



District CSCP Implementation Plan

Leveraging the Comprehensive School Counseling Program

VERSION 1.0



OREGON
DEPARTMENT OF
EDUCATION



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District CSCP Implementation Plan

Stage: Installation → Initial

A districtwide written plan for a comprehensive school counseling program aligned to Oregon's Framework. The district's job is to set clear expectations across all sites, define the evidence it will look for, communicate those expectations, and say what support it will provide. Fill in what applies; adapt to your context. This plan pairs with the step-by-step Implementation Guidance and turns your Readiness Self-Assessment priorities into named commitments.

How to use this template. Work through it as a district team. For each Framework element, the four prompts ask the same district-level questions: what you will require of all sites, how sites show evidence, how you will communicate it, and how you will support sites to get there. Start with the elements your Readiness Self-Assessment flagged as priorities. You do not have to complete every element in year one.

District Information	
District Name	
District CSCP Lead	
Title / Role	
Administrative Sponsor	
Plan Year	
District leaders supporting the CSCP	<i>[names and roles]</i>



Plan drafted (date)	
Next review (date)	

Section 1 • DEFINE

1.1 Define • Program Focus (beliefs, vision, and mission statements)

The district establishes expectations for a written program focus at each school, aligned to the district improvement plan.

What will the district require of all sites?	Each school has a written beliefs, vision, and mission statement that references every student and aligns to the district or school improvement plan.
How must sites document or show evidence of this?	Type here.
How will the district communicate this expectation?	Type here.
What support will the district provide to sites?	Type here.

Framework pp. 10–11, 17

1.2 Define • Oregon CSC Student Standards

The district sets expectations for how the Oregon CSC Student Standards are planned and delivered across academic, career, and social/emotional domains.

What will the district require of all sites?	Each school plans instruction on the Oregon CSC Student Standards for every student across social/emotional, academic, and career domains, documented in a Student Standards Delivery Plan. Recommendation: Show how the complementary TSEL, HECPS standards, or other competencies reinforce the CSC Student Standards.
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How must sites document or show evidence of this?	Type here.
How will the district communicate this expectation?	Type here.
What support will the district provide to sites?	Type here.

Framework pp. 12, 18–19

1.3 Define · Professional and Ethical Standards

The district sets expectations for counseling staff to work within the scope of their license and to use role-appropriate professional and ethical standards.

What will the district require of all sites?	Counseling responsibilities are assigned to appropriately licensed staff; preparation and scope of license are not interchangeable. Each staff member uses role-specific professional and ethical standards (ASCA for school counselors; NASW for school social workers).
How must sites document or show evidence of this?	Type here.
How will the district communicate this expectation?	Type here.
What support will the district provide to sites?	Type here.

Framework p. 20

Section 2 · DELIVER

2.1 Deliver · Multi-Tiered, Multi-Domain Supports

The district sets expectations for how sites deliver tiered direct and indirect services across academic, career, and social/emotional domains, in coordination with the school's MTSS structure.

What will the district require of all sites?	Each site maps universal, supplemental, and intensive supports across all three domains; documents direct services (Instruction, Appraisal & Advisement, Counseling) and indirect services (Referrals, Consultation, Collaboration); and coordinates with school student success teams and Tribal Education Leaders and community/healthcare partners. Services are culturally responsive and trauma-informed. Counseling staff work within license scope and connect students to clinical care rather than providing it.
How must sites document or show evidence of this?	<i>Type here.</i>
How will the district communicate this expectation?	<i>Type here.</i>
What support will the district provide to sites?	<i>Type here.</i>

Framework pp. 22–27

Section 3 • MANAGE

3.1 Manage • Annual Agreement

What will the district require of all sites?	Each counseling staff and administrator complete an annual agreement documenting responsibilities, priorities, and use of time before the school year begins; the Framework 3rd Edition allows a flexible administrative signature expectation and adaptation to local collective bargaining agreements.
How must sites document or show evidence of this?	<i>Type here.</i>

How will the district communicate this expectation?	Type here.
What support will the district provide to sites?	Type here.

Framework p. 29

3.2 Manage · Annual Data Review

What will the district require of all schools?	Required: Each school reviews disaggregated student data using the three data categories below to identify disproportionality and gaps. ○ Participation Data ○ Comprehensive School Counseling Student Standards Data ○ Achievement Data *Aligned to Statewide Performance Growth Targets: ○ Attendance rates (i.e., K-2, K-12) ○ Grade-level benchmark assessments/ proficiency (i.e., 3rd grade ELA, 8th grade Math) ○ On-track indicators (i.e., 9th grade on-track) ○ Graduation rates (i.e., 4-year graduation) ○ Completion rates (i.e., 5-year completion) *Aligned to Local Performance Growth Targets: ○ 5th Grade Science Achievement ○ Academic Growth ○ Career and Workforce Readiness (i.e., CTE participants and concentrators) ○ Bilingual and Multicultural Proficiency ○ Postsecondary Readiness (i.e., Dual Credit, Advanced Placement, International Baccalaureate completion) *Based on local priorities: ○ Traditional grades (i.e., tests, homework) ○ Standards-based grades (i.e., mastery of specific learning targets or skills) ○ Promotion rates (i.e., moving from one grade to the next)\ ○ Other Metrics
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	○ Survey data (e.g., Student Health Survey, culture/climate, needs assessments, students/families/key partners feedback) ○ Behavioral data (e.g., discipline referrals, code of conduct infractions,) ○ Transition data (i.e., Oregon’s Kindergarten Assessment, transition check-in, postsecondary) ○ Other _____
How must sites document or show evidence of this?	<i>Type here.</i>
How will the district communicate this expectation?	<i>Type here.</i>
What support will the district provide to sites?	<i>Type here.</i>

Framework pp. 28, 31

3.3 Manage · Achievement Gap Plan and Goals

What will the district require of all sites?	Each site develops an Achievement Gap Plan naming a prioritized indicator, contributing conditions, strategy, and outcome measures, tied to school improvement targets.
How must sites document or show evidence of this?	<i>Type here.</i>
How will the district communicate this expectation?	<i>Type here.</i>

What support will the district provide to sites?	<i>Type here.</i>
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Framework pp. 18, 28, 31

3.4 Manage • Action Plans and Lesson Plans

What will the district require of all sites?	Each site documents lesson and small-group plans with rationale, participation, and standards data.
How must sites document or show evidence of this?	<i>Type here.</i>
How will the district communicate this expectation?	<i>Type here.</i>
What support will the district provide to sites?	<i>Type here.</i>

Framework p. 28

3.5 Manage • Annual Administrator Conference

What will the district require of all sites?	Each site holds an annual administrator conference to review the program, use of time, and priorities.
How must sites document or show evidence of this?	<i>Type here.</i>
How will the district communicate this expectation?	<i>Type here.</i>
What support will the district provide to sites?	<i>Type here.</i>

Framework p. 29

3.6 Manage • Use of Time

What will the district require of all sites?	Each site uses a use-of-time analysis so counseling staff time is focused on direct and indirect services; non-CSCP duties are documented. (ODE
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	recommends minimizing non-CSCP duties; districts retain authority to assign duties in alignment with licensure rules.)
How must sites document or show evidence of this?	<i>Type here.</i>
How will the district communicate this expectation?	<i>Type here.</i>
What support will the district provide to sites?	<i>Type here.</i>

Framework pp. 29–30

3.7 Manage • Calendars

What will the district require of all sites?	Each site maintains an annual and weekly CSCP calendar of activities, events, and communication points.
How must sites document or show evidence of this?	<i>Type here.</i>
How will the district communicate this expectation?	<i>Type here.</i>
What support will the district provide to sites?	<i>Type here.</i>

Framework p. 29

Section 4 • ASSESS

4.1 Assess • Annual Program Assessment

What will the district require of all sites?	Each site completes an annual program assessment aligned to Oregon's Framework and uses results to plan improvement.
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How must sites document or show evidence of this?	<i>Type here.</i>
How will the district communicate this expectation?	<i>Type here.</i>
What support will the district provide to sites?	<i>Type here.</i>

Framework p. 32

4.2 Assess · Sharing Program Results

What will the district require of all sites?	Each site shares program results with its school community to show how students are different as a result of the program.
How must sites document or show evidence of this?	<i>Type here.</i>
How will the district communicate this expectation?	<i>Type here.</i>
What support will the district provide to sites?	<i>Type here.</i>

Framework pp. 32–33

4.3 Assess · Performance Appraisal

What will the district require of all sites?	Counseling staff are evaluated using role-specific standards appropriate to their license, connected to the district evaluation system and applicable collective bargaining agreements. Self-reflection (professional standards assessment) is kept distinct from administrator appraisal.
How must sites document or show evidence of this?	<i>Type here.</i>

How will the district communicate this expectation?	Type here.
What support will the district provide to sites?	Type here.

Framework p. 33

District Commitments and Sign-Off

Record the district's priority commitments for this plan year and confirm review.

Top 3 district priorities this year	
Support the district needs from ODE / ESD	
District CSCP Lead (name and date)	
Administrative Sponsor (name and date)	

Adapted for Oregon from a district CSCP planning template. Aligned to Oregon's Framework for Comprehensive School Counseling Programs, 3rd Edition (2026).