in Major Clarity ● Schoolwide programs and activities (assemblies, resource fairs, career day, kindness week, etc.) ● Schoolwide Advancement Via Individual Determination (AVID) 	<ul style="list-style-type: none"> ● Schoolwide behavior expectations ● Family education and communications translated into their home languages ● Family education and curriculum ● Non-instructional time behavior support (lunchroom, hallways, playground, study areas) ● Priority field trips (i.e. college tours, 6-12) - cannot be taken away as a consequence ● Transition support (Middle School, Freshman On Track, Summer School) ● Leadership 	
Tier 2 Services - <i>Available Supplemental Supports & Enrichment Opportunities</i>		
<ul style="list-style-type: none"> ● Student Success Plans ● Credit recovery/online ● Large group workshops before school, during lunch, and after school (in progress) ● Peer Mentoring (Sources of Strength) ● College application support ● FAFSA 	<ul style="list-style-type: none"> ● Support for district priority populations: (BIPOC, LGBTQ+, Foster youth, students in transitional living situations, first generation, EL, students with disabilities) ● Solution-Focused Brief Counseling ● Attendance support ● Small group counseling ● Restorative practices 	<ul style="list-style-type: none"> ● Independent study ● Athletics/NCAA advising ● Clubs and student organizations ● Incentives ● ACT/SAT prep ● Adult-Student Mentoring ● AP Potential outreach
Tier 3 Services - <i>Intensified Supports for Emergent, Severe, or Crisis Needs</i>		
<ul style="list-style-type: none"> ● Student Success Team consultation ● Special education consultation ● Vision/Hearing assessment ● Section 504 ● English language proficiency consultation ● School Attendance Review Team ● Postsecondary advocacy and support (rescinded admission, complex FAFSA scenarios) 	<ul style="list-style-type: none"> ● Referrals to out-of-district (trauma, mental health services, therapy, substance abuse, grief/loss counseling, shelters, food kitchens, clothing closets, legal services, abuse/neglect) ● Crisis intervention ● Post-suspension reengagement counseling ● Home visits ● Risk/Threat Assessments 	

OVERVIEW

The fourth component of the comprehensive school counseling program calls for the school counselor to **ASSESS** program effectiveness. School counselors collect and analyze school and school counseling program data to determine how students are *different* as a result of their activities and interventions. School counselors use data to show the contributions of the school counseling program to student attendance, behavior and achievement. School counselors analyze program assessments to guide future action and improve results for all students. The performance of the school counselor is evaluated on standards of practice expected of school counselors implementing a comprehensive school counseling program.

DATA REVIEW AND PROGRAM RESULTS

- 4.1 School counselors will annually select Tier 1 and Tier 2 activities to **assess their effectiveness** and determine how students are different as a result.

A school counseling program must answer the question, “*How are students different as a result of the school counseling program?*” School counselors will collect and use data that links school counseling program activities to competency attainment and student outcomes. This component focuses on data analysis, program results, evaluation and improvement.

Measuring results is vital to the school counseling program for several important reasons:

1. Professional and program evaluation: What works? What doesn't?
2. Professional and program improvement: How do we improve?
3. Program advocacy: Ensuring program sustainability
4. Student advocacy: Promoting equity and access
5. Systemic change: Promoting improved policies, practices and procedures

The following results reports illustrate how school counselors assess the effectiveness of activities and can use those findings to make decisions for future programming.

Process Data				Perception Data		Outcome Data	Implications, Limitations, and Recommendations
Grade Level	Lesson Title & Content	Start & End Dates	# Students Impacted	ASCA Mindsets & Behaviors (Standards)	Attitudes (A), Knowledge (K), & Skills (S) Measured	Achievement-Related Data (AR) Achievement Data (A)	
6	<p>Title: Promotion & Retention Guidelines</p> <p>Content: Counselor-generated PowerPoint on Study Skills and the Importance of Completing Homework and Classwork</p>	October 20XX to November 20XX	Two lessons taught to 425 students	<p><i>Below are the student standards that were met...</i></p> <p>M 2. Self-confidence in ability to succeed</p> <p>B-LS 3. Use time-management, organizational and study skills</p>	<p><i>Below are the results from the pre-/post-test...</i></p> <p>Attitudes: % of students who believe that doing and turning in homework/classwork matters (Pre - 32% & Post - 77%)</p> <p>% of students who believe that using study strategies will help them do better in school (Pre - 44% & Post - 92%)</p> <p>Knowledge: % of students who demonstrate knowledge of best places, times, ways to study (Pre - 40% & Post 73%)</p> <p>% of students with knowledge of promotion retention criteria (Pre - 12% & Post 94%)</p> <p>% of students who know where to seek help (tutoring) (Pre - 23% & Post 56%)</p> <p>% of students that can identify three study strategies (Pre - 20% & Post - 95%)</p> <p>Skills: % of students who can accurately fill out an assignment planner (Post only - 78%)</p> <p>% of students that can calculate a GPA (Pre - 15% & Post - 84%)</p>	<p><i>Below is the outcome data that I monitored for improvement...</i></p> <p>Achievement-Related Data: Homework or Classwork completion rate: Teachers from 14 classes reported an overall average improvement from 60% in the month prior to the lessons to 82% in the month following the lesson</p> <p>Achievement Data: Compare academic improvement: GPA from Trimester 1 to Trimester 2 and/or Trimester 1 to Trimester 3</p> <p>Overall GPA for 6th graders: Trimester 1: 2.5 Trimester 2: 2.8 Trimester 3: 2.9</p>	<p>What Worked: Students demonstrated gains in attitude, skill and knowledge.</p> <p>Teachers reported improvements in homework or classwork completion, and the overall GPA for the class improved.</p> <p>What Didn't Work: Some questions on the pre/post test showed more improvement than others (i.e. the least amount of gain was where to seek help).</p> <p>The questions regarding homework/classwork was confusing to students as some believed one mattered but not the other.</p> <p>Collecting information from the teachers regarding homework or classwork completion was difficult as some teachers do not track classwork and others do not grade homework. Also, teachers do not agree on the % of grading that homework contributes to.</p> <p>Limitations/What I will do differently next time: Modify some of the pre/post questions Advocate for consistent grading practices school wide on the weight that classwork/homework counts towards grades.</p>

Target Group: Any 4th grader with a "U" in the "Work Skills and Study Habits" on academic related categories as reported on 4th Grade Report Card

Process Data				Perception Data		Outcome Data	Implications, Limitations, and Recommendations
Title/Type of Tier 2 Activity & Content	Materials and Resources Needed	When and for How Long?	# of Students	ASCA Mindsets & Behaviors (Standards)	Attitudes (A), Knowledge (K), & Skills (S) Measured	Achievement-Related Data (AR) Achievement Data (A)	
<p><u>Type of Intervention:</u> Group counseling</p> <p><u>Title:</u> Worker Bees</p> <p><u>Content:</u> Sessions on study skills, use of lesson planner, homework/classwork strategies, etc.</p> <p>Contract with students</p> <p>Reward system</p>	<p>Disaggregated data from 1st trimester report card data</p> <p>Pre-Intervention survey to determine eligibility for group</p> <p>Notification letter home to parents</p> <p>Study skills curriculum and supplies/materials</p> <p>Student contracts</p> <p>Rewards</p>	<p>Groups met once a week for six weeks from November to January</p> <p>From February to May, progress was monitored and monthly student rewards were given based on report cards and teacher feedback</p>	<p>Following the pre-intervention survey, 34 of the 50 students who qualified were placed in five small groups.</p> <p>Group 1: 6 students Group 2: 6 students Group 3: 7 students Group 4: 8 students Group 5: 7 students</p>	<p><i>Below are the student standards that were met...</i></p> <p>Academic M 6. Positive attitude toward work and learning</p> <p>B-LS 3. Use time-management, organizational and study skills</p>	<p><i>Below are the results from the pre-/post-test...</i></p> <p><u>Attitudes:</u> % of students who believe that turning in homework/classwork is important (from 39% to 88%)</p> <p>% of students who believe it is important to use time wisely (from 27% to 95%)</p> <p><u>Knowledge:</u> % of students who demonstrate knowledge of organizational skills (from 12% to 88%)</p> <p>% of students who have knowledge of time management skills (from 9% to 92%)</p> <p><u>Skills:</u> % of students who can demonstrate how to use a planner (Post only - 100%)</p> <p>% of students who complete classroom work (from 23% to 96%)</p>	<p><i>Below is the outcome data that I monitored for improvement...</i></p> <p><u>Achievement-Related Data:</u> % of student improvement in homework and classwork completion (from 26% to 79%)</p> <p>Decreased number of "U"s on Work Skills and Study Habits on Student Report Card</p> <p>1st Trimester: 34 students 2nd Trimester: 15 students (56% reduction from 1st Trimester) 3rd Trimester: 8 students (76% reduction from 1st Trimester)</p> <p><u>Achievement Data:</u> Improvement in performance level status in ELA and math</p> <p>1st Trimester: 4 students earned an A or B in ELA and math</p> <p>2nd Trimester: 12 students earned an A or B in ELA and math</p> <p>3rd Trimester: 20 students earned an A or B in ELA and math</p>	<p><u>What Worked:</u> “Work Skills and Study Habits” marks improved on report card</p> <p>Students showed gains in attitude, knowledge and skill</p> <p>Students’ grades in ELA and math improved</p> <p><u>What Didn’t Work:</u> Although students were selected for the groups after completing the pre-intervention survey, three students were unable to remain in the group and had to meet with the school counselor individually. They still received U’s on their report cards</p> <p>Fourteen students were unable to achieve A or B grades in ELA and math; five of these students were unable to achieve a C and were referred for additional academic learning supports.</p> <p><u>Limitations/What I will do differently next time:</u> I will do some additional pre-intervention screening to ensure students are capable of working in a group setting.</p>

- 4.2 School counselors will systematically **share the impact of their Tier 1 and Tier 2 activities** with key stakeholders (i.e., Flashlight presentations, one pagers, highlight reels, results reports).

School counselors share the impact of their activities with key stakeholders to educate them about the program impact on student achievement, attendance and discipline as well as to communicate the organizational structure and philosophy of the school counseling program. Both the [ASCA Professional Standards and Competencies](#) and the [ASCA Ethical Standards](#) call for school counselors to share the results of their programs.

SCHOOL COUNSELING PROGRAM ASSESSMENT

- 4.3 School counselors will annually **complete a program assessment** to determine program strengths and areas of thoughtfulness for improvement (i.e. [ASCA School Counseling Program Assessment](#)).

The program assessment is used to assess the school counseling program's progress toward full implementation of a comprehensive school counseling program in alignment with the ASCA National Model. Assessments are first performed when a school counseling program is being designed and then yearly to appraise the progress of the program development. The findings of both program assessment and results guide future actions within the program by identifying strengths and areas of thoughtfulness where improvement may be needed.

SCHOOL COUNSELOR SELF-APPRAISAL

- 4.4 School counselors will annually **self-assess their attitudes, knowledge, and skills** based on the [ASCA School Counselor Professional Standards and Competencies Assessment](#) to facilitate professional growth.

School counselors may utilize the assessment for self- assessment, to set personal goals, and to drive professional development. It is recommended that school counselors complete a self-appraisal annually to determine needed areas of growth.

SCHOOL COUNSELOR PERFORMANCE EVALUATION

- 4.5 The **school counselor performance evaluation tool** will reflect the duties and responsibilities expected of school counselors, as defined by the ASCA National Model, ASCA School Counselor Professional Standards and Competencies, ASCA Ethical Guidelines, and the Medford School District School Counseling Program Handbook (this document).

School counselors are evaluated in MSD by use of the Danielson School Counselor rubric adapted to the Non-instructional staff rubric.

SOCIAL JUSTICE (LEADERSHIP, ADVOCACY, & SYSTEMIC CHANGE)

- 4.6 School counselors serve as **leaders in the school community** to promote and support student success and act as **systems change agents** to create an environment that promotes and supports student success.

As trained leaders who are skilled at counseling, advocacy, team building and collaboration, school counselors use data to promote the success of all students. As an outcome, school counselors seek to ensure all students receive equitable access to services, interventions and academic opportunities. By taking the lead to collect and analyze school and/or district level data, school counselors identify existing gaps in student achievement. Implemented strategies and supports not only address existing gaps in achievement, but advocate for necessary systemic change.