



# Legal, Policy, and Role Clarity Comprehensive Guide

Leveraging the Comprehensive School Counseling Program

VERSION 1.0



OREGON  
DEPARTMENT OF  
EDUCATION



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## Legal, Policy, and Role Clarity Comprehensive Guide

This guide helps districts and schools understand the legal, policy, staffing, and role-clarity considerations that support implementation of Oregon's Framework for Comprehensive School Counseling Programs. It supports local planning and decision-making while preserving district flexibility, professional role clarity, and alignment with Oregon statute and rule. It brings together guidance, a role-clarity conversation protocol, decision tools, an FAQ, and documentation checklists in one place.

### How to use this guide

Use this guide when your district or school is reviewing comprehensive school counseling program staffing, clarifying roles, preparing job descriptions, using a multidisciplinary counseling team approach, or documenting local implementation decisions.

This guidance is not a substitute for district legal counsel, human resources processes, collective bargaining agreements, TSPC licensure rules, or local supervision and evaluation systems. It is intended to help teams ask the right questions, document local decisions, and align implementation with state expectations.

### What This Means

#### 1. Oregon requires a coordinated comprehensive school counseling program

Each Oregon school district must provide a coordinated comprehensive school counseling program that supports the academic, career, personal, and social development of each student and develops each student's sense of community involvement. It may be designed, delivered, or otherwise implemented by a TSPC-licensed school counselor, a TSPC-licensed school social worker, or a combination of qualified persons as determined by State Board of Education rule.

Each school must provide a comprehensive counseling program for students in grades K–12 based on ODE's Framework. The school-level program must identify staff responsibilities, align with district

improvement plans, assign counseling responsibilities to appropriate personnel, expect all school staff to participate in implementation, and support education planning in grades 7–12.

## 2. The CSCP is a coordinated program, not a single job description

A comprehensive school counseling program is a planned, proactive, preventative, responsive, and developmentally appropriate program for students. It is not the same as one person's job description, one service, one intervention, or one department. A strong CSCP includes:

- A clear foundation and student-centered purpose.
- Defined roles and responsibilities.
- Planned support for each and every student.
- Direct and indirect student services.
- Data-informed planning and improvement.
- Collaboration among administrators, school counselors, school social workers, educators, families, students, and partners.

The Framework helps districts and schools design programs responsive to their unique student and community priorities, and names comprehensive school counseling as a program for every student rather than a service for some.

## 3. Oregon law and rule identify three personnel pathways

Districts and schools have some flexibility in how they staff and implement the program. That flexibility works best when the local pathway is named, documented, and reviewed regularly.

| Personnel pathway                         | What this means                                                                                                                                                                                               | Documentation to maintain                                                           |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <b>TSPC-licensed school counselor</b>     | A school counselor licensed by TSPC may lead, design, deliver, and support implementation of the CSCP when assigned and trained for the role.                                                                 | License verification, job description, annual agreement, role clarity documentation |
| <b>TSPC-licensed school social worker</b> | A school social worker licensed by TSPC may lead, design, deliver, and support implementation when hired as a school social worker, assigned to provide CSCP services and supports, and trained for the role. | License verification, job description, annual agreement, role clarity documentation |
| <b>Qualified multidisciplinary team</b>   | A team may support implementation when it includes one or more TSPC-licensed                                                                                                                                  | Team roster, TSPC license verification, training and experience inventory, role     |

| Personnel pathway | What this means                                                                | Documentation to maintain                  |
|-------------------|--------------------------------------------------------------------------------|--------------------------------------------|
|                   | professionals and the team as a whole has the required training or experience. | clarity matrix, professional learning plan |

For a multidisciplinary team approach, OAR 581-022-2060 requires the team to include one or more TSPC-licensed professionals, and the members as a whole must have professional training or experience in: Oregon's Framework; counseling methodologies; social-emotional learning; mental and behavioral health supports; trauma-sensitive practices; culturally responsive and sustaining practices; curriculum, instruction and assessment; and career development.

#### 4. Scope of practice is a guardrail for implementation

Oregon law and rule provide flexibility, but they do not allow a person to practice outside the scope of the license they hold, or within the scope of a license they do not hold. Position titles, job descriptions, assigned responsibilities, supervision, and local implementation decisions should align with each person's license, role, training, and assignment.

School counselors and school social workers may provide some similar supports such as individual and small-group counseling, social-emotional skill instruction, responsive services, and consultation. Each profession also has distinct preparation, licensure, ethical standards, and areas of specialized practice. ODE's personnel guidance names these roles as different, interrelated, and complementary.

#### 5. Role clarity protects both students and staff

Role clarity helps students know how to access support, helps families understand available services, helps administrators assign responsibilities appropriately, and helps staff work within their professional preparation and license scope.

| Look-alike                                                           | What counts                                                                                                                                     |
|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A flexible-sounding job title that does not match the license</b> | The position title and job description should correspond to the employee's professional license, training, and assigned role.                   |
| <b>A team approach that blurs professional boundaries</b>            | A team approach should use the strengths of multiple professionals while keeping license scope, title, supervision, and responsibilities clear. |

A school social worker may lead or support the CSCP when the requirements are met, but should not be hired into or titled as a school counselor unless the person holds the appropriate license. TSPC rules note that a school social worker should not accept a full- or part-time school counselor position, or

substitute as a school counselor for more than three consecutive months, without obtaining the school counselor license.

#### **6. All school staff participate, but not all staff lead**

OAR 581-022-2060 expects all school staff to participate in implementation which may look like classroom connections, referral pathways, advisory input, family communication, student support coordination, and shared schoolwide practices. Participation is different from leading. The CSCP lead or counseling team must meet the personnel requirements described in statute, rule, and ODE guidance.

#### **7. A multidisciplinary team approach is an acceptable pathway when requirements are met**

The team approach lets districts use the training and experience of multiple professionals which can be especially useful in small or rural districts, shared staffing models, districts using ESD support, and schools with multiple student support roles. It works best when the district first reviews the Framework, identifies components and goals, identifies staff expertise, determines gaps, and plans additional professional learning or external support when needed.

The team approach may include a combination of school counselors, school social workers, administrators, school psychologists, child development specialists, limited student services personnel, specialized counseling or career development personnel, classroom teachers, school nurses, clerical support staff, ESD staff, contracted providers, or community partners. The structure may vary, but the staffing pathway and role assignments should be documented and aligned to their professional training, expertise, and scope of license.

#### **8. Administrators create the conditions for implementation**

Administrators play an essential systems role for the CSCP by identifying the lead or counseling team, clarifying roles, providing time for planning and program review, supporting data-informed decisions, aligning the program with school improvement, and ensuring responsibilities are assigned appropriately. Administrators can support the CSCP by dedicating time for the lead and team to plan, evaluate student data, review goals and outcomes, plan for services, and communicate results.

#### **9. ESD, district, and community partners can strengthen implementation**

Districts may use ESD support, district-level leads, contracted services, or community partners for training, mentoring, onboarding, service coordination, community referrals, or specialized supports. When a school receives support from an ESD staff member or a lead from another school, the district should still identify who is responsible for leading CSCP implementation at the school. Those partners may support, mentor, and help onboard staff, and may serve on the multidisciplinary team but the building administrator still determines the TSPC-licensed and trained individual responsible for leading the school's CSCP on a permanent basis.

#### **10. Privacy and information-sharing need clear local protocols**

Contracted specialists and community agency providers may operate under different privacy, reporting, and information-sharing requirements than district-employed staff. Local protocols should clarify what information may be shared, who may access records, how referrals are documented, and how student and family privacy is protected.

## What To Do

### Step 1. Review the program requirement

District leaders and building administrators should review:

- Oregon's Framework for Comprehensive School Counseling Programs
- ORS 329.603
- OAR 581-022-2060
- OAR 581-022-0102
- Applicable TSPC licensure and scope rules
- Current district job descriptions, staffing structures, and local implementation plans

The goal is a shared understanding before making staffing or role decisions.

### Step 2. Identify the current personnel pathway

Determine which pathway the school or district is using. If any answer is unclear, document it as a next step rather than guessing.

| Question                                                               | Response |
|------------------------------------------------------------------------|----------|
| Is a TSPC-licensed school counselor assigned to the program?           |          |
| Is a TSPC-licensed school social worker assigned to the program?       |          |
| Is the school using a multidisciplinary team approach?                 |          |
| Does the team include one or more TSPC-licensed professionals?         |          |
| Does the team as a whole have the required training or experience?     |          |
| Who is identified as the CSCP lead? (name / role / license)            |          |
| Is the lead trained in how to design, deliver, and implement the CSCP? |          |

**Here's an example.** A small district does not have a full-time school counselor in every building. It identifies a TSPC-licensed administrator in one building trained in CSCP implementation, a school social worker who supports multiple schools, and a teacher with career development responsibilities. The district documents this

as a multidisciplinary team approach, identifies the CSCP lead, maps each person's responsibilities, and creates a professional learning plan for any remaining training gaps.

### Step 3. Name the CSCP lead or team

Each school should identify who coordinates CSCP planning, implementation, and improvement. The CSCP lead should be:

- Licensed by TSPC
- Part of the school counseling team
- Trained in how to design, deliver, and implement the CSCP
- Clearly assigned by the district or school

Not everyone with a TSPC license may lead the CSCP. The lead must be a TSPC-licensed staff member who is part of the counseling team and trained in how to design, deliver, and implement comprehensive school counseling programs.

### Step 4. Map program functions before assigning people

Start with the work the program needs to do; then identify who is prepared, licensed, assigned, and supported to carry it out. Mark who leads, contributes, and supports each function, and the evidence.

| Program function                             | Lead | Contribute | Support | Evidence |
|----------------------------------------------|------|------------|---------|----------|
| Define program mission, vision, and beliefs  |      |            |         |          |
| Align student standards and outcomes         |      |            |         |          |
| Develop annual agreement                     |      |            |         |          |
| Develop annual calendar                      |      |            |         |          |
| Review student data and identify needs       |      |            |         |          |
| Provide individual student planning          |      |            |         |          |
| Provide responsive services                  |      |            |         |          |
| Provide small group supports                 |      |            |         |          |
| Coordinate referrals and community resources |      |            |         |          |

| Program function                     | Lead | Contribute | Support | Evidence |
|--------------------------------------|------|------------|---------|----------|
| Evaluate implementation and outcomes |      |            |         |          |
| Communicate program impact           |      |            |         |          |

**Here's an example.** A school identifies the school counselor as **lead** for annual calendar development, the school social worker as **lead** for community referral pathway mapping, the administrator as the person who **approves** time and schedule structures, and teachers as **contributors** to classroom implementation. The team documents these responsibilities in the annual agreement and role clarity matrix.

### Step 5. Check title, license, and role alignment

Districts should review job postings, position titles, job descriptions, and assigned duties before hiring or reassigning staff. Use these questions:

- Does the position title match the license and role?
- Does the job description describe the work accurately?
- Does the person hold the license required for the position title?
- Are assigned duties within the person's scope of practice?
- Is the person being asked to perform duties that require a license they do not hold?
- If the district uses a skill-based job posting, will the final title correspond to the license and role of the person hired?

A district may advertise an open position based on the skills involved. Once hired, the title and job description should correspond to the employee's professional training and license. For example, a school social worker should not be hired into, placed in, or titled as a school counselor unless the person holds the appropriate license or is serving in a time-limited substitute situation allowed by rule.

### Step 6. Inventory team training and experience

If using a multidisciplinary team approach, identify the training and experience represented on the team, and where gaps exist, how they will be addressed.

| Required area                                                   | Team member or role with training/experience | Evidence | Gap or next step |
|-----------------------------------------------------------------|----------------------------------------------|----------|------------------|
| Oregon's Framework for Comprehensive School Counseling Programs |                                              |          |                  |

| Required area                                  | Team member or role with training/experience | Evidence | Gap or next step |
|------------------------------------------------|----------------------------------------------|----------|------------------|
| Counseling methodologies                       |                                              |          |                  |
| Social-emotional learning                      |                                              |          |                  |
| Mental and behavioral health supports          |                                              |          |                  |
| Trauma-sensitive practices                     |                                              |          |                  |
| Culturally responsive and sustaining practices |                                              |          |                  |
| Curriculum, instruction and assessment         |                                              |          |                  |
| Career development                             |                                              |          |                  |

### Step 7. Develop a professional learning plan

All counseling program personnel should receive the professional learning needed to carry out their role. A plan should identify what each person needs to know or do, what training or mentoring is needed, who will provide it, when it will occur, how it will be applied, and what evidence will show that learning occurred.

### Step 8. Clarify contracted services and partner roles

When using contracted specialists, ESD supports, or community partners: identify the service provided; clarify whether the partner is part of the CSCP team, an external referral resource, or a contracted service provider; confirm supervision, referral, and documentation processes; clarify privacy and information-sharing requirements; and document the relationship in an MOU, contract, referral protocol, or local procedure as appropriate.

### Step 9. Document the local decision

Districts and schools should document the personnel pathway being used, scope of license considerations, training and experience represented, professional learning needs, administrator support commitments, external support or contracted services, and a review timeline. Documentation protects continuity, especially when staffing or leadership changes.

### Step 10. Revisit role clarity annually

Role clarity should be reviewed at least annually and whenever staffing, leadership, student needs, schedules, or partnerships change. Recommended review points: start of school year; annual agreement

meeting; midyear check-in; program evaluation and improvement cycle; hiring or reassignment; addition of new contracted or community partners; and changes in district or school improvement priorities.

## What Evidence to Collect

### District-level evidence

| Evidence                                         | Purpose                                                       |
|--------------------------------------------------|---------------------------------------------------------------|
| District CSCP implementation plan                | Shows how the district supports consistent implementation.    |
| District role clarity guidance or staffing model | Shows how the district defines roles and pathways.            |
| Job descriptions and position titles             | Shows alignment between role, license, and assignment.        |
| Hiring or posting language                       | Shows that positions are advertised and titled appropriately. |
| Professional learning plan                       | Shows how staff are supported to meet CSCP requirements.      |
| District data and improvement alignment          | Shows connection between CSCP and district priorities.        |
| ESD, agency, or contracted service agreements    | Shows how external supports are defined and coordinated.      |
| Annual review or program evaluation summary      | Shows continuous improvement and implementation.              |

### School-level evidence

| Evidence                     | Purpose                                       |
|------------------------------|-----------------------------------------------|
| Identified CSCP lead or team | Shows who coordinates program implementation. |
| Team roster                  | Shows who participates in implementation.     |

| Evidence                                     | Purpose                                                      |
|----------------------------------------------|--------------------------------------------------------------|
| License and credential verification          | Shows alignment with personnel requirements.                 |
| Role clarity matrix                          | Shows who leads, contributes, supports, and approves.        |
| Annual agreement                             | Shows program priorities, roles, time, and responsibilities. |
| Annual calendar                              | Shows planned delivery of student supports.                  |
| School data profile                          | Shows how students need inform planning.                     |
| Referral pathway or student support protocol | Shows how students access supports and services.             |
| Professional learning records                | Shows training and support for CSCP personnel.               |
| Program evaluation or annual reflection      | Shows how the program is reviewed and improved.              |

### Multidisciplinary team evidence

| Evidence                              | Purpose                                                  |
|---------------------------------------|----------------------------------------------------------|
| Team membership list                  | Shows who is part of the multidisciplinary team.         |
| TSPC-licensed professional identified | Shows the team includes one or more TSPC-licensed staff. |
| CSCP lead identified                  | Shows who coordinates planning and implementation.       |
| Training and experience inventory     | Shows how the team collectively meets requirements.      |
| Gap analysis                          | Shows where additional training or mentoring is needed.  |
| Professional learning plan            | Shows how gaps will be addressed.                        |
| Role assignment matrix                | Shows how responsibilities are distributed.              |
| External support documentation        | Shows how ESDs, agencies, or community partners assist.  |

## Hiring and title alignment evidence

| Evidence                                                 | Purpose                                                 |
|----------------------------------------------------------|---------------------------------------------------------|
| <b>Job posting</b>                                       | Shows how the district described the role.              |
| <b>Position description</b>                              | Shows the responsibilities assigned to the role.        |
| <b>Final position title</b>                              | Shows alignment with the person's license and role.     |
| <b>License verification</b>                              | Shows the person holds the license required.            |
| <b>Supervisor documentation</b>                          | Shows who supports, supervises, and evaluates.          |
| <b>Temporary assignment documentation, if applicable</b> | Shows time-limited arrangements and how they meet rule. |

## Contracted services and privacy evidence

| Evidence                                          | Purpose                                                |
|---------------------------------------------------|--------------------------------------------------------|
| <b>Contract or memorandum of understanding</b>    | Shows the partner's role, scope, and responsibilities. |
| <b>Referral protocol</b>                          | Shows how students are connected to supports.          |
| <b>Information-sharing agreement or procedure</b> | Shows how student and family privacy is protected.     |
| <b>Family consent process, where applicable</b>   | Shows how consent is obtained and documented.          |
| <b>Coordination notes or meeting structures</b>   | Shows how school staff and partners communicate.       |

## Role Clarity Protocol

Use this protocol when a district or school is clarifying CSCP roles, building a multidisciplinary team, reviewing staffing, or resolving confusion about responsibilities.

### Step 1. Start with the program

- What is our comprehensive school counseling program designed to accomplish for students?

- What student needs and outcomes are most important this year?
- How does the program connect to our school or district improvement priorities?

### Step 2. Identify the required functions

- What must be planned?
- What must be delivered?
- What must be coordinated?
- What must be documented?
- What must be reviewed and improved?

### Step 3. Select the personnel pathway

- Are we using a school counselor, school social worker, or multidisciplinary team pathway?
- Who is the identified CSCP lead?
- Who is part of the CSCP team?
- What evidence shows the pathway is appropriately documented?

### Step 4. Map responsibilities

- Who leads each function? Who contributes? Who supports? Who approves? Who needs to be informed?
- Which functions require specific licensure, training, supervision, or role assignment?

### Step 5. Check for alignment

- Do titles match licenses? Do job descriptions match assigned responsibilities?
- Are any staff being asked to practice outside their license or role?
- Are any duties pulling staff away from CSCP implementation? What professional learning is needed?

### Step 6. Document agreements

- The CSCP lead or team; role assignments; scope-of-practice considerations; training or experience gaps; administrator support commitments; timeline for follow-up.

## Personnel Pathway Decision Guide

| Situation                                                                         | What counts                                                                                                                                   | What to do next                                                                                                              |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>A TSPC-licensed school counselor is assigned to the program</b>                | May meet the pathway when the person is hired as a school counselor and trained for CSCP implementation.                                      | Document license, role, annual agreement, and CSCP responsibilities.                                                         |
| <b>A TSPC-licensed school social worker is assigned to the program</b>            | May meet the pathway when the person is hired as a school social worker and trained for CSCP implementation.                                  | Document license, role, annual agreement, and CSCP responsibilities.                                                         |
| <b>A school social worker is being considered for a school counselor position</b> | Does not align unless the person holds the appropriate school counselor license or is in a time-limited substitute situation allowed by rule. | Review title, job description, licensure, and HR process before posting or assigning.                                        |
| <b>The school is using a multidisciplinary team</b>                               | May meet the pathway if the team includes one or more TSPC-licensed professionals and collectively has the required training or experience.   | Complete the team inventory, identify the CSCP lead, and document role assignments.                                          |
| <b>The school has contracted providers or community partners</b>                  | These partners may support the program but do not replace the required TSPC-licensed professional in a team pathway.                          | Clarify contract, referral, privacy, documentation, and supervision procedures.                                              |
| <b>The school does not have a school counselor or school social worker</b>        | A multidisciplinary team approach may be used if requirements are met; district or ESD support may help with onboarding.                      | Identify the TSPC-licensed trained lead or support structure, document the pathway, and create a professional learning plan. |

## Appropriate Duties and Scope Alignment Tool

Use this tool to discuss duties, not people. The goal is to clarify which responsibilities support CSCP implementation and which may need review.

| Duty or responsibility       | Usually aligned? | Questions to ask                                               |
|------------------------------|------------------|----------------------------------------------------------------|
| Annual program planning      | Yes              | Who leads it? Is it connected to the Framework?                |
| Annual agreement development | Yes              | Does it clarify priorities, roles, time, and responsibilities? |
| Annual calendar development  | Yes              | Does it show planned student supports across the year?         |
| Classroom CSCP lessons       | Yes              | Who delivers them? Are they aligned to standards?              |
| Individual student planning  | Yes              | Is the process clear for grades 7–12 and beyond?               |
| Small group supports         | Yes              | Are the supports connected to student needs and data?          |
| Responsive services          | Yes              | Are protocols clear, timely, and aligned to scope?             |
| Referral coordination        | Yes              | Are school- and community-based referrals coordinated?         |
| Program data review          | Yes              | Who reviews data and how are decisions documented?             |

| Duty or responsibility                | Usually aligned?         | Questions to ask                                                                           |
|---------------------------------------|--------------------------|--------------------------------------------------------------------------------------------|
| Testing coordination                  | Needs review             | Does this support CSCP goals or significantly reduce program delivery time?                |
| Lunch, recess, or hallway supervision | Needs review             | Is this part of a planned student support or a general supervision assignment?             |
| Clerical duties                       | Needs review             | Is the duty necessary for program implementation or unrelated administrative work?         |
| Discipline administration             | Needs review             | Does the duty conflict with counseling role clarity or student access to support?          |
| Long-term clinical treatment          | Usually outside the CSCP | Is this handled through a separate clinical, agency, or community-based service structure? |

## Frequently Asked Questions

### Q. Is the CSCP Framework a mental health model?

**A.** No. The Framework supports comprehensive school counseling programs that include academic, career, social-emotional, and community-involvement development. Mental and behavioral health supports may connect to CSCP delivery and broader student support systems, but the CSCP is not the same as a comprehensive mental health model or clinical treatment system.

### Q. Can school social workers lead or support a CSCP?

**A.** Yes, when they are TSPC-licensed, trained in how to design, deliver, and implement the CSCP, hired as school social workers, and assigned to provide CSCP services and supports. They should not be hired into or titled as school counselors unless they hold the appropriate school counselor license.

### Q. Can school counselors and school social workers both contribute to the CSCP?

**A.** Yes. They may have overlapping and complementary responsibilities. Each role should contribute based on professional preparation, license scope, job description, assigned responsibilities, and student needs.

### Q. Does every school social worker have to be part of CSCP delivery?

**A.** Not in the same way in every district or school. Districts and schools have flexibility to determine which professionals lead or support the CSCP, in accordance with state law and rule. Every school social worker can support and deliver the CSCP within the scope of their license, but local role assignment matters.

**Q. Can anyone with a TSPC license lead the CSCP?**

**A.** No. The lead must be licensed by TSPC, part of the counseling team, and trained in how to design, deliver, and implement a comprehensive school counseling program.

**Q. Can non-TSPC-licensed staff be part of the CSCP team?**

**A.** Yes. They may serve on the team when their role, training, credential, and assignment align with the services they provide. They may not serve as the required TSPC-licensed professional in the multidisciplinary team pathway.

**Q. Can ESD staff support a school's CSCP?**

**A.** Yes. ESD staff may provide training, mentoring, onboarding support, consultation, or other implementation support. The building administrator still needs to determine the TSPC-licensed and trained individual responsible for leading the school's CSCP on a permanent basis.

**Q. What if a school does not currently have a school counselor or school social worker?**

**A.** The district should determine whether a multidisciplinary team approach can meet the personnel requirements. If there are no TSPC-licensed staff trained in CSCP in the school, the district should identify district or ESD support and establish an appropriate lead, team, and professional learning plan.

**Q. What is the accountability structure?**

**A.** Comprehensive school counseling is part of the Division 22 assurance process. Districts report annually to their school board and ODE, and the building and district administrator who oversees CSCP personnel is responsible for ensuring alignment with ORS, OAR, and TSPC rules. OAR 581-022-2060 also allows ODE to review annual comprehensive school counseling program assessments as part of program evaluation and improvement.

## Local Documentation Checklist

### District documentation

| Item                              | Completed? | Notes |
|-----------------------------------|------------|-------|
| District CSCP implementation plan |            |       |

| Item                                                     | Completed? | Notes |
|----------------------------------------------------------|------------|-------|
| District staffing model or role clarity guidance         |            |       |
| Job descriptions aligned to position titles and licenses |            |       |
| Human resources posting and hiring documentation         |            |       |
| Professional learning plan                               |            |       |
| District data and improvement alignment                  |            |       |
| ESD, agency, or contracted service agreements            |            |       |
| Annual program review or evaluation summary              |            |       |

### School documentation

| Item                                    | Completed? | Notes |
|-----------------------------------------|------------|-------|
| Identified CSCP lead or team            |            |       |
| Team roster                             |            |       |
| License and credential verification     |            |       |
| Role clarity matrix                     |            |       |
| Annual agreement                        |            |       |
| Annual calendar                         |            |       |
| School data profile                     |            |       |
| Student support and referral pathways   |            |       |
| Professional learning records           |            |       |
| Program evaluation or annual reflection |            |       |

