Comprehensive School Counseling Programs
District Compliance Self-Reflection Tool

This district self-reflection tool serves as a reference point for conversations between the Superintendent and counseling program leads in reviewing compliance with OAR 581-022-2060. The OAR requirements are arranged by four elements: 1) District-Level Comprehensive School Counseling Program, 2) School-Level Comprehensive Counseling Program, 3) Counseling Staff Assignments, and 4) Program Evaluation & Continuous Improvement. This tool can be used to determine whether the requirements are fully in place or are needing additional support.

Element 1: District-Level Comprehensive School Counseling Program

OAR Requirements	Reflection Questions	Current State of Requirements	Measure of Success
Provide a coordinated comprehensive school counseling program that supports the academic, career, social-emotional, and community involvement development of each student. Adopts comprehensive school counseling program goals that address the 12 areas outlined in OAR 581-022-2060 (see Appendix A).	Does the district have a K-12 counseling program plan and goals? Is it aligned with the district's strategic goals? Does the district have a scope and sequence for the counseling student standards and instructional activities across each developmental domain (academic, career, social and emotional, and community involvement)?	Rating (circle one): | 1	2	3	4	5
Not yet in place	>	Partially in place	>	Fully in place	 Evidence (includes program elements):	Include program plan and action items:

Element 2: School-Level Comprehensive Counseling Program

OAR Requirements	Reflection Questions	Current State of Requirements	Measure of Success
Provide a school-level program (based upon Oregon's Framework for Comprehensive School Counseling Programs) that: ● Identifies staff responsibilities for planning, designing and delivering the program ● Aligns with district school improvement plan ● Assigns counseling responsibilities to appropriate personnel ● Expects all school staff to participate in implementation ● Supports each student to develop and annually review an educational plan (grades 7 -12)	Does each school have a comprehensive counseling program? Is it aligned with the school's goals and improvement plan? Does the program include all the key components of a comprehensive school counseling program based on Oregon's Framework? Who and how does the school identify TSPC licensed staff responsible for the design, delivery and implementation of the program? Are they evaluated based on their specific role and responsibilities? How does the counseling team and school staff work in collaboration to support the program? How does the program support each student to develop an education plan and profile?	Rating (circle one): | 1	2	3	4	5	 | Not yet in place	>	Partially in place	>	Fully in place	 Evidence (includes program elements):	Include program plan and action items:

Element 3: Counseling Staff Assignments

OAR Requirements	Reflection Questions	Current State of Requirements	Measure of Success
Maintain a licensed staff and promote effective counseling and advising practices consistent with the district counseling program goals. A coordinated comprehensive school counseling program may be designed, delivered, or implemented by a: 1. TSPC licensed school counselor; 2. TSPC licensed school social worker; or 3. Team of professionals that is led by someone who is licensed by TSPC and trained in how to design, deliver, and implement the CSCP and as a whole the team has professional training or experience in the 8 areas outlined in section (3)(C)(i-viii) of OAR 581-022-2060. Use the flowchart in Appendix B, ODE's District Guidance on Counseling Program Personnel Requirements and the FAQ Companion Guide to determine compliance with this section of the rule.	Does the school have at least one TSPC licensed staff member responsible for designing, delivering and implementing the program? How is the program coordinated with other non-TPSC licensed personnel or external providers? How are activities of external providers being coordinated and tracked to ensure quality and minimize duplication of services? Are there other school personnel or external providers that counseling staff can collaborate and coordinate with to a greater degree to support the program?	Rating (circle one): | 1	2	3	4	5
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Not yet in place	>	Partially in place	>	Fully in place	 Evidence (includes program elements):	Include program plan and action items:

OAR Requirements	Reflection Questions	Current State of Requirements	Measure of Success
Consider: ● Alignment with the American School Counselor Association and School Social Work Association recommended ratio of 1:250 students ● Number of aides and clerical staff assigned to support the program	How are caseloads assigned and evenly distributed? (alpha, grade level, domain, etc.) Is a clerical or certificated staff person assigned to the school's counseling department?		

## Element 4: Program Evaluation & Continuous Improvement

OAR Requirements	Reflection Questions	Current State of Requirements	Measure of Success
Evaluate district and school counseling program The *Comprehensive School Counseling Program Evaluation* could be a useful tool.	Is there a process in place for regular evaluation of the district and school counseling program? Has the program been formally evaluated recently? How might a program evaluation be incorporated into a community engagement process to determine how best to serve students and identify strategies for investing in the school counseling program?	Rating (circle one): | 1	2	3	4	5
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Not yet in place	>	Partially in place	>	Fully in place	 Evidence (includes program elements):	Include program plan and action items:

Appendix A: Program Goals

Comprehensive school counseling program goals shall assist students to:
1. Understand and utilize the educational opportunities and alternatives available to them;
2. Meet academic standards;
3. Establish tentative career & educational goals;
4. Create and maintain an education plan and education portfolio;
5. Demonstrate the ability to utilize personal qualities, education and training, in the world of work;
6. Develop decision-making skills;
7. Obtain information about self;
8. Accept increasing responsibility for their own actions, including the development of self-advocacy skills;
9. Develop skills in interpersonal relations, including the use of affective and receptive communication;
10. Utilize school and community resources;
11. Demonstrate and discuss personal contributions to the larger community; and
12. Know where and how to utilize personal skills in making contributions to the community.

Appendix B: Counseling Staff Assignments Compliance Flowchart
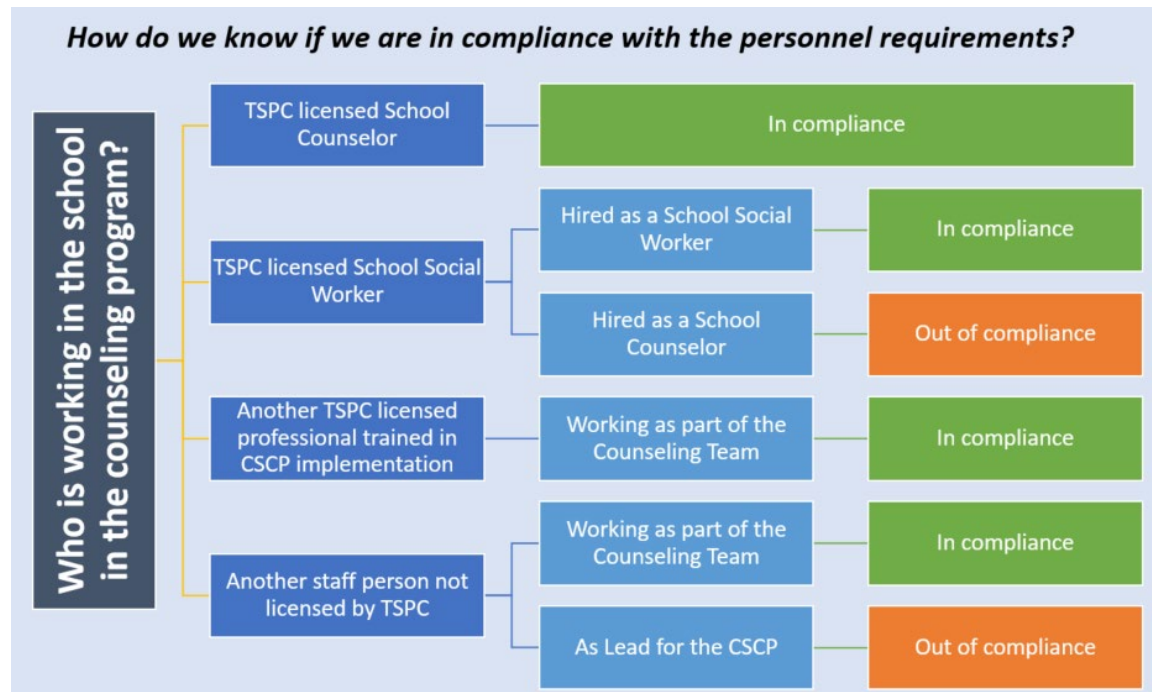
Appendix C: Resources to Support Program Development and Evaluation:

- [Oregon's Framework for Comprehensive School Counseling Programs](#)
- [Comprehensive School Counseling Program Evaluation Tool](#)
- [Oregon's Adopted Counseling Program Student Standards](#)
- [ODE's District Guidance on Counseling Program Personnel Requirements](#)
- [FAQ Companion Guide](#)
- [ODE's Equity Decision Tools for School Leaders](#)

For more information, visit the Oregon Department of Education's [Comprehensive School Counseling webpage](#).