



# OKLAHOMA COMPREHENSIVE SCHOOL COUNSELING

State Department of Education



## **Building Systemwide Success: A District Approach to Comprehensive School Counseling**

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## **Program Manager, Comprehensive School Counseling**

- Supporting Oklahoma school counselors, educators, and administrators
- OSDE Crisis Response & Recovery Team
- Assistance and coaching in areas of academic advisement, credits, graduation, college and career readiness, and comprehensive school counseling.

## **Experience:**

- Elem, MS and HS Counselor
- Licensed Marriage and Family Therapist
- Adjunct Professor

## **Education:**

- B.A. Psychology, OBU
- M.S. Marriage and Family Therapy, OBU



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# Defining Comprehensive School Counseling

Comprehensive school counseling is a proactive, data-driven program that supports every student's academic, career, and personal development through a planned service model.

It is aligned with state standards and delivered in collaboration with educators, families, and the community to ensure student success and well-being.

# Defining Comprehensive School Counseling

- **Focused on All Students and Data-Driven**
  - ❑ Uses student data to identify needs, close achievement gaps, and promote access for all learners.
- **Student-Centered and Developmental:**
  - ❑ Supports every student's academic, career, and life skills/wellness development from early learning through high school.
- **Systemic and Aligned:**
  - ❑ Integrated into the school's overall mission and aligned with state standards and best practices.
- **Proactive and Preventative:**
  - ❑ Delivered through intentional, planned services like classroom lessons, small groups, and college/career readiness activities. It is more than crisis response.
- **Accountable and Collaborative:**
  - ❑ Evaluated regularly for effectiveness, with input from stakeholders, and implemented in partnership with educators, families, and the community.



# Redefining the Role of School Counselor

## Why the Rules Changes Matter:

- **Defines** the role of the school counselor
- Supports counselor **effectiveness** and time management
- Promotes **consistency** across districts and the state
- Helps shift programs **from reactive** (Tier 3 - focus on a few) **to proactive** and preventative (Tier 1 - universal focus)
- Improves student **outcomes** and supports student needs
- **Maximizes counselor expertise** as the work is supported by a district framework focused on the specialized skillset and knowledge school counselors bring.

# Redefining the Role of School Counselor

- Oklahoma Administrative Code Section **210:35-3-106**
- Effective **2025-26** School Year
- Addresses school counselor certification:
  - **Traditional Pathway**
  - **Alternative Pathway**
  - **Emergency Pathway**
- Requires the counseling program to be delivered by an Oklahoma **certified school counselor** .



# Redefining the Role of School Counselor

## Three Primary Changes:

1

Requires districts to develop a comprehensive school counseling program that impacts student growth in:

- Academic skills
- College and career readiness skills
- Life skills and wellness

2

Requires that counselors spend 80% of total work time providing direct and indirect services within the CSC program. The other 20% is spent in program planning and school support.

3

Requires that all counselors be trained in the pathways unit system (college and career readiness) which addresses graduation requirements and career awareness.

# IMPLEMENTATION TIMELINE



## Professional Development

OSDE will provide 9 regional training opportunities to support district level comprehensive school counseling planning.



## Building SSO Upload Capability

OSDE will be working with OMES to add centralized uploading processes through Single Sign On.



## Review and Subsequent Uploads

District CSC Frameworks will be reviewed and revised on a 3-year cycle.

September 2025

Fall 2025

Spring 2026

Spring/Summer 2026

October-December 2026

Fall 2029

## Release of Model Template

OSDE to release the model framework for districts implementation.



## District Support

OSDE will work with districts seeking additional individualized support in crafting CSC plans.



## Window for Uploading District Plans

District CSC Plans will be uploaded to Single Sign On by December 31, 2026



Special Note: This plan is broad and at the district level. Districts will then implement procedures for ensuring site level school counseling plans.





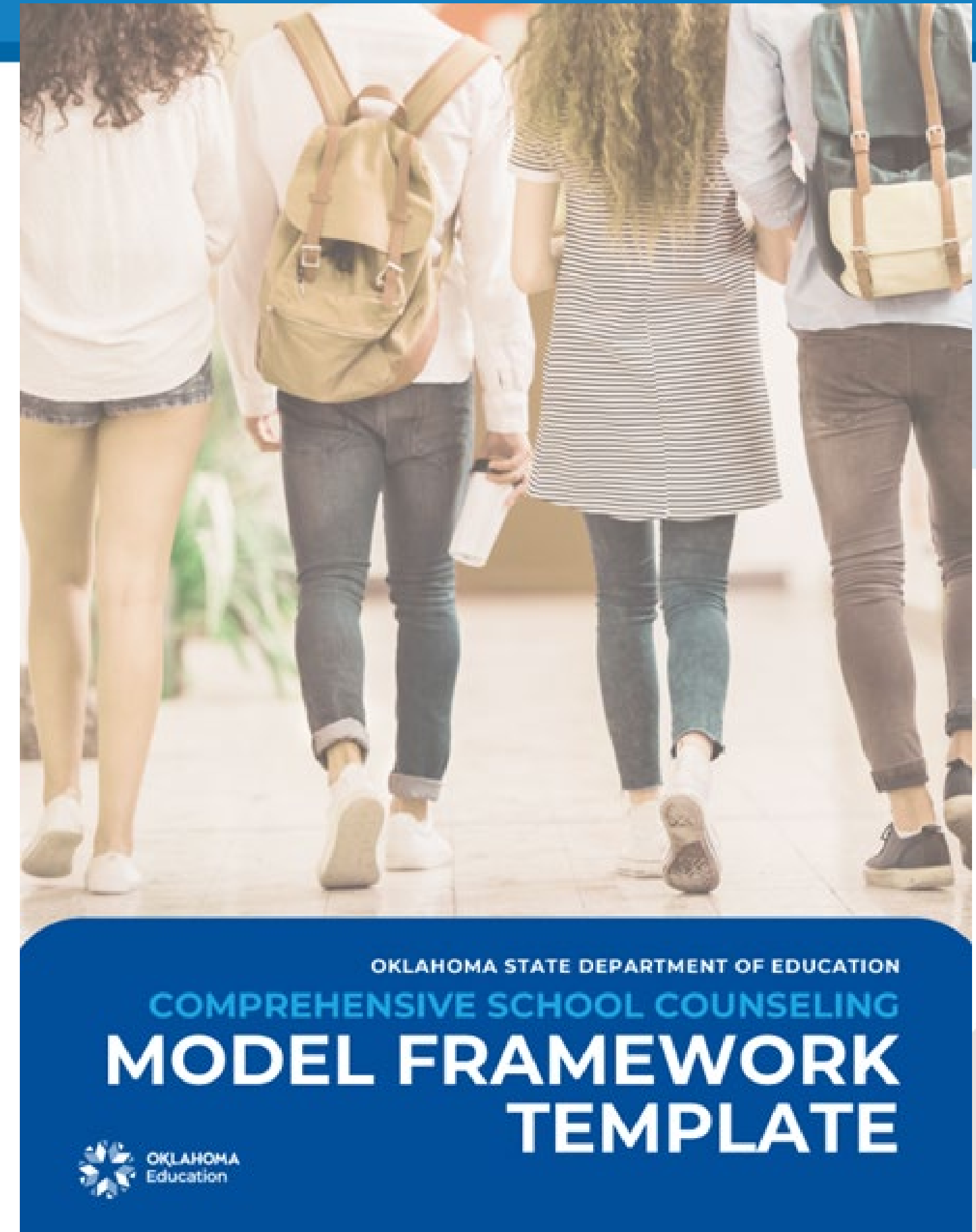
**O K L A H O M A**  
**COMPREHENSIVE**  
**SCHOOL**  
**COUNSELING**

State Department of Education



# Introduction to the Comprehensive School Counseling Model Protocol

# Model Framework Template



# What is the Purpose of the Comprehensive School Counseling Protocol?

A district school counseling protocol ensures that school counselors are **prepared** and **empowered** to serve the academic, college and career readiness, and life skills and wellness of all students.

The protocol will help districts provide a clear and practical structure to:

- Meet the **minimum requirements** established by state regulations
- Reflect **local priorities** and student needs
- Build a **data-informed, accessible, and outcome-driven** school counseling program
- Establish and support **priorities**
- Align with the Oklahoma Comprehensive School Counseling Framework and the Oklahoma Comprehensive School Counseling Implementation Guide



# How to Use the Guide

Each section of this guide corresponds with a **key component** of a comprehensive school counseling framework and includes a brief description of each component



## FOUR COMPONENTS OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM

1

### DEFINE

The **DEFINE** component of the Comprehensive School Counseling Program establishes a clear foundation for the role of school counselors. This includes identifying the appropriate qualifications of professional school counselors, clarifying their responsibilities, and aligning their work with recognized standards and competencies. By defining what a school counselor is and does, the district ensures a shared understanding across the district and sets the stage for a program that promotes academic, career, and personal development for all students.

*Professional school counselors in [name of district] are certified educators with a minimum of a master's degree who are uniquely prepared to address the academic, career, and personal development of all students. Through the implementation of a comprehensive school counseling program, school counselors provide student-centered, data-informed services that support student success and well-being. [Name of district]'s school counseling programs are guided by industry-recognized and state-level school counseling standards. These include student standards that define expected outcomes for growth and the knowledge and skills students need for success, as well as professional standards that define the role and responsibilities of school counselors. These standards serve as the foundation for designing, delivering, and evaluating school counseling services to ensure they meet the varying developmental needs of all learners.*

### PROGRAM FOCUS

**Beliefs** are an important summary of a school counselor's commitment to implementing a school counseling program. They contain the core values of the organization and reflect shared assumptions about student potential, access to quality educational opportunities, and the role of the school counselor in supporting student success. These beliefs guide decision-making, shape program priorities, and ensure alignment with the district's mission and vision.

*[District Name] affirms that the foundation of its Comprehensive School Counseling Program is built upon a shared set of core beliefs. These beliefs are derived from the district's core values and reflect our collective understanding of student potential, access to opportunities, and the critical role of school counselors in supporting all students' academic, career, and personal development. The following statements outline [District Name]'s core beliefs about school counseling:*


- *[Insert belief]*
- *[Insert belief]*
- *[Insert belief]*
- *[Insert belief]*

# How to Use the Guide - Guiding Questions

## PROFESSIONAL STANDARDS FOR SCHOOL COUNSELORS

School counselors are expected to demonstrate professional expertise through student-focused services, collaboration with educational partners, data-informed decision-making, and a commitment to ethical practices that ensure access for all. Professional, ethical, and student-focused standards ensure that school counselors serve as leaders and advocates who contribute to positive school climates and support the success of all students.

As your district develops or refines its school counseling program, how do you define the role of the school counselor and which sets of standards, mindsets, behaviors, or competencies do you use to define and guide your program?



**Guiding questions**  
are provided to  
help teams think  
critically and plan  
with intentionality.

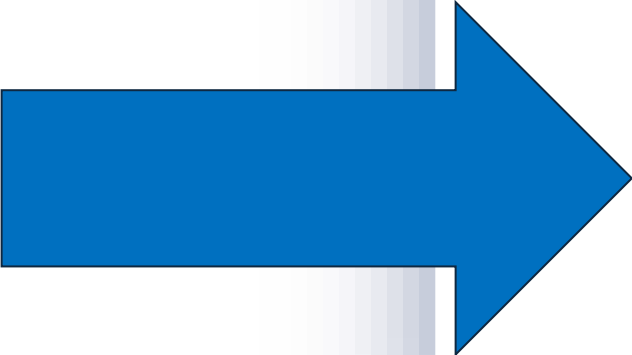


# How to Use the Guide - Sample Language

Sample language in **blue** is included throughout the document and can be used as a starting point. Teams are encouraged to **adapt**, **expand**, and **personalize** this language to clearly describe how your counseling program will meet (or exceed) the state's expectations.

## CALENDARS

School counselors should develop and publish calendars of school counseling programming to inform students, parents, teachers, and administrators of what, when, and where school counseling activities will be held. Weekly and yearly calendars should be distributed using a variety of methods including websites, social media, email, printed calendars posted in multiple areas, etc.



*To support transparency, accessibility, and alignment with **[District Name]'s** comprehensive school counseling goals, school counselors will develop and maintain both annual and weekly calendars of counseling activities. These calendars will include key events such as classroom lessons, small group sessions, college and career readiness events, and family engagement opportunities. Calendars will be shared using multiple methods such as school websites, social media, email, and printed versions displayed in prominent areas to ensure broad access and awareness. To protect student confidentiality, calendars will not include student names or personally identifiable information related to individual services or appointments.*



Districts are required to complete the *minimum components* as defined throughout the model protocol. However, schools are encouraged to go beyond these foundational pieces by adding *innovative strategies, local resources, and supplemental supports* that reflect the unique context of their community and student population.

# Additional Information about the Protocol

- ❖ It is recommended that this framework be developed **collaboratively** , with input from:
  - ❑ School Counselors
  - ❑ Teachers
  - ❑ District Leadership
  - ❑ Students and Caregivers
  - ❑ Building Administrators
  - ❑ Community and Mental Health Partners

Your protocol is both a **planning tool** and a **living document** . It can and should **evolve** as the needs of students change and your district's school counseling program grows.

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# Define



## COMPREHENSIVE SCHOOL COUNSELING

The **DEFINE** component establishes the foundation for the role of the school counselor. It builds a shared understanding among counselors and leaders that aligns the program with district, state, and professional standards and expectations. It ensures all are working from the same definition of why the program exists and what success looks like.

**Beliefs** : Reflects the core values of the organization and shared assumptions about student potential, access to quality opportunities, and the role of the school counselor in supporting student success.

**Vision** : Communicates the long-term/future hopes for students as a result of the school counseling program and supports. It should be aligned with the overall district vision and reflect district values.

**Mission** : Defines the purpose of the school counseling program and what it seeks to accomplish in the day-to-day work of school counselors. Describes the high-level actions that are happening in the present moment.

**Professional Standards** : Articulates expectations for the role, responsibilities, and ethical practice of school counselors aligned with state and national standards and the district's commitment to equal access, professionalism, and student success.

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# Manage

# Manage

The **MANAGE** component provides the organizational tools, processes, and systems that ensure a counseling program is intentional, data-driven, and aligned with district goals.

This component consists of:

- Program planning and resource mapping
- Use of time analysis
- Calendars
- Goal Setting



# Program Planning and Resource Mapping

- ❖ School Counselors utilize the Oklahoma Comprehensive School Counseling Framework and supplemental Implementation Guide to direct their program planning at individual schools taking into consideration:
  - School specific data
  - School needs
  - School resources
- ❖ School counselor activities:
  - Setting annual priorities
  - Creating action plans
  - Aligning counseling services with student needs and district initiatives
  - Evaluating current resources and seeking additional evidence-based practices for tiered service delivery

This piece ensures intentional, coordinated, equitable, data-driven, accountable programs that help students thrive. It gives direction and allows the counseling department to clearly demonstrate impact on student growth and development over time.

# Counselor Use of Time

School administrators and counseling teams are encouraged to engage in intentional reflection and collaborative dialogue to define and support the appropriate use of school counselor time. These discussions should focus on clarifying which activities constitute direct and indirect services and how time will be allocated to program planning, management, and system support.

Time Allocation	Activity Type	Examples
80% or more	Direct and Indirect Services to Students	Classroom instruction, individual counseling, small groups, consultation, appraisal and advisement, referrals, and collaboration with families and staff.
Up to 20%	Program Planning and School Support Activities	Data analysis, professional learning, developing resources, committee participation (if aligned with counselor role), and fair share responsibilities.
0%	Non-Counseling Duties	Testing coordination, substitute teaching, lunch/recess duty (more than fair share), discipline, clerical work.

# Using Data to Set Goals and Craft a 3 Year Plan

Districts will use available data to set 2-3 measurable, student-focused goals that guide school counseling practices over a three-year period. These goals should reflect district priorities and address areas of greatest need.

**Year 1**

Set goals based on data and begin implementation.

**Initial Plan  
Due:**

**Fall 2026**

**Year 2**

Monitor progress and adjust strategies as needed.

**Subsequent  
Plan Due:**

**Fall 2029**

**Year 3**

Evaluate outcomes and use findings to inform the next plan cycle.

# Maximizing Impact - Three Types of Activities

- Student Support:** Directly tied to the counseling program’s 3 domains (academic/college and career/life skills)
- School Support:** Shared responsibility tasks that benefit the school but still allow counselors to apply their expertise.
- Non-Counseling Duties:** Administrative/clerical tasks that divert time away from students.

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S

Student Support	School Support	Non-Counseling Duties
Classroom lessons (Tier 1)	Participating on crisis response team	Supervising ISS, lunch duty, recess duty
Small group counseling (Tier 2)	Serving on committees (safety, PBIS, MTSS)	Coordinating/state test administration
Academic advising and ICAP planning	Supporting transition events (orientation, scheduling nights)	Building master schedule
Parent consultation	Assisting with school climate initiatives	Clerical/registrar tasks
Crisis response/short-term counseling	Fair-share duties	Class coverage/substitute teaching



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# **Deliver**

# Deliver

As your district defines the **DELIVER** component of the comprehensive school counseling program, consider how school counselors will provide both **direct** and **indirect services** to meet student needs.

1. How will counselors deliver instruction, individual and group counseling, and academic or career advisement to students?
2. In what ways will they consult and collaborate with educators, families, and community partners to support student success?
3. What barriers exist for school counselors in delivering direct and indirect student services?
4. What systemic changes need to be made to address such barriers?

# DELIVER

The **DELIVER** component describes the methods school counselors use to provide activities and services to students and for students.

This component consists of two broad categories: **direct** and **indirect** student services.

# Direct Services versus Indirect Services

## • Direct Services

**In person interactions between school counselor and student.**

**Activities Include:**

- ❖ **Counseling**
- ❖ **Appraisal and Advisement**
- ❖ **Instruction**

## • Indirect Services

**Interactions with others on behalf of the student such as families, teachers, leaders.**

**Activities Include:**

- ❖ **Consultation**
- ❖ **Collaboration**
- ❖ **Referrals**



# Direct and Indirect School Counseling Services



## Direct Services

**Instruction**  
Classroom  
Instruction  
Small Groups  
Individual Sessions

**Appraisal and  
Advisement**  
Helping students  
understand their  
strengths, interests,  
and skills through  
tools like assessments

**Counseling**  
Short-term,  
targeted support  
that is  
psychoeducational  
in nature

## Indirect Services

**Consultation**  
Providing  
expertise,  
strategies, or  
support to others  
without taking  
over their role

**Collaboration**  
Working with  
families, staff, and  
community  
members to share  
responsibility &  
achieve shared goals

**Referrals**  
Connecting  
students/families to  
resources beyond  
what the school can  
provide

## Program Planning & School Support

**Define  
Manage  
Assess**

**Fair-Share  
Responsibilities**  
Those tasks that  
are shared *equally*  
*among all faculty  
& staff*

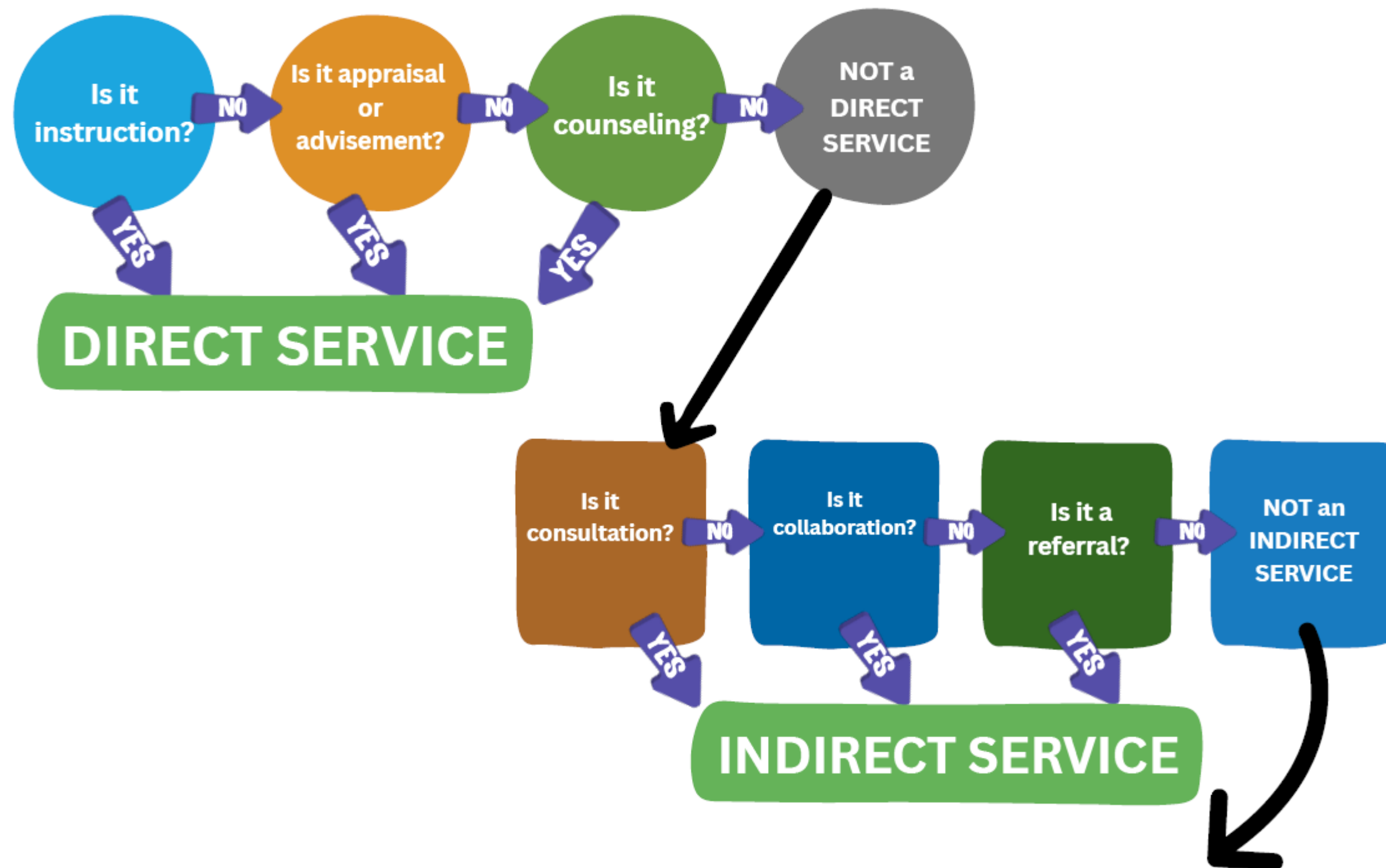
**Non School  
Counseling Tasks**  
Test coordination,  
discipline, clerical  
work

Program  
planning  
and school  
support  
must not  
total more  
than **20%** of  
the school  
counselor's  
total time.

Non-school  
counseling  
tasks  
should be  
**avoided** or  
kept to an  
**absolute  
minimum.**

Direct and indirect services must total at least  
**80%** of the school counselor's time.

## Direct and Indirect School Counseling Services Flowchart

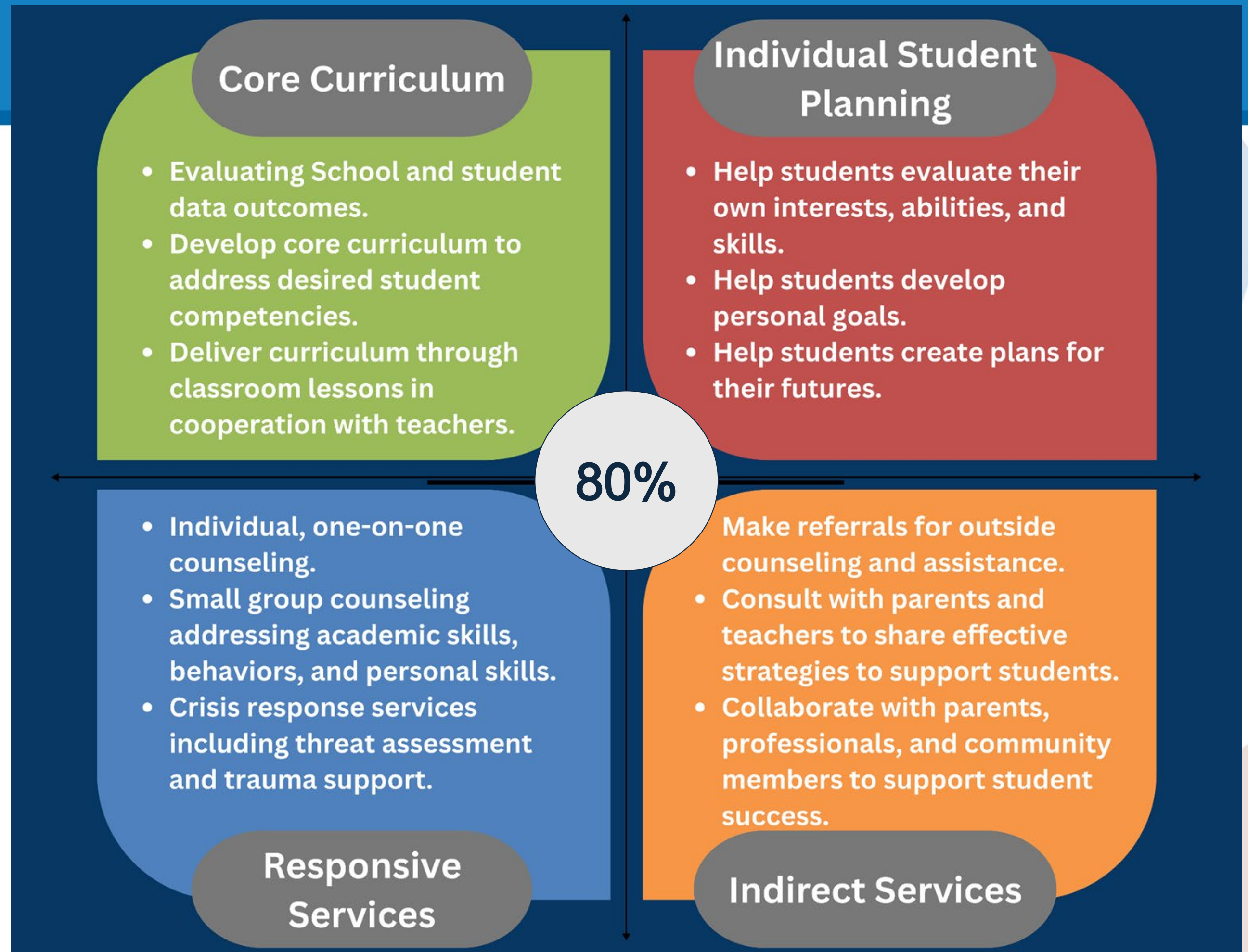


If it does not meet the criteria for direct or indirect services, it does not count toward the 80% requirement. Always consider how the proposed service directly impacts a student's ability to grow, succeed, and overcome barriers to learning.



# Maximizing Impact - Determining Counseling Activities

**Guiding Question:**  
How does the proposed service directly impact a student's ability to grow, succeed, or overcome barriers to learning?



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# Assess



# Continuous Improvement

A comprehensive school counseling program is a *living system*. It must evolve based on student needs, school goals, and community input.

Small adjustments over time compound into meaningful systemic change.

Reflection is not a one-time event but an ongoing process. Counselors ask: *What worked? What needs adjustment?*

Continuous improvement means moving beyond “compliance” to a *cycle of growth*: assess, plan, implement, evaluate, refine.

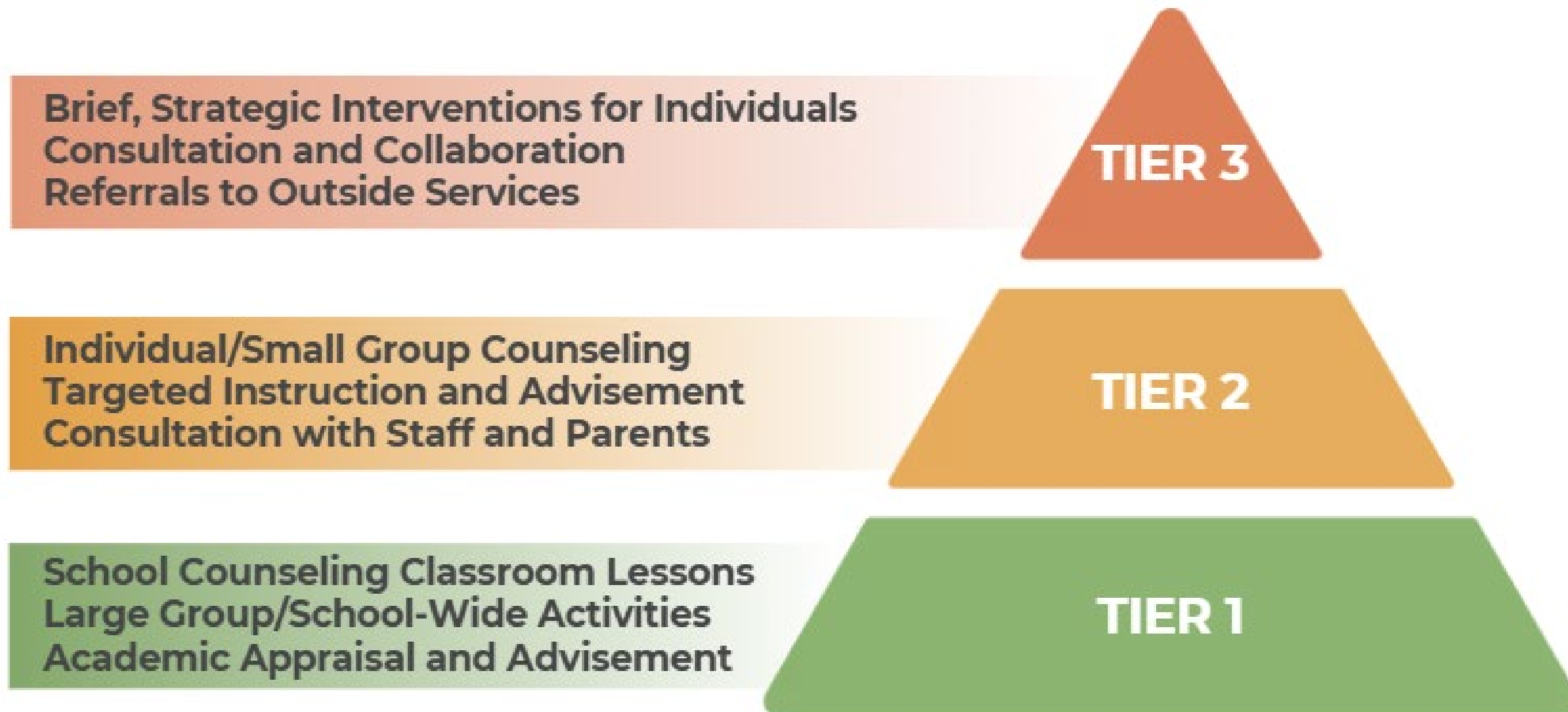
**How will your district ensure continuous improvement and what data and resources will you need to create long-term sustainability?**

**MTSS**



# MTSS and the Comprehensive School Counseling Program

The MTSS approach distinctly clarifies the role of the school counseling program in delivering student services. School counselors offer **Tier 1** support for ALL students, coordinate or provide **Tier 2** targeted interventions for specific individuals, and support engagement in collaboration, consultation, and referral for **Tier 3** support.



# Appendices



# Appendices

- ❖ Appendix A – Oklahoma Administrative Code 210:35-3-106
- ❖ Appendix B – School Counselor's Role in Crisis
- ❖ Appendix C – Appropriate versus Inappropriate School Counselor Activities
- ❖ Appendix D – Common School Counseling Activities by Grade and Domain
- ❖ Appendix E – MTSS/School Counseling Alignment Tool
- ❖ Appendix F – Blue-print version for easy copy/paste

# Superintendent/Administrator Role

## Establish

### Establish the Vision and Expectations

- Affirm that comprehensive school counseling is:
  - Essential for student success
  - Aligned with district vision/mission
  - A core part of whole-child education

## Ensure

### Ensure Alignment with District Goals

- Strategic Priorities
- Portrait of a Graduate
- School improvement goals
- Academic, attendance, and behavior expectations
- Ensuring equity of services for all students

## Provide

### Provide Support and Direction for Principals

- What a comprehensive program is
- What it is not
- Expectations for implementation
- Importance of protecting counselor time
- Need for annual administrative conferences

## Participate in

### Participate in the Development Process

- Be part of the planning team
- Provide guidance
- Ensure the plan follows best practice and state expectations
- Encourage cross-department collaboration

## Champion

### Champion the Plan Publicly

- Communicate the purpose and benefits to the school board
- Share updates with principals
- Highlight progress in district communication
- Celebrate milestones, data wins, and counselor contributions

## Hold

### Hold the System Accountable

- Expect annual updates
- Review district-wide counseling goals
- Ensure principals regularly meet with counselors to determine site level goals
- Monitor fidelity across buildings
- Require outcome and process data reporting.