



District Guidance on Counseling Personnel Requirements

Overview

This document provides updated guidance for districts and schools related to [HB 2876 \(2019\)](#) and [OAR 581-022-2060](#), which identifies who can design, deliver and implement comprehensive school counseling programs. The document also provides clarification on 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 providing 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. It highlights the importance of approaching this work using strengths-based, trauma-informed, and racial 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 of the program is for all students to the necessary supports and skills they need to leave the pre-kindergarten through twelfth grade public system with the mindsets and behaviors to live, learn, work, and contribute in the world effectively as individuals, learners, producers, consumers, family members, and community members, as outlined in [ORS 329.015](#). The program is delivered in collaboration with administrators, school personnel, students, families/caregivers, and members of the community to provide seamless transitions to each student's next steps.

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

Oregon's Framework for Comprehensive School Counseling

[The Framework](#) is a tool for school districts that describes essential program components and elements that allow individual districts and schools to design and develop programs appropriate to their unique student and community priorities. It provides guidance for systemic change and a way of defining school counseling as a program for every student rather than a service for some. The Framework is a scaffolding for a structure constructed by each school district and furnished and lived in by individual schools. Oregon school districts start at different places in developing, revising, and continuously improving their school counseling programs. Consequently, each district will build its program differently, adapting it to unique demographics, organizational conditions, and community needs.

Key Roles in the Comprehensive School Counseling Program

The delivery of a counseling program requires the participation of all school staff to provide comprehensive and integrated services, developmentally appropriate core curriculum, and individual student planning. [HB 2876 \(2019\)](#) identifies school counselors, school social workers, or a team of qualified professionals outlined in [OAR 581-022-2060](#) as being able to guide the program goals, oversee delivery and implementation, and conduct the evaluation and improvement of the program. Those facilitating or leading the program are professionally trained or experienced in designing, implementing, and evaluating programs based on [Oregon's Framework for Comprehensive School Counseling Programs](#).

The involvement of licensed counseling professionals is crucial to delivering a comprehensive counseling 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 personnel with the knowledge and

skills to effectively design, deliver, implement and evaluate an equity-based and culturally responsive comprehensive school counseling program.

In Oregon, it is within the scope of work for a [Teacher Standards and Practice Commission \(TSPC\)](#) licensed school counselor and school social worker to design, deliver, and implement comprehensive school counseling programs. Each role may deliver some similar services such as individual and small group counseling, social-emotional skill instruction, responsive services, and consultation with families and teachers. However, each profession has its unique focus based upon its specialization, which result in different, albeit interrelated and complementary services.

Oregon's TSPC certifies and licenses school counselors and school social workers to provide a scope of work that is integral to school counseling programs in the following ways:

- [OAR 584-245-0100](#) defines the scope of the School Counselor license as authorized to perform the following duties in public schools, school districts or education service districts.
- [OAR 584-245-0300](#) defines the scope of the School Social Worker license as authorized to perform the following duties.

The school counselor and school social worker have specialized and overlapping roles which are demonstrated through a tiered continuum of services and supports. This [table](#) was developed in partnership with Oregon's school counselor and school social worker preparation programs and respective state associations.

Pathways to Licensure

Those who are interested in becoming a TSPC licensed school counselor or school social worker can learn more about the preparation and licensure requirements by visiting TSPC's website for [Oregon Approved Preparation Providers](#) or [License Requirements](#).

Multidisciplinary Team Approach

Legal Background

[HB 2876 \(2019\)](#) and [OAR 581-022-2060](#) provide policy and rules for Comprehensive School Counseling. In Oregon law, those who have been identified as responsible for designing, delivering and implementing a coordinated comprehensive school counseling program are school counselors, school social workers, or a team consisting of a combination of staff who

include one or more professionals licensed by the TSPC and the members of the team as a whole have professional training or experience in key areas.

Requirements of Multidisciplinary Teams

[HB 2876 \(2019\)](#) and [OAR 581-022-2060](#) specifies 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 must have professional training or experience in the critical components of [Oregon's Framework for Comprehensive School Counseling Programs](#), including:

1. Counseling methodologies;
2. Social-emotional learning;
3. Mental and behavioral health supports;
4. Trauma-sensitive practices;
5. Culturally responsive and sustaining practices;
6. Curriculum, instruction and assessment; and
7. Career development.

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

1. In a large district, a team of qualified professionals 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.
2. In small and/or rural districts, a team of qualified professionals may comprise a licensed administrator, school counselor or social worker, and classroom teachers. The team approach utilizes the experience and training of available staff to meet the Framework's criteria.
3. Districts may choose to contract some services through Education Service Districts or other county or community agencies.

As long as the individual, team approach, or contracted services includes those who have the professional training or experience as described in the team approach, then the district will meet the requirements set forth in [HB 2876 \(2019\)](#) and [OAR 581-022-2060](#).

Considerations for Planning the Multidisciplinary Team Approach

If the school is planning to utilize the Team Approach in implementing Comprehensive School Counseling Programs, it is important to first begin with reviewing the Framework, the key components, and program goals. Next, identify staff and their area of expertise and the ways they may contribute to the CSCP. If there are gaps identified, reach out to external providers (ESDs, community/agency-based organizations, etc.) to see if there are resources to support implementation. Determine if there is additional professional training and experience that may be needed to meet the team requirements (see above).

Professional Learning for Counseling Program Personnel

All counseling program personnel should receive and have the appropriate professional training and continued professional learning necessary to successfully complete the functions of their role. When the team approach is utilized in designing, delivering, and evaluating the Comprehensive School Counseling Program, attention should be given to conducting an appraisal of the skills and experiences of team members. Based upon the needs of the individuals delivering the CSCP, professional learning should be intentionally and strategically planned to ensure that team members have opportunities to develop the professional competencies needed to ensure fidelity of programmatic delivery.

The [Counseling Program Personnel Appraisal Form](#) is an optional tool that can be used by districts to review the experience of counseling program personnel for the purpose of determining professional learning needed. Districts may also choose another tool that would best fit local district/school/student needs.

Through this process, a Professional Development Plan is created with areas of learning needed and timelines identified. Each individual is unique, and their prior experiences should be considered. The Counseling Program Personnel Appraisal process is designed to recognize the variety of ways that individuals acquire skills and knowledge throughout their lifespan, and to support a Professional Development Plan that will meet the unique needs of the Counseling Program team member.

Definitions:

- ***Professional learning*** means activities that “are sustained (not stand-alone, 1-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 volunteer experience in a career field specifically related to the position.

Examples of Professional Learning

While ODE provides state-wide and regional professional learning opportunities on implementation, evaluation, and improvement of Comprehensive School Counseling Programs, other avenues may need to be explored in order to provide the background and training needed by Counseling Program personnel/team members. Some of these learning opportunities may include:

- Training conducted through PLCs specific to profession
- Professional state associations/organizations offering professional learning opportunities
- College and Universities providing degrees, certificates, endorsements, or continuing education courses