



OKLAHOMA STATE DEPARTMENT OF EDUCATION

COMPREHENSIVE SCHOOL COUNSELING
MODEL FRAMEWORK
TEMPLATE



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OKLAHOMA COMPREHENSIVE SCHOOL COUNSELING: *BELIEFS, VISION, AND MISSION*

The Oklahoma Comprehensive School Counseling Framework was established with the following **BELIEFS** in mind:

- Every student can learn, and every student can succeed.
- Every student should have access to and an opportunity for a high-quality education.
- Every student should graduate from high school prepared for postsecondary opportunities.
- Every student should have access to a comprehensive school counseling program.
- Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, and education stakeholders.
- School counselors are leaders in the school, district, state, and nation.
- Comprehensive school counseling programs enhance student academic, career, and personal development.

The **VISION** for Oklahoma comprehensive school counseling is that every school in Oklahoma implements a comprehensive school counseling program in which 100% of the school counselor's time is devoted to the support of student academic success, personal growth and development, and college and career readiness. Through a comprehensive school counseling program as outlined in the Oklahoma Comprehensive School Counseling Framework, students will acquire and demonstrate the skills to be lifelong learners and leaders. Oklahoma students are equipped to face the challenges and opportunities of today's world throughout their PK-12 educational experiences and beyond.

The **MISSION** of comprehensive school counseling in Oklahoma is to provide evidence-based resources and supports to build comprehensive school counseling programs that meet the needs of all students across the state. The framework equips school counselors to partner with students, parents, educators, administrators, boards of education, school districts, preparation programs, communities, as well as business and industry to create supportive, safe, nurturing, and academically-focused learning environments for all students. All school counselors design and deliver comprehensive school counseling programs that are proactive, preventative, and designed to improve student outcomes. Through collaboration, comprehensive school counselors in Oklahoma will have the support to serve all students as they prepare them for success in the ever-changing world of the 21st century.

HOW TO USE THIS GUIDE

This guide was developed in alignment with Oklahoma Administrative Code 210:35-3-106, which outlines the expectations for the implementation of comprehensive school counseling programs in all Oklahoma public schools. It is designed to support districts in developing a locally tailored comprehensive school counseling program that ensures school counselors are prepared and empowered to serve the academic, college and career readiness, and life skills and wellness of all students. This document should be used in conjunction with the **Oklahoma Comprehensive School Counseling Framework** and the **Oklahoma Comprehensive School Counseling Implementation Guide**, serving as a companion tool to help districts align local planning with statewide expectations and best practices.

Beginning with the 2026-2027 school year, district protocols must be submitted through Single Sign-On by the end of the fall semester and reviewed and resubmitted every three years thereafter to ensure ongoing alignment and compliance.

THE PURPOSE OF THIS GUIDE IS TO PROVIDE A CLEAR AND PRACTICAL STRUCTURE FOR DISTRICTS 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

MINIMUM VS. OPTIMAL CONTENT

Districts are required to complete the minimum components as defined throughout this document. 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.

WHAT'S INSIDE

Each section of this guide corresponds with a key component of a comprehensive school counseling framework. You will find a brief description of each required component, guiding questions to facilitate thoughtful reflection and planning, and model/sample language in **blue** that your team can use 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.

WHO SHOULD BE INVOLVED?

It is recommended that this framework be developed collaboratively, with input from:

- School counselors
- Teachers
- District leadership
- Students and families (when appropriate)
- Building administrators
- Community and mental health partners

This guide 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.

By using this guide, Oklahoma school districts can ensure they are not only in compliance with state expectations but also creating a robust, student-centered counseling program that promotes academic achievement, college and career readiness, and life skills and well-being for all students.

STATEMENT OF PURPOSE

The Statement of Purpose section is included to clearly communicate the “why” behind the district’s Comprehensive School Counseling Framework. It establishes a shared foundation for the program, defines the counselor’s role within state and professional standards, and ensures all educational partners understand the value of a structured, evidence-based counseling program in supporting every student’s academic, career, and personal success. Below is a sample statement of purpose; however, districts are encouraged to reflect on their own priorities and objectives when crafting a statement that best represents their local vision.

*The purpose of **[District Name]**’s Comprehensive School Counseling Framework is to provide a clearly defined, evidence-based foundation for delivering consistent and effective school counseling services to all students and to clearly articulate the role and purpose of the school counselor position. This framework is aligned with the Oklahoma Administrative Code 210:35-3-106 and is designed to ensure that school counselors are empowered to support the academic achievement, college readiness, career exploration, and personal wellness of every student through a structured, data-informed program.*

By outlining the vision, mission, roles, and responsibilities of the school counselor, alongside procedures for planning, implementing, and evaluating comprehensive school counseling services, this protocol establishes a cohesive district-wide approach that aligns with best practices and state mandates. It serves as a guide for counselors, administrators, and educational partners to work collaboratively in creating a comprehensive system of support that meets the wide range of student needs across all grade levels.

Ultimately, this framework reinforces the belief that a well-implemented Comprehensive School Counseling Program is essential to fostering student success, ensuring access to supportive services for all learners, and preparing every student for a successful future.

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 **[District Name]** 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.*

***[District Name]**'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 services 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]*

PROGRAM FOCUS (CONTINUED)

Vision statements communicate what school counselors hope to see for students five to 15 years in the future. They should be aligned with the district's vision and reflect how the program supports future-focused district goals. Districts and school counseling teams may use the following guiding questions to create or refine their vision statement:

- What do we believe all students are capable of achieving?
- What does student success look like when our program is fully implemented?
- How does our counseling program contribute to the long-term outcomes for our students?

The vision of the [District Name] Comprehensive School Counseling Program is: [Insert a clear and inspiring vision statement that describes the desired student outcomes resulting from an effective school counseling program.]

Mission statements define the purpose of the school counseling program and what it seeks to accomplish in the day-to-day work of school counselors. They should be aligned with the district's mission and reflect how the program supports students' academic, career, and personal development through data-informed services. Districts and school counseling teams may use the following guiding questions to create or refine their mission statement:

- What is the purpose of the school counseling program in our district?
- How do school counselors support student achievement and well-being?
- In what ways does our program promote equity, access, and success for all students?
- How is our work aligned with the district's overall mission and goals?

The mission of the [District Name] Comprehensive School Counseling Program is: [Insert clear, concise statement describing how the program supports all students through intentional services, promotes access for all, and fosters success in academic, career, and personal domains.]

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?

PROFESSIONAL STANDARDS FOR SCHOOL COUNSELORS CONT.

School counselors in [District Name] are guided by industry-recognized professional standards that define their roles, responsibilities, and ethical practices. These standards outline the competencies necessary to design, implement, and evaluate comprehensive school counseling programs that promote student success in academic achievement, career readiness, and social/emotional development.

School counselors in [District Name] will utilize the following industry-recognized professional standards:

- *[Insert standard]*
- *[Insert standard]*
- *[Insert standard]*
- *[Insert standard]*

2 MANAGE

The **MANAGE** component of the Comprehensive School Counseling Program provides a structured framework to organize, implement, and evaluate an effective counseling program. This includes developing annual calendars, analyzing the use of time, and utilizing data-driven tools such as assessments and action plans. Through this process, districts ensure that school counseling services are aligned with student needs and demonstrate accountability and continuous improvement.

PROGRAM PLANNING

The **Program Planning** component of a comprehensive school counseling program involves the deliberate development, implementation, and ongoing refinement of counseling activities that align with student needs and district goals. This includes analyzing school data, developing annual plans, coordinating services, setting measurable objectives, and establishing and meeting with a school counseling advisory council to ensure the program's effectiveness.

[District Name] recognizes the importance of allowing school counselors time for strategic organization and purposeful delivery of direct and indirect services that maximize student outcomes. In addition, school administration and school counselors will meet at least annually to discuss and determine goals, objectives, and program focus based on data collected throughout the school year.

USE OF TIME

The purpose of this section is to ensure school counselors are utilized effectively in alignment with the district's comprehensive school counseling program goals, best practices, and Oklahoma Administrative Rule 210:35-3-106. This section outlines guidelines for how counselors should allocate their time. The goal is for **at least 80% of time to be spent providing direct and indirect school counseling services to students**. It is recommended that counselors complete a use-of-time analysis twice per year for a one-week period.

USE OF TIME (CONTINUED)

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 to students, as well as determining how time will be allocated for program planning, management, and system support.

Local decisions should be guided by the district's core values and beliefs about the role of school counselors and how their work contributes to the academic success, emotional well-being, and overall development of students. By aligning counselor responsibilities with these values, schools can ensure their counseling programs are both impactful and sustainable.

RECOMMENDED USE OF TIME

TIME ALLOCATION	ACTIVITY TYPE	EXAMPLES
80% or More	Direct & 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 & 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 (<i>more than fair share</i>), discipline, clerical work.

FORECASTED TIME ALLOCATION

- ___ % Direct Services to Students
- ___ % Indirect Services to Students
- ___ % Program Planning
- ___ % School Support
- ___ % Other (explain): _____

Note: Direct + Indirect Services must total at least 80%. A use of time calculator can be a valuable tool to compare current and target time allocations.

[Name of District] will implement the following strategies to ensure the comprehensive school counseling program is structured and implemented in alignment with the recommended time allocations, with at least 80% of time dedicated to direct and indirect services to students, and no more than 20% to program planning and school support activities. These strategies will also help minimize the assignment of non-counseling duties:

- Insert strategy
- Insert strategy
- Insert strategy

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.

DATA-DRIVEN DECISION MAKING

A comprehensive school counseling program relies on the effective use of data to identify student needs, measure outcomes, and guide continuous improvement. Data-driven decision-making ensures the counseling program is aligned with student outcomes, district priorities, and evolving community needs.

Key Data Sources

- Academic Data: report cards, GPA, test scores, course enrollment
- Behavior and Attendance Data: discipline records, absenteeism, tardiness
- Postsecondary Readiness Data: ICAP completion, FAFSA rates, graduation rates, college/career enrollment
- Perception Data: student, staff, and family surveys; needs assessments
- Program/Participation Data: counseling referrals, small group participation, lesson delivery tracking (direct/indirect services)
- Demographic Trends: enrollment, subgroups by performance or access

District Goals and Three-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.

The three-year cycle includes:

- Year 1: Set goals based on data and begin implementation
- Year 2: Monitor progress and adjust strategies
- Year 3: Evaluate outcomes and use findings to inform the next plan

District teams will review and update goals and plans at the end of the three-year cycle to ensure continuous improvement and alignment with student needs.

DISTRICT SCHOOL COUNSELING GOAL-SETTING (3-YEAR CYCLE)

Use the following section to develop comprehensive school counseling goals as a district. These goals can reflect student skills, program objectives, service delivery improvements, and/or systemic changes. In addition to identifying goals and relevant data, districts should also identify the individuals or groups responsible for implementing and monitoring your comprehensive plan (e.g. school counselors, administrators, other staff) and describe their specific contributions.

While these goals represent the larger district objectives, individual school sites are encouraged to identify counseling priorities and strategies that align with these goals while addressing their school-specific needs. Site-level plans should reflect the district's vision while allowing flexibility in how services are delivered based on each school's context.

District Goals Statement

[District Name] *has established the following goals for our district-wide comprehensive school counseling program:*

- *[Insert 1-3 goals for your district's comprehensive school counseling program]*

Areas of Impact *e.g. Represents improved outcomes in the three domains (academics, college & career readiness, and life skills and wellness)*

- *[Identify impact on student academic development]*
- *[Identify impact on college and career readiness development]*
- *[Identify impact on personal development]*

Baseline and Progress Monitoring Data *(see Key Data Sources above)*

- *[Insert baseline and progress monitoring data]*

Strategies and Interventions *e.g. actions taken to achieve the goal*

- *[Insert strategies and intervention information]*

Continuous Improvement Plan *e.g. how you will respond to the outcome data*

- *[Insert district plan to measure progress, ensure sustainability of objectives, and adjust strategies if goals are not met]*

Roles and Responsibilities *e.g. the parties responsible for implementation and oversight*

- *[Identify the relevant roles and responsibilities]*

3

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 student services include in-person interactions between the school counselors and students and include instruction, appraisal/advisement, and counseling.

- **Instruction** involves teaching students essential academic, college/career, and life skills through classroom lessons, small groups, or individual sessions, often as part of tier one and tier two support.
- **Appraisal** helps students understand their strengths, interests, and skills through tools like assessments, while **advisement** uses that information to guide decisions about academic and career pathways.
- **Counseling** is short-term, targeted support provided to individual students or small groups during times of stress, transition, or other challenges, using developmentally appropriate theories and techniques to promote success.
 - **Disclaimer:** School counseling services are designed to be short-term and psychoeducational. Any student with needs requiring ongoing, intensive, or therapeutic intervention should be referred to appropriate mental health professionals.

Indirect student services are those provided on behalf of students as a result of the school counselor's interactions with others. This includes consultation and collaboration with other professionals within the building or district and referrals to outside entities.

- **Consultation** is the exchange of expertise and strategies between school counselors and others, such as families, educators, or community partners, to support student needs and promote achievement.
- **Collaboration** involves school counselors working with families, staff, and community members to share responsibility and achieve shared goals that support student development and success.
- **Referrals** are made to connect families to school or community-based resources for specialized or long-term support when student needs go beyond the school counselor's training and/or responsibilities.

SCHOOL COUNSELING SERVICE DELIVERY PLAN

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. How will counselors deliver instruction, individual and group counseling, and academic or career advisement to students? In what ways will they consult and collaborate with educators, families, and community partners to support student success? What barriers exist for school counselors in delivering direct and indirect student services? What systemic changes need to be made to address such barriers? Describe the methods and strategies that will be used to ensure all students have access to developmentally appropriate, culturally responsive services aligned with the goals of the school counseling program.

Direct Student Services: *[District Name] defines direct student services as activities coordinated or delivered by a certified school counselor that are intentionally designed to support long-term positive student outcomes. These school counseling activities include:*

- *[Insert activity]*
- *[Insert activity]*
- *[Insert activity]*
- *[Insert activity]*

Indirect Student Services: *[District Name] defines indirect student services as activities that support student success by promoting collaboration, consultation, and referral practices. These school counseling activities include:*

- *[Insert activity]*
- *[Insert activity]*
- *[Insert activity]*
- *[Insert activity]*

Barriers and Systemic Considerations: *[District Name] has identified the following potential barriers that may impact a school counselor’s ability to effectively deliver direct and indirect student services, along with systemic changes that may be necessary to address them:*

- *Barrier: [Insert barrier]*
 - *Systemic change: [Insert change]*
- *Barrier: [Insert barrier]*
 - *Systemic change: [Insert change]*
- *Barrier: [Insert barrier]*
 - *Systemic change: [Insert change]*

The **ASSESS** component ensures that program goals are data-driven, aligned with student needs, and measured for effectiveness. School counselors utilize qualitative and quantitative data, including program outcome data, student achievement data, and perception data, to evaluate program implementation, guide future planning, and demonstrate accountability. Findings from these assessments will be used to inform decision-making, adjust services as needed, and communicate program impact to stakeholders.

EXAMPLES

- Annual Program Audit/Assessment - using the tool provided by the State Department of Education to reflect on current implementation progress and identify growth areas.
- Use-of-Time Analysis - reviewing school counseling calendars or use-of-time tracking to ensure alignment with the 80/20 direct and indirect service model, and to minimize non-counseling duties. (Use-of-time tools typically are used once in the fall semester and once in the spring semester for about one week).
- Student Standards Data - essential knowledge, attitudes, and skills students need to achieve academic success as measured by pre-/post-assessments for universal and targeted programming.
- Participation Data - tracks how many students engage in the school counseling program, the types of services they receive, how often they participate, and the duration of their involvement.
- Achievement Data - reflects the impact of the school counseling program on student outcomes, including grades, promotion and graduation rates, test performance, attendance, and behavior.
- Program Evaluation Data – collect feedback from students, families, and staff on the relevance and quality of counseling services.
- Tiered Intervention Review/Fidelity Checks - monitor participation and effectiveness of tiered interventions provided or supported by counselors.

TRACKING EFFECTIVENESS OF THE SCHOOL COUNSELING PROGRAM

[District Name] is committed to the continuous improvement of its comprehensive school counseling program through regular assessment and evaluation and will evaluate the effectiveness of the school counseling program annually. The following tools, data, and/or collaborative processes will be used to determine future goals and program adjustments:

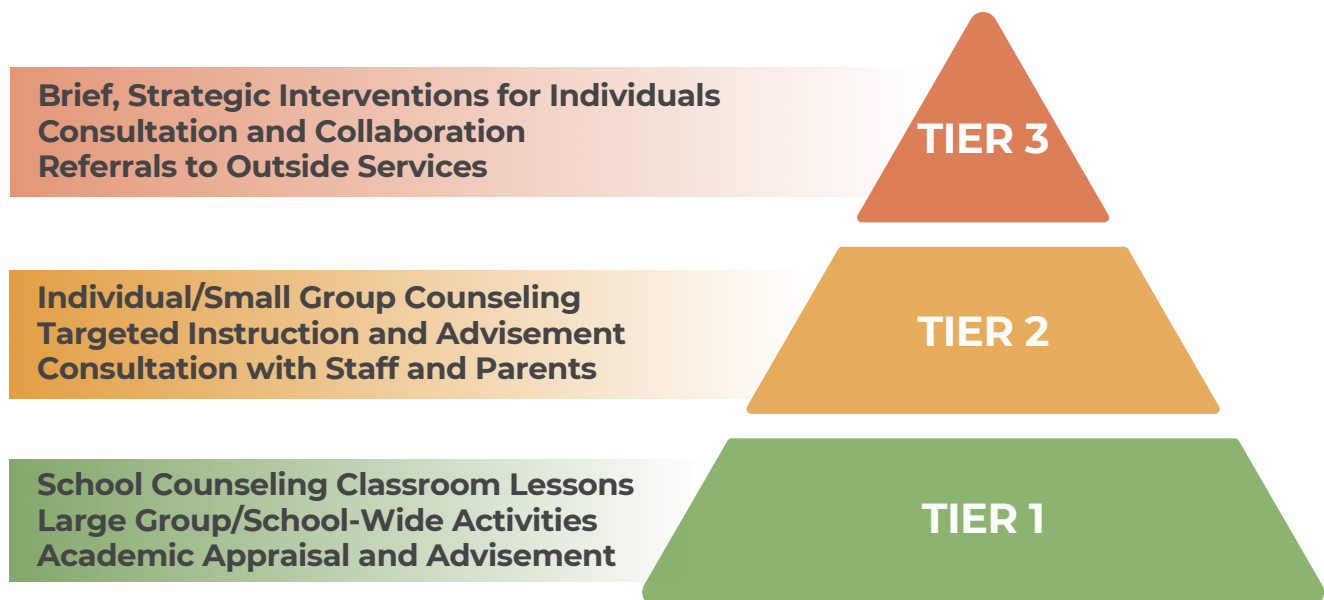
- *[Insert tools, data, and/or collaborative processes]*
- *[Insert tools, data, and/or collaborative processes]*
- *[Insert tools, data, and/or collaborative processes]*

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS) AND THE COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Multi-Tiered System of Supports (MTSS) is a comprehensive framework that integrates academic, behavioral, and life skills and wellness supports to ensure student success. Integrating the school counseling program within the district MTSS framework is essential to providing data-informed, developmentally appropriate services. School counselors are not the sole providers of interventions at any tier; rather, they serve as integral members of the district's MTSS team, contributing through collaboration, leadership, and coordination alongside other educators and support staff. Districts can utilize Appendix E in this model template to guide discussions about topics and skills addressed, roles and responsibilities, needed materials and curriculum resources, and data sources/progress monitoring.

SCHOOL COUNSELING PROGRAM ROLES BY TIER

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.



Through the development of an MTSS-informed, comprehensive school counseling program, schools can ensure they are maximizing the time and expertise of their school counselors throughout the year.

Districts should define how the school counseling program contributes to MTSS at each level of support. Use the following guidance to tailor the role of the school counseling program in your district's framework.

MTSS (CONTINUED)



TIER 1: UNIVERSAL SUPPORTS

Core supports delivered to all students to promote academic success, college and career readiness, and the development of life skills and wellness.

School Counseling Program Examples

- Delivering schoolwide character education lessons.
- Providing core academic and career planning lessons (career awareness, ICAP, graduation requirements).
- Using data to monitor universal student outcomes (attendance, behavior, academic progress).
- Supporting school climate initiatives.
- Consulting with staff on universal classroom management and engagement strategies.

District Implementation Notes

Example: Our district counselors provide monthly Tier 1 classroom lessons aligned with the Oklahoma Comprehensive School Counseling Framework.

**Be specific and detailed about the services counselors are providing.*

- *[Insert Tier 1 School Counselor Implementation Strategy]*
- *[Insert Tier 1 School Counselor Implementation Strategy]*
- *[Insert Tier 1 School Counselor Implementation Strategy]*



TIER 2: TARGETED SUPPORTS

Additional support for students identified as at-risk based on data (behavior, attendance, academic, life skills indicators, needs assessment surveys).

School Counseling Program Examples

- Facilitating small groups on topics like study skills, grief, and anxiety.
- Conducting brief individual counseling sessions.
- Participating in data review or intervention team meetings.
- Monitoring progress for targeted students.
- Collaborating with families and staff to implement student support plans.

District Implementation Notes

Example: School counselors in our district lead small groups using pre-approved evidence-based curricula during Tier 2 intervention periods.

**Be specific and detailed about the services counselors are providing.*

- *[Insert Tier 2 School Counselor Implementation Strategy]*
- *[Insert Tier 2 School Counselor Implementation Strategy]*
- *[Insert Tier 2 School Counselor Implementation Strategy]*

MTSS (CONTINUED)



TIER 3: INTENSIVE SUPPORTS

Individualized, often more frequent or intensive interventions for students with significant needs.

School Counseling Program Examples

- Providing short-term crisis counseling or support.
- Collaborating with school-based mental health providers or external agencies.
- Participating in or supporting the development of individualized behavior or support plans.
- Contributing to FBA/BIP or re-entry planning after disciplinary removal.
- Serving on or consulting with student assistance or care teams.

District Implementation Notes

Example: At Tier 3, our counselors address immediate needs and make appropriate referrals to community agencies or mental health resources while continuing to serve as a liaison and support point at school.

**Be specific and detailed about the services counselors are providing.*

- *[Insert Tier 3 School Counselor Implementation Strategy]*
- *[Insert Tier 3 School Counselor Implementation Strategy]*
- *[Insert Tier 3 School Counselor Implementation Strategy]*

APPENDIX A

OKLAHOMA ADMINISTRATIVE CODE

210:35-3-106. Guidance and Counseling Services

- (a) Oklahoma School Counselors shall be certified by one of the following methods:
- (1) **Traditional Certification.** For Traditional Certification, an Oklahoma School Counselor shall, prior to certification:
 - (A) possess a master's degree in a School Counseling Program;
 - (B) successfully pass the Oklahoma Subject Area Test ("OSAT") in School Counseling;
 - (C) successfully pass a background check; and
 - (D) submit a recommendation for certification from the university from which their degree was awarded
 - (2) **Alternative Certification.** For Alternative Certification, an Oklahoma School Counselor shall, prior to certification:
 - (A) possess a master's degree in a school counseling-related field or a master's degree and two (2) years of counseling-related work experience;
 - (B) have successfully completed thirty (30) or more counseling-related graduate credit hours; or fifteen (15) or more counseling-related graduate credit hours and one year of counseling-related work experience; or three (3) or more years of counseling-related work experience
 - (C) successfully pass the Oklahoma Subject Area Test ("OSAT") in School Counseling;
 - (D) successfully pass a background check; and
 - (E) successfully complete two (2) college credit courses, totaling at least six credit hours, within three (3) years, addressing the components of a Comprehensive School Counseling program, including but not limited to, data-informed decision-making, closing achievement, and opportunity gaps, school counseling ethical standards, and improving student achievement, attendance, and discipline or approved equivalents.
 - (3) **Emergency Certification.** Decisions regarding emergency certification are initially handled at the local school level and then must be subsequently approved by the Oklahoma State Board of Education.
- (b) All Oklahoma School Counselors shall be trained in the pathways unit system as provided for in 70 O.S. Supp. 2023, Section 11- 103.6.
- (c) Schools shall develop a written Comprehensive School Counseling Program. "Comprehensive School Counseling Program," for the purposes of this section, shall mean a program that has an impact on student growth in the areas of academic advisement, college and career, and life skills and wellness.
- (d) Oklahoma School Counselors shall spend a minimum of eighty percent (80%) of total work time providing direct and indirect services that are components of the school's Comprehensive School Counseling Program and shall spend the remaining percentage of total work time on program planning and providing school support.

APPENDIX A (CONTINUED)

OKLAHOMA ADMINISTRATIVE CODE

- (e) The Local Educational Agency ("LEA") shall develop and implement a comprehensive school counseling program that is delivered by a certified Oklahoma School Counselor and ensures student services are coordinated in a manner that provides comprehensive support to all students.
- (f) Oklahoma School Counselors shall adhere to the ethics and standards set forth within their School Counselor Certification Programs, the Oklahoma Standards of Performance and Conduct for Teachers, as well as all other applicable laws and regulations.
- (g) Beginning with the 2023-24 school year, prior to annual enrollment of a new or returning student, the Parent or Guardian of a student may disclose to the student's resident district, as determined by Section 1-113 of Title 70 of the Oklahoma Statutes, if the student has received inpatient or emergency outpatient mental health services from a mental health facility in the previous twenty-four (24) months. For the purposes of this section, "mental health facility" shall have the same meaning as Section 5-502 of Title 43A of the Oklahoma Statutes.
 - (1) If a disclosure provided occurs, designated school personnel, which may include members of the individualized education program (IEP) team, shall meet with the parent or legal guardian of the student and representatives of the mental health facility prior to enrollment to determine whether the student is in need of any accommodations including but not limited to an IEP in accordance with the Individuals with Disabilities Education Act (IDEA) or a Section 504 Plan as defined by the Rehabilitation Act of 1973. The meeting required by this section may take place in person, via teleconference, or via videoconference.
 - (2) The disclosure and subsequent handling of personal health information and related student education records pursuant to this section shall comply with the Family Educational Rights and Privacy Act of 1974 (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

APPENDIX B

School Counselors' Role in Crisis

Counselors contribute across all five PREPaRE mission areas of emergency management:



PREVENTION

Avoid or stop crises before they happen



PROTECTION

Safeguard against harm



MITIGATION

Lessen impact of crisis



RESPONSE

Reduce trauma and meet needs



RECOVERY

Restore functioning and well-being

SCHOOL COUNSELOR RESPONSIBILITIES

Prevention

- Promote a positive school climate through Tier 1 lessons and support.
- Provide training on coping skills and stress management.
- Collaborate with staff on early warning signs (suicide, de-escalation).
- Advocate for school-wide safety and wellness policies.

Protection/Preparedness/Mitigation

- Participate in crisis planning, drills, and school emergency response team meetings.
- Conduct ongoing risk assessments.
- Build strong, trusting relationships with students, families, and school staff.
- Identify and support students with higher risk factors for mental health concerns.

Response

- Deliver crisis counseling and psychological first aid services.
- Offer grief support and psychoeducational groups/services.
- Collaborate with external mental health agencies and resources.
- Track student engagement and referrals using triage summaries.
- Create care stations and provide calm, supportive spaces.

Recovery

- Facilitating re-entry plans for students returning from significant absences due to crisis.
- Developing individualized safety plans for at-risk students.
- Monitoring ongoing emotional and academic needs and ensuring continuity of care.
- Collaborating with families and others to ensure coordinated support services.
- Leading or participating in post-crisis debriefs.
- Providing psychoeducational support to rebuild a sense of safety and routine.
- Encouraging a strengths-based approach by identifying student assets that support resilience and recovery.

APPENDIX C

APPROPRIATE VS. INAPPROPRIATE SCHOOL COUNSELOR ACTIVITIES

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
advisement and appraisal for academic planning	building the master schedule
orientation, coordination and academic advising for new students	coordinating paperwork and data entry of all new students
interpreting cognitive, aptitude and achievement tests	coordinating cognitive, aptitude and achievement testing programs
providing counseling to students who are tardy or absent	signing excuses for students who are tardy or absent
providing counseling to students who have disciplinary problems	performing disciplinary actions or assigning discipline consequences
providing short-term individual and small-group counseling services to students	providing long-term counseling in schools to address psychological disorders
consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data	covering classes when teachers are absent or to create teacher planning time
interpreting student records	maintaining student records
analyzing grade-point averages in relationship to achievement	computing grade-point averages
consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success	supervising classrooms or common areas
protecting student records and information per state and federal regulations	keeping clerical records
consulting with the school principal to identify and resolve student issues, needs and problems	assisting with duties in the principal's office
advocating for students at individual education plan meetings, student study teams and school attendance review boards, as necessary	being responsible for schoolwide individual education plans, 504 plans, student study teams, response to intervention plans, MTSS and school attendance review boards
analyzing disaggregated schoolwide and school counseling program data	serving as a data entry clerk

APPENDIX D

COMMON SCHOOL COUNSELING ACTIVITIES BY GRADE AND DOMAIN

ELEMENTARY

ACADEMIC ADVISEMENT

- Classroom lessons on study skills
- Monitor and support student performance
- Progress monitoring and reporting
- Meet with teacher PLCs to improve student access and success
- Academic goal-setting conferences with students and families
- Small groups focused on strengthening academic skills
- Work with parent/teacher organizations to offer parent support nights
- Help students understand their own learning styles

COLLEGE & CAREER ADVISEMENT

- Classroom lessons to increase awareness of career clusters
- Organize career days
- Introduce interest inventories and discuss connections between interests and career options
- Use of programs such as Kuder Galaxy for career exploration tools
- Use of books and materials that feature different professions
- Community helper visits
- Create connections between the world of work and students' lives
- Help students plan for transitions in grades and moving to secondary schools
- Make connections between learning and future jobs

LIFE SKILLS AND WELLNESS

- Classroom lessons addressing topics such as mindfulness, emotion regulation, friendship skills, personal safety, bullying prevention, and conflict resolution
- Small groups for students needing more intensive intervention
- Work with school teams to build a culture and climate that is supportive of mutual respect and safety
- Initiate school-wide campaigns such as Kindness Week, drug and alcohol prevention, etc.
- Work with individual students to develop skills that support strong and healthy minds and bodies

MIDDLE SCHOOL

ACADEMIC ADVISEMENT

- Academic success workshops: note-taking, test prep, organization skills, time management, and study skills/methods,
- Individual academic planning meetings
- Teach goal-setting and journaling to track progress
- Test anxiety workshops
- Learning style inventories
- Academic success nights for parents and families
- Mentorship programs
- Small groups focused on academic skills

COLLEGE & CAREER ADVISEMENT

- Offer career interest inventories
- Activities that connect interests to applicable careers
- Resume writing & job application workshops
- Career days with local business partners & colleges
- Workshops that inform on career clusters and pathways and connecting to high school course options
- Identify gaps in access and collaborate with other professionals to offer activities to close the gap
- "Explore Your Future" nights where parents & students can plan transition to high school
- Provide resources related to work permit requirements

LIFE SKILLS AND WELLNESS

- Develop prevention and early intervention activities to build skills in understanding self, working with others, making good decisions, regulating emotions, and mental health and wellness
- Offer small groups for students needing more intensive interventions
- Teach communication and conflict resolution skills
- Provide brief crisis intervention for student and families
- Teach stress management and coping skills
- Assist students in developing positive peer relationships

HIGH SCHOOL

ACADEMIC ADVISEMENT

- Individualized academic planning and transcript reviews
- Help students track grades, coursework and connection to post-secondary pathway
- Focused groups on study skills and organization
- Help students understand the connection between learning and college/career planning
- Teach goal-setting and journaling to track progress
- Assist students in developing comprehensive study habits to improve school success

COLLEGE & CAREER ADVISEMENT

- Individual student planning to discuss interests, skills, and career aspirations
- Assist students in aligning career and academic interests to potential colleges that meet those needs
- Support the college application process: essay writing, letters of recommendation, financial aid and scholarship opportunities
- Teach essential job search skills
- Organize college fairs, career panels, and guest speakers about post-secondary options
- Arrange internship and work-based learning opportunities for students
- Organize FAFSA nights

LIFE SKILLS AND WELLNESS

- Offer workshops and groups regarding mental health and wellness
- Help students develop effective communication, problem-solving, self-management, and conflict resolution skills
- Contribute to responsive services for crisis and emergencies such as student trauma, bullying, self-harm, or suicidal ideation
- Implement bullying prevention programs and other culture and climate initiatives to improve the high school experience
- Establish relationships with community partners to expand services available to students and families

APPENDIX E

MTSS/SCHOOL COUNSELING ALIGNMENT TOOL

Districts may wish to use the table below to define expectations for the school counseling program at each tier.

Tier	What programs and practices are in place?	What are the targeted skills?	Who is responsible for implementation and who provides support?	What data sources are used to monitor/ evaluate progress?	What tools, curriculum, or resources are needed?
1					
2					
3					

APPENDIX F

DISTRICT COMPREHENSIVE SCHOOL COUNSELING PROGRAM TEMPLATE

STATEMENT OF PURPOSE

*The purpose of **[District Name]**'s Comprehensive School Counseling Framework is to provide a clearly defined, evidence-based foundation for delivering consistent and effective school counseling services to all students and to clearly articulate the role and purpose of the school counselor position. This framework is aligned with the Oklahoma Administrative Code 210:35-3-106 and is designed to ensure that school counselors are empowered to support the academic achievement, college readiness, career exploration, and personal wellness of every student through a structured, data-informed program.*

By outlining the vision, mission, roles, and responsibilities of the school counselor, alongside procedures for planning, implementing, and evaluating comprehensive school counseling services, this protocol establishes a cohesive district-wide approach that aligns with best practices and state mandates. It serves as a guide for counselors, administrators, and educational partners to work collaboratively in creating a comprehensive system of support that meets the wide range of student needs across all grade levels.

Ultimately, this framework reinforces the belief that a well-implemented Comprehensive School Counseling Program is essential to fostering student success, ensuring access to supportive services for all learners, and preparing every student for a successful future.

DEFINE

*Professional school counselors in **[District Name]** 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. **[District Name]**'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 services meet the varying developmental needs of all learners.*

APPENDIX F

DISTRICT CSC PROGRAM TEMPLATE (CONTINUED)

BELIEFS, VISION, AND MISSION

[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]

The vision of the **[District Name]** Comprehensive School Counseling Program is:

- [Insert a clear and inspiring vision statement that describes the desired student outcomes resulting from an effective school counseling program.]

The mission of the **[District Name]** Comprehensive School Counseling Program is:

- [Insert clear, concise statement describing how the program supports all students through intentional services, promotes access for all, and fosters success in academic, career, and personal domains.]

PROFESSIONAL STANDARDS FOR SCHOOL COUNSELORS

School counselors in **[District Name]** are guided by industry-recognized professional standards that define their roles, responsibilities, and ethical practices. These standards outline the competencies necessary to design, implement, and evaluate comprehensive school counseling programs that promote student success in academic achievement, career readiness, and social/emotional development.

School counselors in **[District Name]** will utilize the following industry-recognized professional standards:

- [Insert standard]
- [Insert standard]
- [Insert standard]
- [Insert standard]

PROGRAM PLANNING

[District Name] recognizes the importance of allowing school counselors time for strategic organization and purposeful delivery of direct and indirect services that maximize student outcomes. In addition, school administration and school counselors will meet at least annually to discuss and determine goals, objectives, and program focus based on data collected throughout the school year.

APPENDIX F

DISTRICT CSC PROGRAM TEMPLATE (CONTINUED)

USE OF TIME

FORECASTED TIME ALLOCATION

- ___ % Direct Services to Students
- ___ % Indirect Services to Students
- ___ % Program Planning
- ___ % School Support
- ___ % Other (explain): _____

Note: Direct + Indirect Services must total at least 80%. A use of time calculator can be a valuable tool to compare current and target time allocations.

[District Name] will implement the following strategies to ensure the comprehensive school counseling program is structured and implemented in alignment with the recommended time allocations, with at least 80% of time dedicated to direct and indirect services to students, and no more than 20% to program planning and school support activities. These strategies will also help minimize the assignment of non-counseling duties:

- Insert strategy
- Insert strategy
- Insert strategy

CALENDARS

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.

DISTRICT SCHOOL COUNSELING GOAL-SETTING (3-YEAR CYCLE)

[District Name] has established the following goals for our district-wide comprehensive school counseling program:

- [Insert 1-3 goals for your district's comprehensive school counseling program]

Areas of Impact e.g. Represents improved outcomes in the three domains (academics, college & career readiness, and life skills and wellness)

- [Identify impact on student academic development]
- [Identify impact on college and career readiness development]
- [Identify impact on personal development]

APPENDIX F

DISTRICT CSC PROGRAM TEMPLATE (CONTINUED)

DISTRICT SCHOOL COUNSELING GOAL-SETTING (3-YEAR CYCLE)

Baseline and Progress Monitoring Data (see Key Data Sources above)

- [Insert baseline and progress monitoring data]

Strategies and Interventions e.g. actions taken to achieve the goal

- [Insert strategies and intervention information]

Continuous Improvement Plan e.g. how you will respond to the outcome data

- [Insert district plan to measure progress, ensure sustainability of objectives, and adjust strategies if goals are not met]

Roles and Responsibilities e.g. the parties responsible for implementation and oversight

- [Identify the relevant roles and responsibilities]

SCHOOL COUNSELING SERVICE DELIVERY PLAN

Direct Student Services: [District Name] defines direct student services as activities coordinated or delivered by a certified school counselor that are intentionally designed to support long-term positive student outcomes. These school counseling activities include:

- [Insert activity]
- [Insert activity]
- [Insert activity]
- [Insert activity]

Indirect Student Services: [District Name] defines indirect student services as activities that support student success by promoting collaboration, consultation, and referral practices. These school counseling activities include:

- [Insert activity]
- [Insert activity]
- [Insert activity]
- [Insert activity]

Barriers and Systemic Considerations: [District Name] has identified the following potential barriers that may impact a school counselor's ability to effectively deliver direct and indirect student services, along with systemic changes that may be necessary to address them:

- Barrier: [Insert barrier]
 - Systemic change: [Insert change]
- Barrier: [Insert barrier]
 - Systemic change: [Insert change]
- Barrier: [Insert barrier]
 - Systemic change: [Insert change]

APPENDIX F

DISTRICT CSC PROGRAM TEMPLATE (CONTINUED)

TRACKING EFFECTIVENESS OF THE SCHOOL COUNSELING PROGRAM

[District Name] is committed to the continuous improvement of its comprehensive school counseling program through regular assessment and evaluation and will evaluate the effectiveness of the school counseling program annually. The following tools, data, and/or collaborative processes will be used to determine future goals and program adjustments:

- *[Insert tools, data, and/or collaborative processes]*
- *[Insert tools, data, and/or collaborative processes]*
- *[Insert tools, data, and/or collaborative processes]*

MTSS

Tier 1: Universal Supports

Example: Our district counselors provide monthly Tier 1 classroom lessons aligned with the Oklahoma Comprehensive School Counseling Framework.

**Be specific and detailed about the services counselors are providing.*

- *[Insert Tier 1 School Counselor Implementation Strategy]*
- *[Insert Tier 1 School Counselor Implementation Strategy]*
- *[Insert Tier 1 School Counselor Implementation Strategy]*

Tier 2: Targeted Supports

Example: School counselors in our district lead small groups using pre-approved evidence-based curricula during Tier 2 intervention periods.

**Be specific and detailed about the services counselors are providing.*

- *[Insert Tier 2 School Counselor Implementation Strategy]*
- *[Insert Tier 2 School Counselor Implementation Strategy]*
- *[Insert Tier 2 School Counselor Implementation Strategy]*

Tier 3: Intensive Supports

Example: At Tier 3, our counselors address immediate needs and make appropriate referrals to community agencies or mental health resources while continuing to serve as a liaison and support point at school.

**Be specific and detailed about the services counselors are providing.*

- *[Insert Tier 3 School Counselor Implementation Strategy]*
- *[Insert Tier 3 School Counselor Implementation Strategy]*
- *[Insert Tier 3 School Counselor Implementation Strategy]*