



District Guidance on Counseling Staff Requirements

Leveraging the Comprehensive School Counseling Program

VERSION 1.0



OREGON
DEPARTMENT OF
EDUCATION



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District Guidance on Counseling Staff Requirements

Overview

This document provides guidance for districts and schools related to [ORS 329.603](#) and [OAR 581-022-2060](#), which identifies who can design, deliver, and implement comprehensive school counseling programs. It also clarifies frequently asked questions and is organized by relevant themes.

Introduction

[Oregon's Framework for Comprehensive School Counseling Programs](#) was developed to meet the needs of our ever-changing world and to support Oregon's educational goal of a well-rounded, world-class education for all students. Comprehensive school counseling programs provide a developmental and systematic approach to serving and supporting every student to address academic development, career and college readiness, mental health and social-emotional learning, and participation in the broader community. The program is proactive and preventative, using strengths-based, trauma-informed, and equity-centered strategies to provide the best opportunities and support for all students (see [Oregon's Equity Lens](#) and [ODE's Equity Stance](#)).

The primary goal is for all students to gain the support and skills they need to leave the pre-kindergarten through twelfth grade public system with the abilities and competencies to live, learn, work, and contribute effectively, as outlined in [ORS 329.015](#). The program is delivered in collaboration with administrators, school personnel, students, families and caregivers, and community members to provide seamless transitions to each student's next steps.

Comprehensive school counseling requirements are not new for Oregon schools. Oregon Administrative Rules updated in January 2018 state that each district is expected to have a Comprehensive School Counseling Program supporting the academic, social-emotional, and career development, and the community involvement of every student (see OAR [581-022-2060](#), [581-022-2055](#), and [581-022-2030](#)).

Oregon's Framework for Comprehensive School Counseling

The [Framework](#) is a tool that describes essential program components and elements, allowing districts and schools to design programs appropriate to their unique student and community priorities. It



provides guidance for systemic change and defines school counseling as a program for every student rather than a service for some. The Framework is the structure constructed by each district and lived in by individual schools. Districts start at different places in developing, revising, and continuously improving their programs, and each will build its program differently, adapting to unique demographics, organizational conditions, and community needs.

Key Roles in the Comprehensive School Counseling Program

Delivering a counseling program requires the participation of all school staff to provide comprehensive and integrated services, developmentally appropriate CSC core curriculum, and individual student planning. [OAR 581-022-2060](#) identifies school counselors, school social workers, or a team of qualified professionals outlined in OAR 581-022-2060 as able to guide program goals, oversee delivery and implementation, and conduct evaluation and improvement. Those leading the program should be professionally trained or experienced in designing, implementing, and evaluating programs based on Oregon's Framework.

The involvement of licensed counseling professionals is crucial to delivering a comprehensive program where leadership, curriculum development, staff development, student counseling, consultation, and advocacy are integral components of programming. All districts, regardless of size, should develop a strategy for securing counseling staff with the knowledge and skills to design, deliver, implement, and evaluate an equity-based and culturally responsive program.

In Oregon, it is within the scope of work for a [Teacher Standards and Practices Commission \(TSPC\)](#)-licensed school counselor and school social worker to design, deliver, and implement comprehensive school counseling programs. Each may deliver some similar services such as individual and small-group counseling, social-emotional skill instruction, responsive services, and consultation. Each profession has its own focus based on its specialization, resulting in different but interrelated and complementary services.

Oregon's TSPC licenses for school counselors and school social workers provide a scope of license that is integral to the comprehensive program as follows:

[OAR 584-245-0100](#) defines the scope of the School Counselor license.

[OAR 584-245-0300](#) defines the scope of the School Social Worker license.

The school counselor and school social worker have specialized and overlapping roles, demonstrated through a tiered continuum of services and supports. See the examples in the [Oregon School Counselor and School Social Worker Roles and Overlap](#), which were developed in partnership with Oregon's school counselor and school social worker preparation programs and respective state associations.

Pathways to Licensure

Those interested in becoming a TSPC-licensed school counselor or school social worker can learn more by visiting TSPC's [Oregon Approved Preparation Providers](#) or [License Requirements](#).

Multidisciplinary Team Approach

Legal Background

[ORS 329.603](#) and [OAR 581-022-2060](#) provide policy and rules for Comprehensive School Counseling. In Oregon law, those responsible for designing, delivering, and implementing a coordinated program are school counselors, school social workers, or a team consisting of a combination of staff who include one or more TSPC-licensed professionals whose members as a whole have professional training or experience in the key areas identified in rule.

Requirements of Multidisciplinary Teams

ORS 329.603 and OAR 581-022-2060 specify that licensed school counselors and school social workers, or a multidisciplinary team can design, deliver, and implement a school counseling program. In requirements established by the State Board of Education, the team as a whole must have professional training or experience in the eight areas outlined in section (3)(C)(i–viii) of the rule.

1. Oregon's Framework for Comprehensive School Counseling Programs
2. Counseling methodologies
3. Social-emotional learning
4. Mental and behavioral health supports
5. Trauma-sensitive practices
6. Culturally responsive and sustaining practices
7. Curriculum, instruction and assessment
8. Career development

The makeup of a counseling program team should reflect a commitment to providing equitable, culturally responsive services that promote the success of all students. Depending on size, location, and available services, districts will develop different pathways:

- In a large district, a team may comprise licensed administrators, school counselors, school social workers, school psychologists, child development specialists, limited student services personnel, specialized counseling and career development personnel, classroom teachers, school nurse, and clerical support staff.
- In small and/or rural districts, a team may comprise a licensed administrator, school counselor or school social worker, and classroom teachers. The team approach uses the experience and training of available staff to meet the Framework's criteria.
- Districts may contract some services through Education Service Districts or other county or community agencies.

As long as the individual, team approach, or contracted services include those with the professional training or experience described above, the district meets the requirements of [ORS 329.603](#) and [OAR 581-022-2060](#).

Considerations for Planning the Team Approach

If planning to use the team approach, begin by reviewing the Framework, its key components, and program goals. Identify staff and their areas of expertise and how they may contribute to the CSCP. If gaps are identified, reach out to external providers (ESDs, community or agency-based organizations) for services, supports, or resources. Determine whether additional personnel, professional training, or experience are needed to meet the team requirements.

Professional Learning for Counseling Program Personnel

All counseling staff should receive appropriate professional training and continued professional learning necessary to successfully complete the functions of their role. When the team approach is used, attention should be given to appraising the skills and experiences of team members. Based on the needs of the counseling staff, professional learning should be intentionally planned so members develop the competencies needed for fidelity of program delivery.

The [Counseling Program Personnel Appraisal Form](#) is an optional tool districts can use to review the experience of counseling staff and determine professional learning needs; districts may also choose another tool that best fits local needs. Through this process, a professional development plan can be created with areas of learning and timelines identified, recognizing that each individual is unique and their prior experiences should be considered.

Definitions

- [Professional learning](#) means activities that are sustained (not stand-alone, one-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven [ESEA Section 8101(42)], and [content- and context-focused](#).
- Experience means verifiable employment, internship, or extensive experience in a career field specifically related to the position.

Examples of Professional Learning

While ODE provides occasional statewide/regional professional learning and [CSC Course modules](#) on program design, implementation, evaluation, and improvement, other avenues may be needed in order for individuals or teams to gain additional professional training and experience. These may include:

- Training conducted through regional or district PLCs specific to their profession for programming
- Professional state associations and organizations offering learning opportunities
- Colleges and universities providing degrees, certificates, endorsements, or continuing education