

# South Dakota Comprehensive School Counseling Program Model

2023 - 5th Edition



## ACKNOWLEDGEMENTS

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## INTRODUCTION

The South Dakota Department of Education presents the 5th edition of the **South Dakota Comprehensive School Counseling Program Model** (South Dakota Model). The field of education continues to evolve as do the needs of the students served. The guidelines, resources, and suggestions contained in this model are intended to help you evaluate and make enhancements to your program to best meet the unique needs of the students in your school. The South Dakota Model has been adapted from the ASCA National Model, 4th edition.

This manual guides you through a planning and implementation model. The process involves examination of your current counseling program, identification of student needs, and the utilization of data to guide the selection of activities, strategies, and services to ensure that students achieve the necessary skills as they progress from kindergarten through high school completion in preparation for the future. New to this edition, you will find all resources are hyperlinked to provide easy access.

### The South Dakota Comprehensive School Counseling Model enables school districts to:

- develop a vision of what students should know and be able to do as a result of participating in a data-informed counseling program.
- use results of data and program analysis to develop and implement activities, strategies, and services.
- demonstrate the impact of school counseling programs on student achievement and success.

The South Dakota Department of Education serves as the certification body for professional school counselors in the state. An educator with a [School Counselor Education Specialist Certificate](#) is eligible to be a school counselor in an education setting from early childhood through grade twelve. [SD Codified Law 13-10-17](#) states that:

*if a school district employs a school counselor, on either a full-time or part-time basis, or contracts for the services of a school counselor through an educational cooperative or other entity, that school counselor shall be certified in accordance with the standards established by the South Dakota Department of Education pursuant to codified law [13-1-12.1](#)*

## Two ways to obtain a School Counselor Education Specialist Endorsement [ARSD 24:28:27:02](#)

1. Complete a preschool - grade 12 school counselor preparation program according to [ARSD 24:53:09:01](#)

OR

2. With a master's degree or higher in counseling:

- pass the 5422 School Counselor state-designated test with a score of 159 or higher AND
- complete one year of supervision by a mentor school counselor who meets the requirements of [ARSD 24:28:27:07](#).

The goal of a well-designed and implemented comprehensive school counseling program is to improve student outcomes. This is accomplished by designing programs that:

- are delivered to all students systematically.
- include a developmentally appropriate curriculum focused on the skills that all students need for postsecondary readiness and success.
- are based upon and utilize data to inform decision making.
- have appropriate student-to-school counselor ratios.
- encourage access and opportunities for all students.

### **Access and Opportunity**

The South Dakota Comprehensive School Counseling Program Model is designed to meet the needs of ALL South Dakota students. The model is a commitment to ensuring that all students have educational opportunities that prepare them for postsecondary, careers, and life. The goal of meeting the needs of all students is that they can achieve the knowledge and skills they will need to become successful and productive citizens.

With access and opportunity, all students receive the school counseling resources they need and deserve, especially those in special populations who may need additional supports. Acknowledging that each person is an individual, school counselors are aware of and responsive to similarities and differences among and between people from different cultures and backgrounds. This might include students in a special education program, English language learners, trauma-impacted, and the economically disadvantaged. Each student should be able to access the resources they need to learn and thrive.



## DEFINE

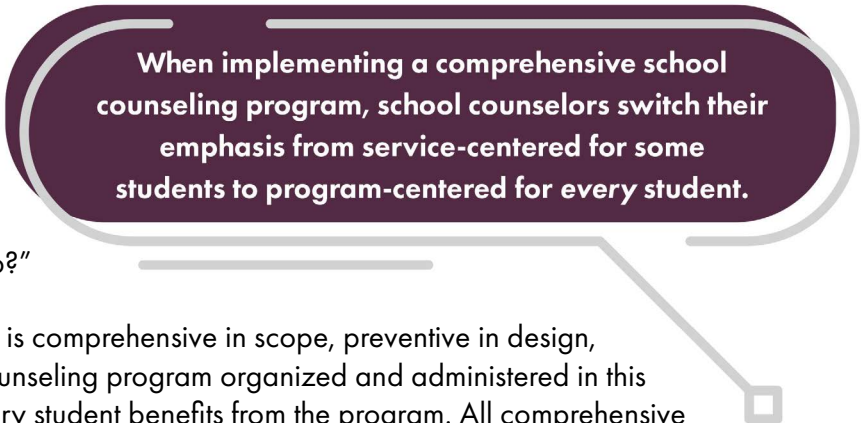
### THE ROLE OF THE SCHOOL COUNSELOR

Certified school counselors support a safe learning environment and promote opportunities for all members of the school community. Collaborating with other stakeholders – including students, families, teachers, and administrators - to promote student achievement, school counselors address the needs of all students through prevention and intervention programs that are a part of a comprehensive school counseling program. School counselors exhibit leadership as they develop and manage a school counseling program and are part of the school’s leadership team. To achieve maximum program effectiveness, national school counseling groups recommend a student-to-school counselor ratio of 250:1.

Certified school counselors are graduate-level trained professionals who possess unique qualifications and skills to address all student academic, career, and social-emotional development needs. They implement a comprehensive, developmentally appropriate school counseling program that promotes and enhances student achievement. They are employed in elementary, middle/junior high, and high schools and in district supervisory, counselor education, and postsecondary settings. Their work is differentiated by attention to developmental stages of student growth, including the needs, tasks, and student interests related to those stages.

### THE SCHOOL COUNSELING PROGRAM

A comprehensive school counseling program reflects an approach to program definition, management, delivery, and assessment. The model provides the mechanism with which school counselors and school counseling teams will design, coordinate, implement, manage, and evaluate their programs for students’ success. When implementing a comprehensive school counseling program, school counselors switch their emphasis from service-centered for some students to program-centered for every student. This switch not only answers the question, “What do school counselors do?” but requires school counselors to respond to the question, “How are students different as a result of what we do?”



**When implementing a comprehensive school counseling program, school counselors switch their emphasis from service-centered for some students to program-centered for every student.**

A high-quality school counseling program is comprehensive in scope, preventive in design, and developmental in nature. A school counseling program organized and administered in this comprehensive approach ensures that every student benefits from the program. All comprehensive school counseling programs, at both the state and local levels, should contain a description of student expectations that result from an effective school counseling program. Promoting the work of the professional school counselor and advocating for appropriate tasks and duties is an important element of a quality program. A list of program benefits for various constituent groups is available in the resource, [Advocacy and Promoting Your School Counseling Program](#). This guide may be useful as you share how students and the school community benefit from your comprehensive school counseling program.

To further define the school counseling program, this document breaks it down. **A comprehensive school counseling program is:**

### **Comprehensive in Scope**

School counseling programs which are designed and implemented in a comprehensive fashion focus on what all students need to know and understand in order to be successful. A quality school counseling program is organized around three domains: academic, career, and social-emotional. The emphasis on academic success is paramount for every student, not just those who are motivated and ready to learn. A comprehensive school counseling program assists all students to find success in school, which in turn allows them to develop into contributing members of our society.

### **Preventive in Design**

A comprehensive school counseling program allows students to learn specific skills in a proactive and preventive manner, ensuring all students can find school success. To provide this quality learning experience, certified school counselors need to use their time and skills on program delivery and direct counseling services. As school counselors provide preventive services for students, they utilize data and awareness of community needs to target students in need of additional support.

### **Developmental in Nature**

Comprehensive school counseling programs meet the needs of students at various developmental stages. By establishing goals, expectations, support systems, and experiences for all students, school counselors enhance student learning. Student competencies are public statements of what students should know and be able to do as a result of participating in a school counseling program.

The South Dakota Comprehensive School Counseling Program Model is based on the ASCA National Model. This model:

1. establishes the school counseling program as an integral component of the academic mission of a school;
2. is provided by a certified school counselor;
3. ensures all students have access to the school counseling program;
4. identifies the knowledge and skills all students might acquire as a result of participation in the K-12 school counseling program;
5. ensures the school counseling program is comprehensive in design and delivered in a systematic manner to all students; and
6. establishes data-driven decision making.



## STUDENT COMPETENCIES

School counselors utilize mindsets and behaviors to identify and prioritize the specific skills students should be able to demonstrate. These competencies assist school counselors to assess student development. They use developmentally appropriate strategies and activities to create a program that helps students achieve their highest potential.

School counselors optimize student competencies through classroom lessons, small groups, and large-scale programming that address student developmental needs. The school's academic mission is reflected within the comprehensive school counseling program.

The [South Dakota Mindsets and Behaviors for Student Success](#) describe the knowledge, skills, and attitudes South Dakota students need to be academically successful and both college and career ready. They also highlight the social-emotional skills that have been identified by postsecondary and business and industry as necessary for a strong future workforce. School counselors promote the acquisition of the needed social-emotional skills to ensure a safe school and community environment where the unique skills and talents of all can be celebrated.

## PROFESSIONAL STANDARDS

Equally important is the consideration of professional standards. The [South Dakota School Counselor Professional Standards and Competencies](#) outline the mindsets and behaviors that the school counselor must possess in order to meet students' needs and to uphold the identity and integrity of the profession. These standards and competencies allow school counselors to self-assess their own performance and to create an appropriate professional development plan.

School administrators benefit from these professional standards as a guide to recruitment and hiring of highly-qualified school counselors. An additional benefit of the standards to administrators is that they assist them in being able to meaningfully and appropriately evaluate the performance of school counselors.

The professional standards also benefit universities in the state who train school counselors. They can be a guide and provide benchmarks to ensure program graduates have the necessary knowledge, skills, and attitudes needed to transition into K-12 settings and develop and/or continue to manage a comprehensive school counseling program.



# HOW SCHOOL COUNSELORS SUPPORT ALL STUDENTS

School counselors provide direct and indirect services to students. These can be broken down as follows:

## **Direct Services**

Direct student services are provided by the school counselor when they work face-to-face with students. These services should be data-driven and promote the overall goals of the comprehensive school counseling program. They may be accomplished through classroom school counseling lessons, small group work, or short-term counseling with an individual student.

Direct services include:

- school counseling curriculum
- responsive services
- individual student planning

## **Indirect Services**

School counselors are part of the school team. Indirect student services are provided by school counselors in consultation with staff, administration, and families on behalf of students. They may focus upon the challenges or barriers students face. In collaboration with staff within the school or outside agencies, the goal is to develop programming and access to services that meet the unique needs of students, families, and community members. Connections with outside agencies allow school counselors to provide students and families with the resources that may be available to assist that may not be within the scope of the school counselor's role.

Indirect services include:

- consultation and collaboration
- referrals to appropriate services
- advocacy for all students
- program coordination

# THREE DOMAINS ESSENTIAL TO STUDENT PREPARATION

*TO PROMOTE STUDENT LEARNING, LEADING TO CREATING A CULTURE OF COLLEGE & CAREER READINESS FOR ALL STUDENTS.*

**ACADEMIC  
DEVELOPMENT**

**CAREER  
DEVELOPMENT**

**SOCIAL-  
EMOTIONAL  
DEVELOPMENT**

## THREE DOMAINS

A comprehensive school counseling program addresses three domains which are essential to student preparation. They include academic, career, and social-emotional development. Curriculum and interventions focused around these domains promote student learning which leads to creating a school culture of college and career readiness for all students.

### **Academic Development**

Academic Development goals provide the foundation for acquiring the skills, mindsets, and knowledge students need to employ to be successful in school and to understand the relationship between academics and the world of work. These goals also tie to an understanding of how one works with others and becomes a contributor to their school, family, and community.

### **Career Development**

The Career Development domain provides the foundation for acquiring the skills, habits and knowledge that supports students to make the successful transition from school to the world of work. Career information infused across the school counseling program curriculum ensures that students participate in career awareness, exploration, and preparation activities that assist them to gain these skills and knowledge.

### **Social-Emotional Development**

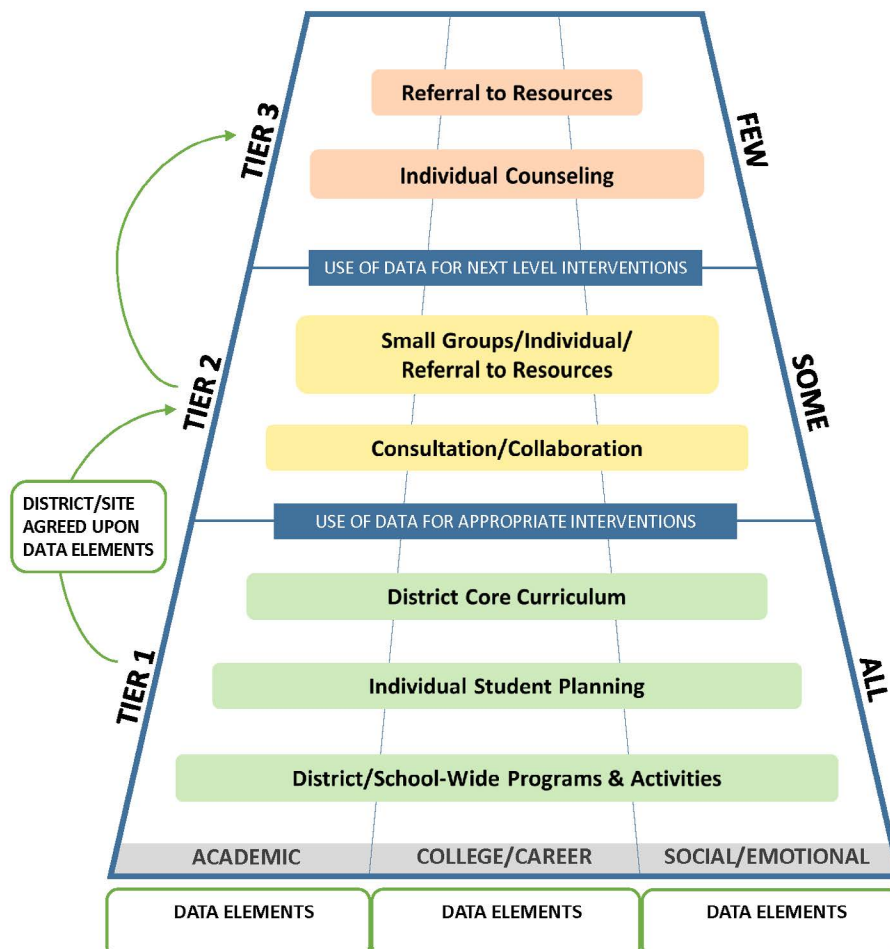
The foundation for acquiring skills that are important in demonstrating appropriate behaviors, building healthy relationships, and managing emotions is the core of the Social-Emotional Development domain. Communication, conflict resolution, problem solving, responsible decision making, regulating emotions, and healthy coping skills to promote mental wellness are some of the skills developed. These skills promote a student's ability to be successful in education, the workplace, at home, and in society.

## MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

Multi-Tiered System of Support (MTSS) is a framework designed to address academic, behavioral, and social-emotional development in a fully integrated system of support. Teams use data to guide instruction and identify students who require additional support for increasingly intensive interventions based on need. Student supports are universally designed, differentiated, and integrated. MTSS offers the potential to create needed systemic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all students.

MTSS is a *whole school system* effort in which school counselors play an important role. Because school counselors provide direct interventions to students and indirectly support students across all tiers of MTSS, they are vital to the school system. Comprehensive school counseling programs that are aligned within MTSS promote positive school culture and reinforce school expectations. School counselors, like math and reading interventionists and classroom teachers, examine data and conduct schoolwide interventions and initiatives that promote student learning.

MTSS is an educational framework that provides targeted interventions and support to meet the unique needs of students. The comprehensive school counseling program easily aligns with MTSS. To understand the alignment, it can be helpful to break down MTSS into its three tiers.



Hatching Results, Multi-Tiered, Multi-Domain System of Supports (MTMDSS). Used with permission from Hatching Results, Inc.

## Tier 1 – Universal Support

Tier 1 encompasses the foundational instruction and support provided to all students in the general education setting. It includes evidence-based teaching strategies, curriculum, and classroom management techniques that promote the overall well-being and academic success of students. The classroom lessons, individual student planning, and schoolwide programs that school counselors undertake is a Tier 1 support. When MTSS is implemented with fidelity, Tier 1 should support 80-90% of all students to be successful across the academic, career, and social-emotional school counseling domains.

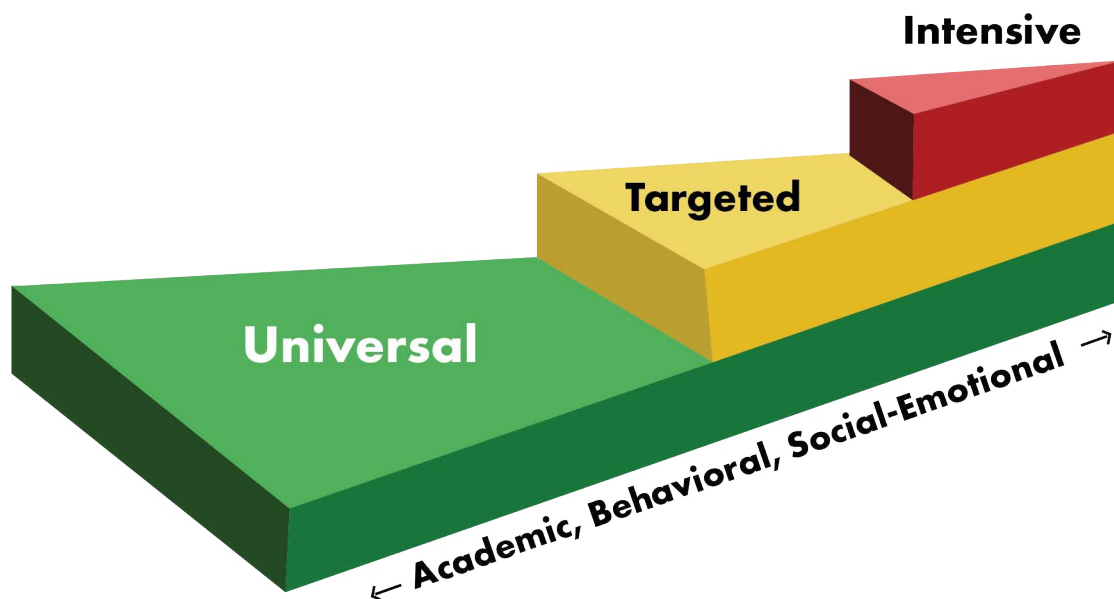
## Tier 2 – Targeted Support

Interventions and strategies that support students who require additional assistance beyond the universal support are provided to students through targeted interventions. These Tier 2 activities may involve more focused and specific interventions designed to address individual needs.

School counselors collect and examine data and collaborate with teachers, families, and other school personnel. Individual interventions (e.g., Check In/Check Out) and small group interventions (social/academic instructional groups) are employed in addition to Tier 1 for students who need additional supports. Five to ten percent of students may require Tier 2 interventions to be successful.

## Tier 3 – Intensive Support

Students who require the most individualized and intensive support receive interventions at Tier 3. Even when Tier 1 and Tier 2 are implemented with fidelity, schools may still see 1% to 5% of their students who need intensive, individualized interventions. The school counselor may be involved with these students through the provision of short-term individual crisis support, consultation with teachers, or by assisting in the referral process to an outside agency. It should not be the school counselor's role to provide intensive services for just a few students but rather to assist as a collaborative member of the problem-solving school team attempting to assist individual students.



## MANAGE

Management of a school counseling program is crucial to its success. The manage section provides organizational tools and assessments to guide, target, structure, and construct a results-driven school counseling program. This section will also help school counselors develop, implement, and assess the school counseling program based on clearly defined prioritized student needs.

School counselors incorporate assessments, tools, and strategies that are concrete, clearly delineated, and reflective of the school's needs in order to effectively develop, implement, and evaluate the comprehensive school counseling program.

School counselors are transformational leaders in their schools. As members of the district and school leadership teams, they have the opportunity to identify and call attention to policies and practices in the school that disadvantage groups of students. Using data, they can advocate for change.

Management components of the comprehensive school counseling program model focus include:

- beliefs, vision, and mission
- use of data
- use of time
- school counseling advisory committee
- program planning
- curriculum/lesson planning
- calendars

## BELIEFS, VISION, AND MISSION

### Fundamental Beliefs of School Counseling

A school counseling program is comprehensive in scope, preventive in design, and developmental in nature. It is important for school counselors to continually examine and reflect upon their individual beliefs about the students and families they serve along with the education system in which they are employed. Understanding our personal experiences, values, and background is important in shaping a program that ensures access and opportunity for all students.

The [South Dakota Professional Standards and Competencies](#) identify the following beliefs that school counselors should aspire to in their approach to their roles and responsibilities:

- every student can learn, and every student can succeed.
- every student should have access to and opportunity for a high-quality education.
- every student should graduate from high school prepared for postsecondary and career opportunities.
- every student should have access to a school counseling program.
- effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other staff, and education stakeholders.
- school counselors are leaders in the school, district, state, and nation.
- comprehensive school counseling programs promote and enhance student academic, career, and social-emotional outcomes.

## **Vision**

When creating a vision statement for a comprehensive school counseling program, one should consider alignment with the school and district vision statement. The school counseling program vision statement should communicate to stakeholders (including parents, educators, and the broader community) what the school counseling personnel hope to see as the outcome of their program for students into the future.

### Example Vision Statement:

Professional school counselors at (insert school name) are dedicated to empowering all students to achieve academic success, career readiness, and social-emotional growth. The comprehensive school counseling program at (insert school name) is coordinated by school counselors who work collaboratively with teachers, administrators, students, families, and the community to promote an environment focused upon educational excellence in which all students receive the training to be lifelong learners and productive citizens.

## **Mission**

The mission statement should provide direction to meet the vision. Alignment with the school district mission is key and focus should emphasize that all students will participate in and should benefit from the school counseling program.

### Example Mission Statement:

The mission of the (insert school name) is to facilitate, support, and enhance all students' learning. Academic, career, and social-emotional development, along with postsecondary readiness, are key to the mission of the school counseling program. The (insert school name) school counselors collaborate with teachers, administrators, students, families, and the community to assist students to be successful lifelong learners and problem solvers.

## PROGRAM PLANNING

It is essential to understand and use data to ensure that the school counseling program provides services for all students. Consistent, ongoing review of school data can reveal trends across grades or years. This might include delving into data to identify gaps in student achievement, school attendance, and discipline issues. Using data allows the school counselor to create program strategies, interventions, and activities that are effective and help inform future practice.

School counselors need to collect, analyze, and interpret student data. The use of data can assist the school counselor to:

- monitor student progress.
- identify students experiencing difficulties or discipline issues.
- identify students who have barriers to learning.
- understand the factors affecting student behavior.
- identify access and opportunity issues.
- assess the effectiveness of the school counseling program activities as they relate to closing achievement, opportunity, and attainment gaps.
- modify, improve, and change the services being provided to students.
- educate stakeholders about the school counseling program.



**It is essential to understand and use data to ensure that the school counseling program provides services for all students.**

The [School Data Summary template](#) can help the School Counselor review available school data to make informed decisions when establishing the Annual School Counselor Program priorities.

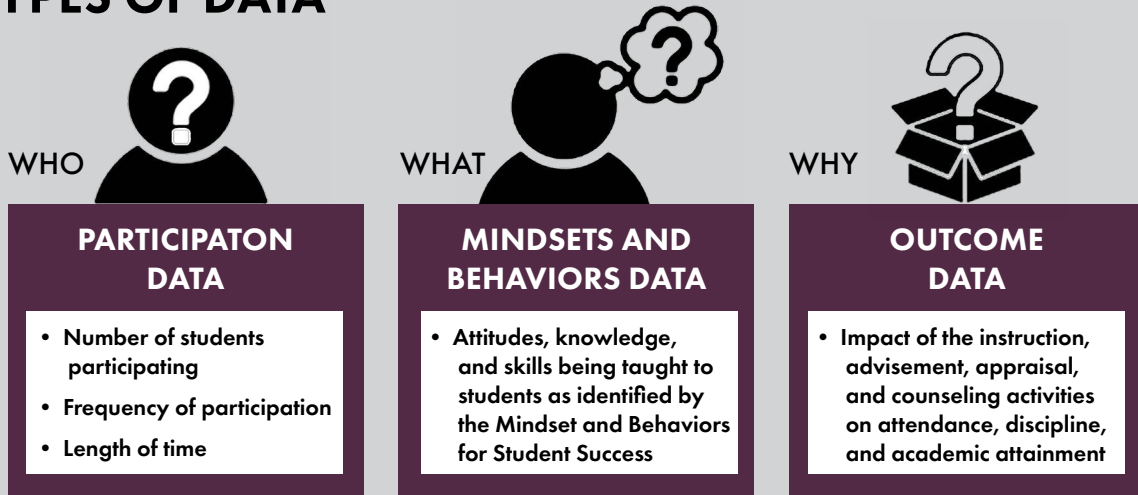
## TYPES OF DATA

Data defines the who, what, and why of the school counselor's work with students. School counselors use data to show:

- **who:** the number of students participating, frequency of participation, and length of time (participation data)
- **what:** the attitudes, knowledge, and skills being taught to students, as identified by the Mindsets and Behaviors for Student Success (mindsets and behaviors data)
- **why:** the impact of the instruction, advisement, appraisal, and counseling activities on attendance, discipline, and academic attainment (outcome data)



## TYPES OF DATA



### Data Tools:

- **Pre/post-tests:** These can be used to measure the impact of a lesson or unit from the school counseling curriculum. This type of survey measures knowledge gained or a change in perception.
- **Needs assessments:** A needs assessment can be given to students and/or stakeholders to gather perception of program needs.
- **Opinion surveys:** An opinion survey can be given to students and other stakeholders to understand their perceptions of the school counseling program, activities, events, and interventions.
- **Rubrics:** In instances where students are asked to write reflections, complete projects, or create portfolios, rubrics can be developed to measure students' progress towards the desired school counseling standards.
- **Student information systems:** Grades, attendance, discipline, course taking patterns, and report card comments are among data that can be extracted from a school's student information system and used to measure the impact of counseling interventions.
- **Curriculum maps:** These can be used to map out specific activities for different grade levels. Curriculum maps can assist the school counselor to ensure that they are reaching all students (MTSS Tier 1) and making use of their time efficiently to create interventions for students referred via using data for MTSS Tier 2 and 3 services.

## LESSON PLANS

Universal design philosophy can be incorporated when creating classroom lesson plans for the school counseling program. Three steps are involved in this process.

1. Determine the desired student outcomes (what is it you want students to know, understand, and do as a result of participating in the lesson).
2. Determine how students will be assessed (pre/post-test, written reflection, project, etc.) and create the assessment.
3. Determine lesson steps and identify the materials needed to reach the desired outcome as identified in Step 1.

The [School Counseling Classroom Lesson Plan](#) can assist to align the targeted Mindsets and Behaviors to specific learning objectives.

It is important to utilize evidence-based materials in the school counseling program. The [SD School Counselor Resources Repository](#) contains resources and materials created by and for South Dakota school counselors.

## USE OF TIME

School counselors must emphasize the importance of being able to spend their time on duties that are appropriate and that assist with the overall delivery of the school counseling program. The [Appropriate Duties within a School Counselor's Role](#) may help in underscoring how key this is to those outside of the counseling community.

School counselors may also find it useful to utilize the [Use of Time 5-Day Calculator](#) to critically examine the amount of time they are spending on appropriate vs. inappropriate duties. This data can be essential in discussing the appropriate division of duties within a school setting when a school counselor's duties do not align with the school counseling program goals.

## CALENDARS

As part of the overall school counseling program, school counselors should develop and publish calendars of the events supporting their program. Making this calendar publicly available informs students, parents, guardians, teachers, and administrators of **what, when, and where** school counseling activities will be held. Calendars also help school counselors develop a program that ensures activities and services are available for all students. Calendars serve as an advocacy tool supporting the school counselor's role and create accountability for the delivery of services. The public distribution of the calendars helps to ensure the school counselor can protect their time for these planned activities.

Calendars take the form of an *annual calendar* which includes all major school counseling events and activities. The annual calendar might include any of the following:

- regularly scheduled classroom lessons
- school open houses, parent-teacher conferences, school personnel meeting days
- postsecondary or career nights/fairs
- special events for parents/community

A school counselor's *weekly calendar* provides a detailed plan of their activities for a given week. A weekly calendar provides a source for monitoring time spent on the delivery of the school counseling program. Some flexibility should be built into the weekly calendar to provide time for crises or immediate student needs that may occur. A weekly calendar might include the following:

- classroom lessons
- group and individual counseling (with identifying information removed)
- meetings with students (with identifying information removed)
- special events
- scheduled consultations/meetings
- time allotted for data collection and analysis

## **ADVISORY COUNCIL**

An advisory council is formed as a representative group appointed to advise and assist the school counseling program within a school district. The primary purpose of the council is to set and review program goals, provide support, offer advice, review present activities, and encourage new activities to meet the goals of the program. The council provides a two-way system of communication between school and the community, which is essential to all education programs.

Membership of the advisory council should be chosen to reflect the diversity of the community. It is recommended that the committee be comprised of staff, parents, school board members, business, and community leaders. Candidates should be informed of time commitment and duties. It is also suggested that the committee be chaired by the school counselor or school counseling program director. A general rule is that groups function best if they are at least eight members but no more than 20. At a minimum, the group should meet two times per year, with specific goals and agendas set for each meeting. For example, the first meeting may be used to address goals, objectives, and calendar for the school counseling program, while the second meeting may be used to allow the council to review data and discuss recommendations for improvements. Paperwork associated with the advisory council includes meeting minutes, calendar, goals, and other informational documents.

Advocacy for a program begins with creating alliances with staff, families, and the larger community. An advisory council ensures that the school counselor is not working alone in advocating for the program and aids with garnering support for needed funding and resources.

## DELIVER

The delivery system is focused on the process and method of delivering the school counseling program to students. Implementation is achieved through delivery of direct and indirect student services.

<b>Direct Services (with students)</b>	<b>Indirect Services (on behalf of students)</b>
Classroom Lessons as part of the School Counseling Curriculum	Consultation and Coordination
Individual Student Planning*	Advocacy for Students and Families
Individual and Small Group Counseling	Referrals
Crisis Management	Program Coordination

\*In South Dakota, a [personal learning plan](#) is recognized as individual student planning.

### DIRECT STUDENT SERVICES

Direct services are provided for all students using the MTSS approach. Services for all students are considered Tier 1 services and these include core classroom lessons. Tier 2 services might include individual and group counseling for a group of students with similar, identified needs. Direct services are activities that assist students to attain the Mindsets and Behaviors for Student Success. As part of the continual gathering of data to inform decisions, school counselors create and deliver activities to create impact upon the achievement, attendance, and discipline goals identified.

Direct services are delivered in several ways with the goal of having the entire school team work together toward specified goals. It is recommended that a school counselor should spend 90% of their time in direct and indirect services.

#### Classroom Instruction

Classroom lessons are planned and developed with intentionality based upon the needs of students. Delivery via classroom lessons assists all students to build skills and competencies that focus upon the counselor/school/district vision and mission. A Tier 1 endeavor, these lessons can be provided by the school counselor or in conjunction with other school or community members in an interdisciplinary manner. Ideally, school counselors collaborate closely with teachers so that the lessons shared can be reinforced in the classroom.

The [School Counseling Classroom Lesson Plan](#) is organized in a format to allow the school counselor to reference the Mindset and Behavior competencies being targeted in the lesson while also indicating the assessment criteria that will measure successful completion of the student learning objectives.

The importance of lesson planning cannot be overstressed. Lesson plans provide a school counselor with a road map of classroom lessons and activities related to the school counseling curriculum. The lesson plan should include the following:

- student competencies to be targeted
- student learning objectives
- materials needed
- procedure for delivering the lesson
- data collection plan
- follow up plans

### **Small Group Instruction**

During Tier 1 classroom instruction, the school counselor may identify students in need of additional assistance. Tier 2 or 3 small group instruction or counseling groups focus upon an identified group of students who may need additional instruction beyond the Tier 1 classroom lessons. School counselors utilize data and referrals from teachers or families to identify students who may benefit from small group instruction.

### **Individual Counseling/Responsive Services**

Tier 2 and 3 services are for students who have been identified as in need of additional assistance. These are students whose immediate concerns may put their academic, career, or social-emotional development at risk. Responsive services typically address immediate or short-term student needs such as crisis intervention.

## **INDIRECT STUDENT SERVICES**

Indirect services are provided on behalf of a student and are typically consultative, referral-based, or in place with the school counselor as a contributing member of a larger group seeking to assist a student (i.e., student assistance team, 504 teams, parent meetings).

### **Consultation and Collaboration**

Consultation and collaboration on behalf of students is an important element of the school counselor's role. This may include collaboration with teachers, families, or other school personnel. School counselors take a leadership role in helping to create a safe school environment that encourages student growth and learning.

### **Making Referrals**

It is important to cultivate and maintain close relationships with a variety of school and community agencies. School counselors assist students and their families to cope with an array of issues by connecting them with the school and community resources that can supply resources or support.

Referrals need to occur when the needs of the student extend beyond the training or the responsibilities aligned with the school counseling role. However, recognizing the rural nature of South Dakota and that many school counselors may be the only mental health professional in their community is important. When providing counseling services in situations that may be outside of one’s scope of expertise, it is important to seek supervision. Consulting with mental health colleagues, faculty at universities, and other school counselors is part of the ethical responsibility of the professional school counselor.

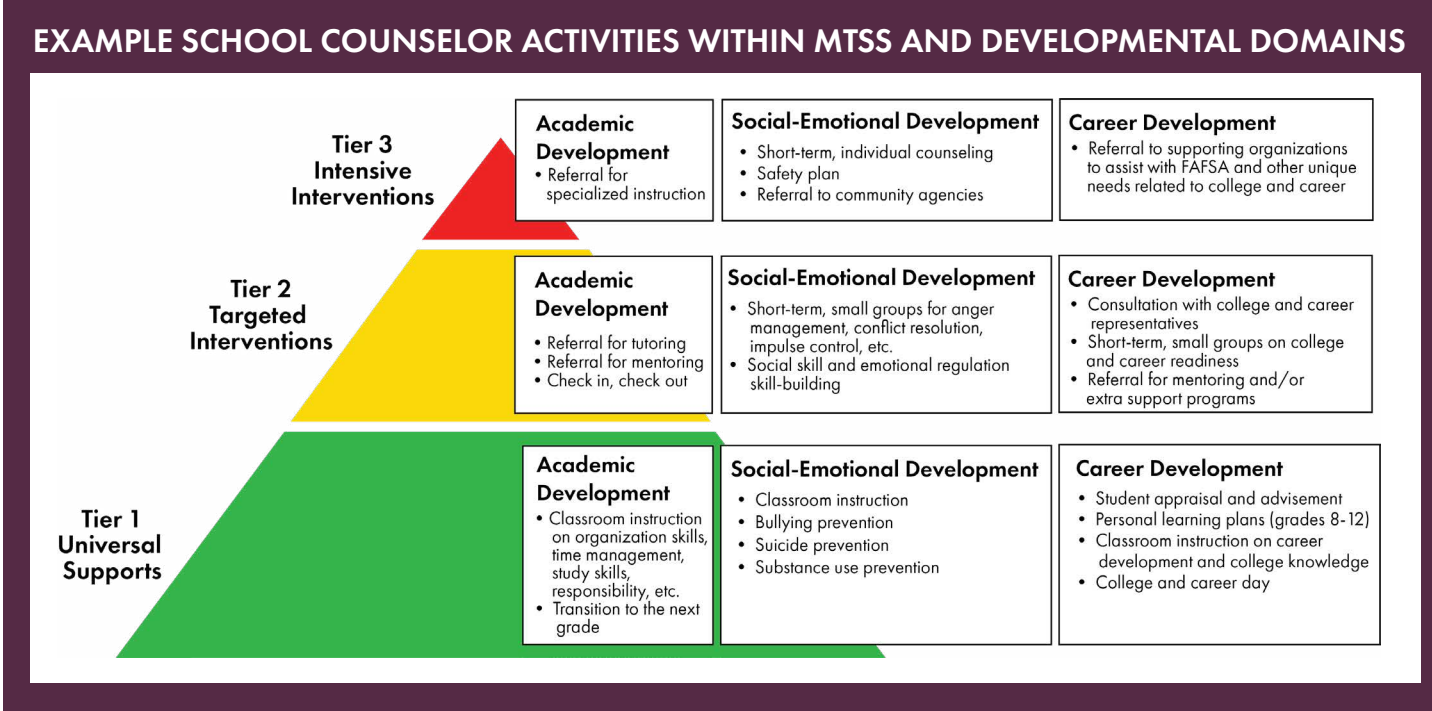
Preparation and maintenance of a resource list that can be shared with families is vital. External resources may include local community mental health agencies, healthcare providers, and the Department of Human Services. Providing a list of resources is important, but school counselors should not endorse any specific resource or provider.

### Participating on Decision-Making Teams

The school counselor serves as a contributing member of various decision-making teams that are able to provide intervention supports for students. These might include serving as a contributing member to 504 teams, PBIS or RTI teams, or school committees. School counselors should not be put in a position to be the leader of all of these teams as this effort should be shared by school personnel.

### ADMINISTRATIVE ACTIVITIES

It is recommended that no more than 10% of a school counselor’s time should be spent in administrative duties. Refer to the [Appropriate Duties within a School Counselor’s Role](#) for a full listing of inappropriate duties for School Counselors.



## ASSESS

Regular assessment of the comprehensive school counseling program ensures that students are being served and the program is effective. School counselors continuously reflect and assess the program to identify areas of improvement. This ongoing assessment allows school counselors to highlight student impact as a result of the school counseling program.

Collecting and analyzing data assists school counseling personnel to answer these key questions:

- Who participated in the programs delivered through the school counseling program?
- What Mindsets and Behaviors did students master by participating in the programs and lessons delivered?
- How did the knowledge and skills students gained impact students' attendance, academic achievement, or reduce discipline issues?

### SCHOOL COUNSELING PROGRAM ASSESSMENT

Sharing these results with stakeholders is key to promoting and advocating for the school counseling program. Utilizing a [School Counseling Program Assessment](#) can assist school counselors to analyze their progress toward program implementation. The School Counseling Program Assessment should be conducted at the end of each school year.

The assessment can help one determine the strengths of the program, areas where improvements could be made, and assist with future planning. Looking for trends over time allows one to reflect and discuss with other school counselors and stakeholders the professional development needs for the school counseling staff.

### SCHOOL COUNSELOR EVALUATION

Assessing and evaluating the performance of the school counseling staff allows personnel to self-assess their performance in delivering a school counseling program that meets the goals set for the year. Continued evaluation is important for new and experienced school counselors to ensure the school counseling program continues to be maintained and enhanced and that it is meeting the academic, career, and social-emotional development needs of the students being served.

School counselors can use the [School Counseling Program Assessment](#) to self-assess their professional development plan. School counselor preparation programs will find the assessment useful as a guide for the training of future school counselors.

School administrators may find the [School Counselor Performance Appraisal](#) helpful in guiding their evaluation of the school counselor.



## ANNUAL RESULTS REPORTS

Sharing the results of the program assessment is key to promoting the work accomplished by school counselors and identifying how the comprehensive school counseling program ties to the overall mission of the school. The annual report can facilitate ensuring the school counseling program is assessed for effectiveness while also helping identify areas for program improvement.

### Three types of annual results reports are available to be modified and used in evaluation efforts:

#### **Counseling Curriculum Results Report**

Classroom counseling curriculum is that which is delivered to all students, and as such is a Tier 1 activity. Evaluation of the delivery of classroom counseling curriculum allows the school counselor to communicate to stakeholders the work that has been accomplished that affects all students. The [Classroom and Group Mindsets and Behaviors Results Report](#) is a useful tool to report classroom and group lesson results.

#### **Small Group Results Report**

As part of the Tier 2 service delivery, school counselors provide services to students who have been identified as in need of more focused services. These short-term interventions should be evaluated and outcomes shared with all stakeholders, while protecting student privacy. The [Classroom and Group Mindsets and Behaviors Results Report](#) template can be utilized to report results.

#### **Closing-the-Gap Results Report**

As part of Tier 2 service efforts, a school counselor may identify through data students who have academic, attendance, or behavioral concerns. As a leader in the school, school counselors advocate for students and changes in practices and policies when needed, so all students receive the necessary supports to achieve success. Using data to then advocate for change is important.

If the counselor has created a plan to work with these students, they utilize the data gathered and choose to share it in a disaggregated format. This focus upon these special groups can be shared in the [Closing-the-Gap Results Report](#).

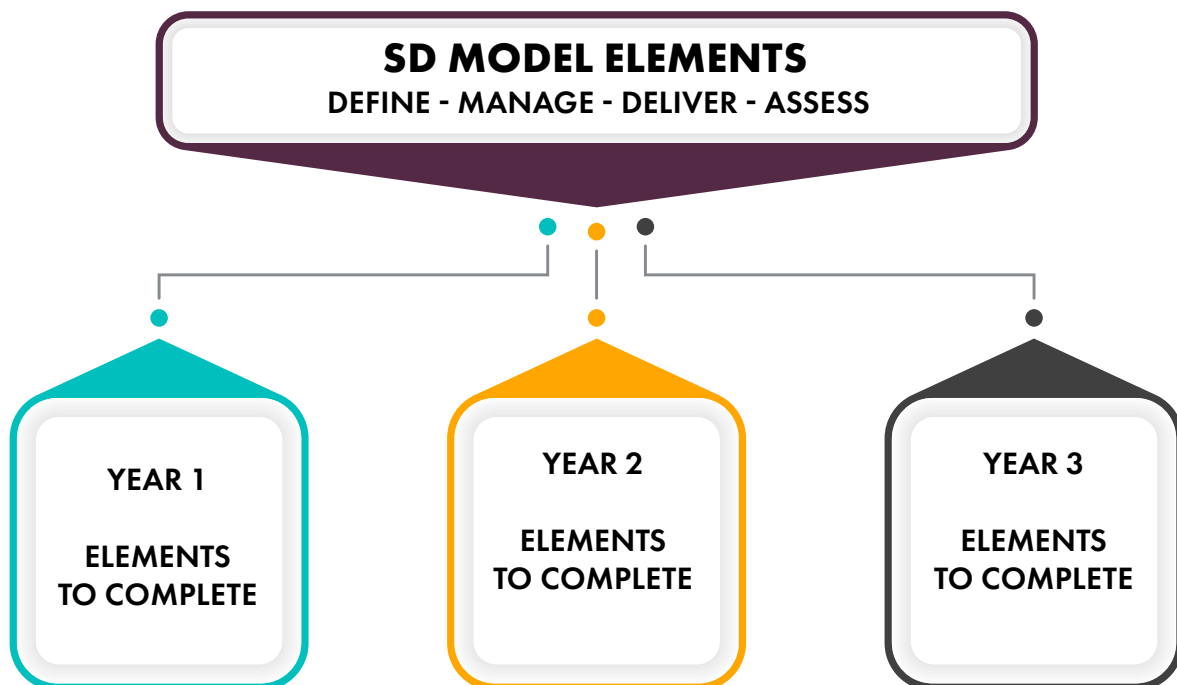
## IMPLEMENTATION

The school counseling program should be comprehensive in scope, preventive in design, and developmentally aligned in a manner that improves opportunities for student learning and developmental growth. Effective programs are built on collaboration. This collaboration among the school counselors, school staff, families, and community stakeholders can be the key to building an effective school counseling program.

Implementation of a new program can be challenging for school counselors. The implementation of any new program can feel overwhelming. Working as a team within your school and beginning with the end in mind is important. Taking small steps to create observable success is more important than attempting to implement all aspects of the model at once. It is important to institutionalize your counseling program so that all involved understand it.

Begin by gaining the commitment of your administration. Helping administrators and stakeholders understand how the comprehensive school counseling program fits into the overall mission of the school is an imperative. As teachers better understand the counseling program and how students benefit, school counselors can work with them to build links between the work they do and classroom curriculum.

If a school feels prepared to begin implementation, the school counselor should work with the administration to identify specific components of the program that can be integrated during the first year of implementation. The following year, additional components may be implemented. This process creates reasonable expectations for implementation while continuing to serve several different student populations. The [South Dakota Model Implementation Chart](#) can assist in visualizing and tracking implementation progress.



An example of how the [South Dakota Model Implementation Chart](#) can assist in visualizing and tracking implementation progress.

## GLOSSARY OF TERMS

**Academic advisement** helps students with class selection by establishing academic goals in elementary, middle, and high school.

**Advisory council** is a representative group of stakeholders who review the comprehensive school counseling plan and provide feedback and recommendations to the counseling staff, administration, and district.

**Advocacy** is the process of identifying students in need of additional supports and assisting them in their efforts to reach their highest potential. It can also mean actively promoting the profession of school counseling and supporting policies that promote student success.

**Career planning** is a process that helps students attain skills and attitudes and identify opportunities for successful transition from high school to postsecondary training, education, or career.

**Classroom counseling lessons**, or core curriculum, are the curriculum components of school counseling that consist of developmentally appropriate lessons designed to assist students in achieving desired competencies. It is presented systematically through classroom and group activities.

**Closing the Gap Results Report** shares the outcomes determined as a result of the school counseling program and the activities utilized to reduce or eliminate the differences between groups of students.

**Comprehensive school counseling programs** are an integral part of the total educational program that helps every student acquire the skills, knowledge, and attitudes in the areas of academic, career, and social-emotional development to promote academic achievement and meet developmental needs. School counseling programs are based on the developmental age of the students and are conducted on a consistent and planned basis to assist students in achieving specified competencies.

**Collaboration** occurs when members of the school team work together to assist students to succeed in the educational setting.

**Consultation** is used to provide school counseling feedback and support while communicating with educators and stakeholders concerning student problems and needs.

**Coordination** includes organizing, scheduling, and providing documentation for programs and assessments.

**Data-driven** identifies systems that make decisions concerning future actions based on information, survey reports, assessments, statistics, or other forms of data.

**Delivery systems** identify how the comprehensive school counseling program is organized and delivered.

**Direct services** are counseling services that are provided directly to students: individual, small group, classroom core curriculum lessons, and responsive services. They are provided in face-to-face and virtual formats.

**Ethical standards** include the behavior and conduct practices expected of school counselors. They work together with legal and professional standards. Ethical, legal, and professional standards are developed by both the state and the national school counseling organization.

**Evaluation** is used to determine progress on the implementation of goals, action plans, or comprehensive school counseling programs.

**Foundation** identifies the beliefs, vision, mission, and goals set forth in a comprehensive school counseling plan.

**Gaps** are identified when desired student outcomes are not being met by a student or small group of students. Data is reviewed to evaluate current student levels of performance to find areas of concern that can be addressed.

**Indirect services** include consultations between a parent or legal guardian, school staff, and community agencies concerning a student's academic, career, and social-emotional needs. It also includes referrals for more frequent and more intensive interventions on behalf of a student or small group of students.

**Individual student planning** is used to coordinate ongoing systemic activities designed to assist individual students in establishing personal goals and developing plans for their future. In South Dakota, the term "personal learning plan" is used.

**Leadership** is an essential skill for school counselors as they develop and manage a comprehensive school counseling program. It supports academic achievement and student development, advances effective delivery of the comprehensive school counseling program, promotes professional identity, and overcomes challenges or role inconsistency.

**Mission statements** outline steps to accomplish the vision. They identify the who, what, how, and why for students. Mission statements must be aligned with the mission of the school system within which the program operates.

**Multi-Tiered Systems of Supports (MTSS)** is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students' academic, behavioral, emotional, and social needs from a strengths-based perspective.

**Outcome or Results Data** demonstrate that learning, performance, or behavioral change has occurred. This data shows how students are different as a result of the school counseling program. An example of outcome data would be number of office behavior referrals before and after an intervention. Another example would be a student being able to handle a conflict after a classroom lesson on the steps of conflict resolution.

**Mindsets and Behaviors** are the knowledge, skills, and attitudes students need to achieve academic success, college and career readiness, and social and emotional development.

**Participation data** answers the question “what.” It describes the activity that is occurring, the target population, and how many students are affected.

**Responsive services** meet students’, families’, and teachers’ immediate needs for intervention, referral, consultation, or information. Responsive services are considered an MTSS Tier 3 activity.

**Social-Emotional Development** is the foundation for acquiring skills that are important in demonstrating behaviors, building healthy relationships, and managing emotions. Communication, conflict resolution, problem solving, responsible decision making, regulating emotions, and healthy coping skills to promote mental wellness are some of the skills developed. These skills promote a student’s ability to be successful in education, the workplace, at home, and in society.

**System support** consists of professional development, consultation, collaboration, teaming, and program management and operation activities that establish, maintain, and enhance the total school counseling program.

**Vision statements** identify what the long-range, desired outcomes will be for students as a result of a comprehensive school counseling program.

*Glossary is adapted from the Arkansas School Counselor Tool Kit*

Adapted from:  
American School Counselor Association (2019). *The ASCA National Model: A framework for school counseling programs* (4th ed.). Alexandria, VA: Author.



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