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DEPARTMENT OF EDUCATION

Connecticut Comprehensive **K–12 School Counseling Framework Guide**

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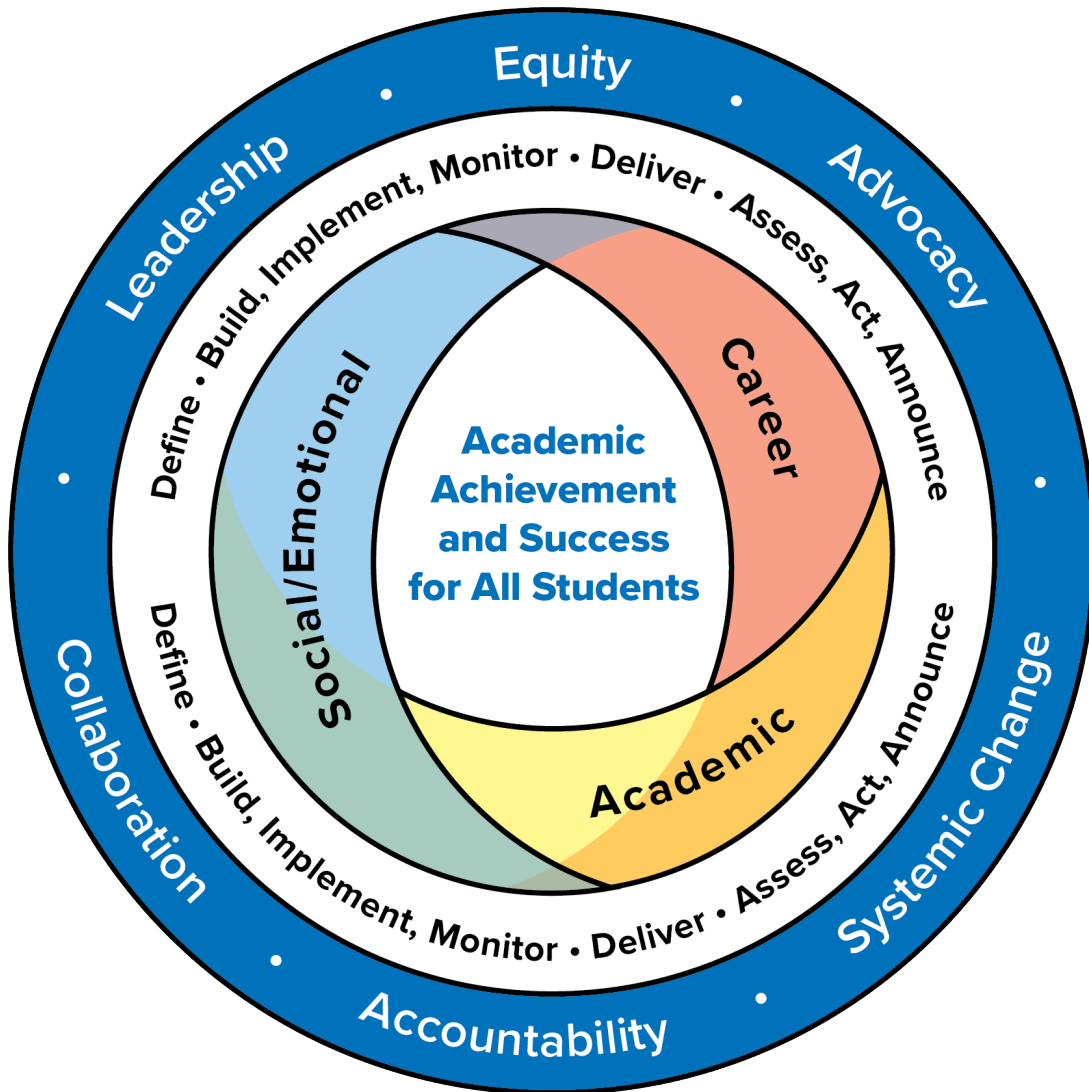
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School Counseling Framework Model

Connecticut Comprehensive School Counseling Framework



Preface

Learn Together, Grow Together

“Education is the best economic driver in the state. Together, we will determine Connecticut’s growth.”

Dr. Miguel A. Cardona, Commissioner of Education

Public schools are committed to providing high-quality and engaging learning environments for every student in Connecticut. Our students must be ready with the knowledge and skills to become capable and confident learners. A high school diploma is not the finish line but the launching pad for innovative careers and economic mobility. Schools, families, community members, universities, and business/industry must work together, with an intentional focus, in the early years, to build an impactful educational trajectory toward postsecondary education, career and life.

The Connecticut Comprehensive School Counseling Framework (CCSCF) aligns with a district’s mission and strategic operating plan. It enhances learning by assisting students in acquiring critical skills in the areas of academic, career, and social-emotional development. The CCSCF provides a proactive, preventative, and early intervention model for school counselors to support all students in reaching their full potential.

School counseling is a central part of daily educational programming and student achievement. Research continues to show that a comprehensive school counseling framework improves the range of student learning and behavioral outcomes. The implementation of the CCSCF expects every student to be served equitably, based on informed data decision-making. These data are analyzed and used to address the needs of students and provide the right interventions and supports to remove barriers that impede learning. This targeted work assists students in meeting academic standards and prepares every graduate to make informed decisions when choosing from an array of postsecondary options.

The CCSCF is based on the American School Counselor Association (ASCA) National Model. The CCSCF’s new 18 student standards and eight school counselor professional standards outline “how are students different as a result of what school counselors do?” These standards can help inform districts as they develop their *Profile of the Graduate* and support all five New England Association of Schools and Colleges (NEASC) 2020 Standards for Accreditation.

The CCSCF was developed and vetted in collaboration between the CSDE, Connecticut School Counselor Association (CSCA), and Connecticut Association for Counselor Education and Supervision (CACES) and other important stakeholders. The CCSCF Guide provides direction, support, and resources in developing, executing, monitoring, evaluating, and sustaining the framework to contribute to better outcomes for Connecticut students.

Introduction

“On the journey to adulthood, students benefit from experts in the field who can guide them as they explore and choose postsecondary options and career pathways. Likewise, the journey often requires support for mental health, school safety and climate, and personal/social issues, making the journey topsy-turvy at times. School counselors are the go-to experts in all these areas, making them indispensable to the school team and students.”

Andrea Donegan, US Department of Education, 2019

School counseling has become a dynamic and multifaceted profession in Connecticut. In 2018, Public Act 18-15 removed and replaced the outdated moniker “Guidance Counselor” from existing state law with “School Counselor,” and has broadened the definition and involvement of school counselors on state and district committees that impact the safety, emotional well-being, and career readiness of students across the state. Connecticut school districts are required to ensure all students have access to a comprehensive school counseling program delivered by a certified school counselor (Public Act 19-63).

Author Bradley Erford writes, “Transforming school counseling involves changing its substance and appearance, not cosmetic, but deep meaningful changes that encourage professional school counselors to become agents of education reform, and social change” (2019, p. 42). The Connecticut State Department of Education, in collaboration with the Connecticut School Counselor Association, have revised the Connecticut Comprehensive School Counseling Framework guide to support school counselors in transforming their practice to meet the needs of schools, families and students.

This updated Guide will assist school counselors wherever they may be on the continuum of building, implementing, monitoring and assessing a comprehensive school counseling framework within their own schools and districts. Each section of the Guide contains a checklist of concepts and skills that school counselors will find helpful as they build their frameworks. Examples, sample templates and an implementation guide have also been included to facilitate framework design and evaluation.

What Is a Comprehensive School Counseling Framework?

The Connecticut Comprehensive School Counseling Framework (CCSCF) is a system that provides the foundation and scaffolding needed to assure that the programs and services provided by school counselors are focused, student centered, and well planned to run smoothly and effectively. The mission, vision, and belief statements form the core of the framework and provide the focus. The framework includes a means to assess and document the needs of the school community to determine the programs and services that will be provided. It also provides a method to assess outcomes of the programs and services, and to evaluate the strength and completeness of the framework itself.

Additionally, the CCSCF encourages school counselors to use data to identify and close opportunity gaps using a multi-tiered approach. Counselors work collaboratively with administrators, faculty, staff, families, community partners, and outside service providers to promote success and achievement for all students. The school counselor’s role in realizing student potential for healthy growth is focused on the three broad areas of academics, career and social-emotional development. Student standards in the three domains are aligned ([Appendix D](#)) with the ASCA Mindsets and Behaviors (2014): 1) The 12 Career Ready Practices (National Association of State Directors of Career Technical Education, n.d.); 2) Collaboration for Academic, Social, and Emotional Learning (CASEL)’s Five Core Competencies (2017); and, 3) Connecticut’s Next Generation Accountability System (Connecticut State Department of


Education, 2015). Student competencies add scope to assist school counselors in focusing on how the programs and services support children at different stages of development. The sequence of learning experiences within the student competencies moves from less to more complex as students advance through developmental progressions.

A comprehensive framework approach requires collaboration with students, families ([Appendix L](#)), the community, faculty, and administration. The CCSCF necessitates written policies and regulations to assure that programs and services that are supported by the framework are of high quality and are delivered with district-wide uniformity and equity. Policies pertaining specifically to the school counseling framework, should be clearly defined and aligned with other educational frameworks and student policies of the school district as well as with legal mandates and the ethical standards delineated in the ASCA Ethical Standards for School Counselors (2016) and the American Counseling Association (ACA) Code of Ethics (2014).

Why a Comprehensive School Counseling Framework?

The list of beneficial outcomes from implementing a comprehensive school counseling framework is extensive and well researched. Students experience improved academic performance and success, better social relationships, improved decision-making and problem-solving skills, and a better understanding of careers and postsecondary options. Families receive more opportunities for child/family/school interactions, better access to information and resources (academic, career, and social-emotional) and enhanced relationships with school staff. Administrators and other school faculty benefit from a safer and more positive school climate that is conducive to learning, and from the school counseling framework's alignment with important district goals (i.e., student achievement, parental participation, dropout prevention). The community benefits through increased opportunities for businesses to participate actively in the total school framework, and by the provision of a well-prepared workforce with pre-employment skills and a positive work ethic.

Section 1:
**The Big Picture: Systemic Operation of
the Connecticut Comprehensive School
Counseling Framework**

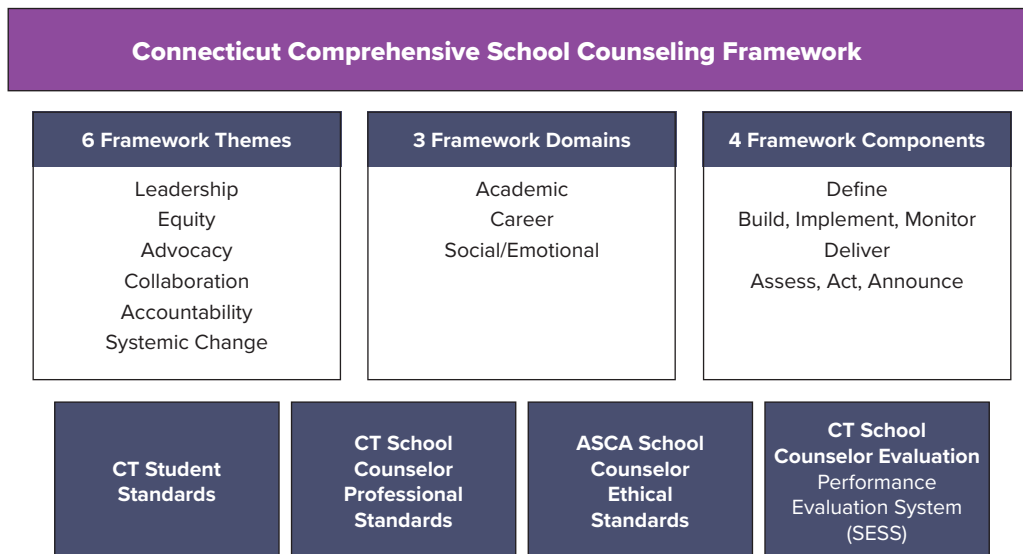
The bottom half of the page features a decorative graphic composed of several overlapping geometric shapes in shades of yellow and orange. The shapes create a sense of movement and depth, with some areas appearing more prominent than others due to the layering.

Section 1: The Big Picture

The CCSCF is a whole-child framework (academic, career, and social-emotional) that is planned and implemented in K–12 grade levels in collaboration with principals, teachers, and other stakeholders to maximize the educational success of every Connecticut student. The framework is an essential part of the education process and aligns with the district’s mission and the strategic operating plan. It is guided by the districts’ mission, the school improvement plan, and annual priority goals that are grounded on student needs, as identified by the student, school, and family/community data. The school counselor and the school data teams use multiple data points to assess student needs, identify priorities, and develop a plan of action to address the identified needs.

The CCSCF is systemic and delivers a range of evidence-based supports, programs, and practices to address student needs based on a systemwide approach, called a multi-tiered system of supports (MTSS). The CCSCF ensures equitable access to services for all students. The CCSCF uses a variety of preventions and interventions to assist students in overcoming barriers to learning; to make strong connections with educational opportunities in schools; and to ensure that every student learns in a safe, healthy, and supportive environment. The chart below illustrates the CCSCF’s overall structure and system.

School Counseling Framework Systemic and Operational Design



Six Themes

Leadership — School counselors align their department vision and mission to the districts. The counselors use leadership skills to build, implement, monitor and evaluate the school counseling framework. This collaborative process provides direction, guidance, and support, systemically reaching across internal and external boundaries.

Advocacy — School counselors ensure that students have the opportunity for success. They advocate for students to be treated fairly and have access to the resources necessary to meet their needs. Additionally, school counselors advocate for the school counseling framework and the roles and responsibilities of the school counselor.

Equity — Equitable policies, programs, and practices are to ensure equity in educational performance, results, and outcomes by removing barriers that impede progress and providing the appropriate resources to support students. A measure of fairness and opportunity in education, equity is embedded in the CCSCF, specifically in the school counselor’s ethical standards.

Collaboration — Building healthy and ethical internal and external relationships to support students and create a safe school environment that promotes the vision and mission of the CCSCF, student success, and advocacy. All involved parties work together to successfully design systems that are intentional and reflective in nature, and to develop a culture of learning and understanding.

Systemic Change — is affecting an entire system and transformational change affecting more than an individual or series of individuals focused upon the dynamics of the environment, not the environment (ASCA, 2019).

Accountability — School counselors implement data-driven comprehensive school counseling programs and strategies to monitor student achievement, to continually evaluate and improve their school counseling program, and to demonstrate the impact their program is having on students (ASCA, 2012).

Three Domains

School counselors address topics in three broad domains: academic, career, and social-emotional development. These domains promote mindsets and behaviors that enhance students’ learning process and create a culture of college and career readiness for all students. The Connecticut Student Standards may cross multiple domains.

Academic Development goals provide the foundation for acquisition of skills, habits of mind, and knowledge that contribute to effective learning in school; employing strategies to achieve success in school; and understanding the relationship of academics to the world of work, and to life at home and in the community.

Career Development goals provide the foundation for the acquisition of skills, habits of mind, and knowledge that enable students to make a successful transition from school to the world of work and as careers changes across the lifespan. Career development goals and competencies ensure that students participate in a comprehensive plan of career awareness, exploration, and preparation activities ([Appendix C](#)).

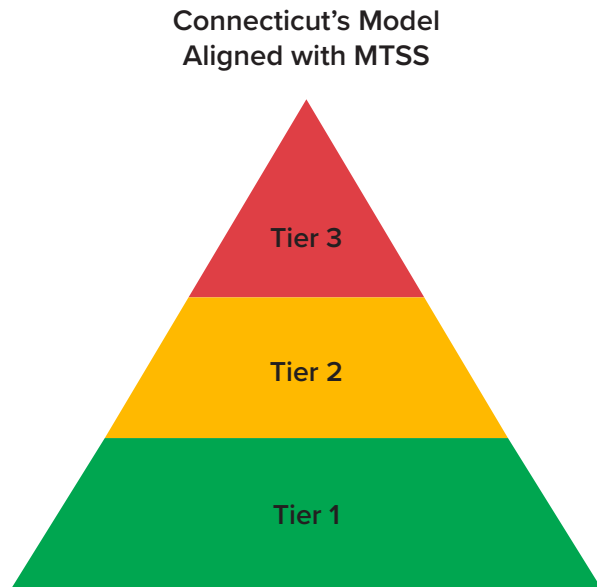
Social-Emotional Development goals provide the foundation for social-emotional growth as students progress through school and into adulthood. Social-emotional development contributes to academic and career success by helping students understand and respect themselves and others, acquire effective interpersonal skills, understand safety and survival skills, and develop into contributing members of society.

Multi-Tiered System of Supports (MTSS) and the CCSCF

MTSS is an approach to organizing interventions, services, supports, and programming in a systematic way (ASCA, 2018, position statement, [“The School Counselor Multi-Tiered System of Supports”](#)).

Tier 1 provides universal support for all students. For example, in the CCSCF, Tier 1 support is the delivery of the comprehensive school counseling curriculum to all students. Tier 2 provides targeted support for students who need additional interventions. An example might be a small group work for first-generation college students or a social-emotional development group. Tier 3 provides intensive support and is a one-on-one session between a counselor and a student or using outside referrals. The approach is a culturally responsive, evidence-based framework implemented in K–12 schools using data-based problem-solving (the data is collected and

analyzed to determine the effectiveness of the support or intervention) to integrate academic and behavioral instruction and intervention at tiered intensities to improve the learning and social-emotional functioning of all students (Sink, 2016). It is important to note that MTSS is a system to organize and map supports and interventions to ensure that interventions are appropriately delivered based on need, monitored for progress and adjustments, and measured the impact.



Adapted from: The ASCA National Model (2019)
©Goodman-Scott, Betters-Bubon & Donohue (2019)
@SchCouns4MTSS

Tier 3: Equity-driven Direct and Indirect Services for FEW

- Chronic, complex needs
- Consult and collaborate
- Fair, just, access and inclusion policies and practices
- Wrap-around support
- Internal and community referrals
- Crisis management
- Individual counseling

Tier 2: Equity-driven Direct and Indirect Services for SOME

- Individual/small group counseling based on data/need
- Fair, just, access and inclusion policies and practices
- Critical team member/leader multidisciplinary teams
- Appraisal and advisement
- Support SSP
- Targeted supports for college and career readiness for high needs students and transition planning
- Consult and collaborate with teachers/staff, families and community, business/industry providers

Tier 1: Equity-driven Direct and Indirect Prevention and Early Intervention for ALL

- School counseling classroom EBP curriculum and instruction (Academic, Career & SEL)
- Large group/school-wide activities and initiatives
- Fair, just, access and inclusion policies and practices for students and families
- Universal Assessments and the use of data
- Support Student Success Plans (SSP)
- Student appraisal and advisement
- Staff collaboration and supports
- Family, community, business/industry partnerships

The CCSCF Themes and Components Across Tiers

Define

- Grounded in Student Standards, School Counselor Standards, Code of Ethics

Build, Implement, Monitor

- Building and implementing the CCSCF with fidelity and the use of data and action planning

Deliver

- Direct and indirect services consistently
- Equity and access for all students
- Evidence-based practices
- Focus on all domains

Assess, Act, Announce

- Framework assessment and evaluation
- Performance evaluation
- Reporting results
- Continuous improvement planning

- Professional Learning

Section 2: **Building the Four Framework Components**



Section 2.1: Define

Comprehensive School Counseling Framework for Connecticut Schools

Key Concepts

- Three Sets of School Counseling Framework Standards

Takeaways

- Foundation builder: learning goals for what students should know.
- Self-assess the school counselor's knowledge, skills and habits of mind regarding professional practice.
- Respect the rights and dignity of students and families by exhibiting ethical behavior to ensure professional conduct and integrity.

Making the CT Framework Work: Checklist for this Section

- Student Standards
 - Connecticut Student 18 Standards
 - ASCA Mindsets and Behaviors for Student Success: K–12 College and Career Readiness for Every Student
- Professional Standards
 - Connecticut School Counselor Professional Practice Standards
 - ASCA School Counselor Professional Standards and Competences
 - ASCA Ethical Standards for School Counselors

Define

Define is the first component of the school counseling framework and the cornerstone for accountability. Define drives and supports the development of the entire framework that is grounded in standards and competencies. The standards support school counselors to cultivate, apply, implement, and assess performance and to build a sustainable support system. The competencies address the essential knowledge, skills, behaviors, and abilities required to achieve a level of performance.

Student Standards

The Connecticut Student Standards (CSS) and the ASCA Mindsets and Behavior: K–12 College and Career Readiness Standards for Student Success represent the knowledge, skills, behaviors, and abilities necessary for every student. The CSS are aligned to the Connecticut Core Standards. School counselors use the student standards to assess student growth and development in the three domains: academic, social-emotional, and career development. The standards are used to develop competencies and to measure growth over time. School counselors operationalize the standards through the use of data, the development of school counseling curriculum and lesson plans, small groups, individual counseling, and evidence-based program activities to support students' developmental needs.

Each student standard is broken down into a set of measurable competencies. Student competencies are selected based on the completion of a needs assessment of the school, district, and community stakeholders to determine which standards are important for students to obtain. This allows school counselors in Connecticut to customize their comprehensive framework to meet the specific needs of the student population in their school(s).

Connecticut Student Standards		
Academic Development	Career Development	Social-Emotional Development
<p>Student Standard A1 Demonstrate skills for effective learning and achieving school success</p> <p>Student Standard A2 Demonstrate ability to plan a challenging program of studies to prepare for a variety of options after graduation.</p> <p>Student Standard A3 Demonstrate an understanding of the habits of mind of an engaged student in relation to all aspects of their lives.</p> <p>Student Standard A4 Demonstrate the ability to integrate technology to enhance learning and to solve problems.</p> <p>Student Standard A5 Demonstrate the ability to use creativity and outside experiences to enrich the learning process</p> <p>Student Standard A6 Demonstrate the ability to set goals based on reflective evaluation of current performance.</p>	<p>Student Standard C1 Identify personal values, personality, abilities, and interests in relation to career options and the world of work.</p> <p>Student Standard C2 Demonstrate the skills and abilities to research, identify career options, and make the necessary steps to obtain employment.</p> <p>Student Standard C3 Demonstrate effective workplace habits and the ability to transfer employability skills to future career success and from job-to-job across the lifespan.</p> <p>Student Standard C4 Demonstrate an understanding of work/life balance and how it impacts quality of life, personal and financial well-being, and lifestyle choices.</p> <p>Student Standard C5 Identify a plan to make a successful transition from school to postsecondary education and/or the world of work.</p> <p>Student Standard C6 Demonstrate an understanding of technology in the workplace.</p>	<p>Student Standard S/E 1 Demonstrate an understanding of how individual actions can impact relationships, environments, and influence other people.</p> <p>Student Standard S/E 2 Demonstrate cultural awareness when collaborating with others and taking steps to be inclusive.</p> <p>Student Standard S/E 3 Demonstrate the ability to make decisions, think divergently, and take steps to achieve desired outcomes. Able to overcome challenges and obstacles and develop positive coping strategies and build resilience.</p> <p>Student Standard S/E 4 Demonstrate an understanding of the relationship between practicing self-care, healthy sense of self, and personal well-being.</p> <p>Student Standard S/E 5 Demonstrate understanding and practice of personal safety skills.</p> <p>Student Standard S/E 6 Demonstrate an understanding of the risks and responsible use of technology.</p>

Connecticut School Counselor Professional Standards

School counselors in Connecticut are held to a set of professional standards that are aligned with the ASCA [Ethical Standards](#) for School Counselors and the [ASCA Professional Standards and Competencies for School Counselors](#). The Connecticut School Counselor Professional Standards (CSCPS) define knowledge, skills, and habits of mind that school counselors should demonstrate to be effective in their role. School Counselors are evaluated using the Student and Educator Support Specialists (SESS) rubric and the [School Counselor Evidence Guide](#) for best practices, which measures proficiency on the performance of the professional standards. Additionally, the professional standards inform the recruitment and selection process ([See Appendix E](#)), and the standards can support the design and implementation of professional development plans and for self-evaluation.

Connecticut School Counselor Professional Standards The school counselor is expected to:			
<p>Standard 1</p> <p>Articulate and demonstrate an understanding of individual counseling theories, group counseling, and classroom lessons ensuring equitable student access to resources that promote:</p> <ul style="list-style-type: none"> • academic achievement • social-emotional development • college/career readiness 	<p>Standard 2</p> <p>Act as a student advocate, leader, collaborator, and systems change agent to create an environment promoting and supporting student success to:</p> <ul style="list-style-type: none"> • ensure all students are achieving at the highest levels • include families, teachers, administrators, community leaders, and other stakeholders • identify obstacles faced by student populations and ensure equity and access for all students • ensure cultural sensitivity and responsiveness • foster a safe and supportive school climate 	<p>Standard 3</p> <p>Plan, design, and deliver a comprehensive, developmental school counseling program to:</p> <ul style="list-style-type: none"> • address the social, environmental, and developmental needs of all students while supporting the school and district core values and beliefs • support learning and close the achievement gap • incorporate social and emotional learning and employability skills, including current technology 	<p>Standard 4</p> <p>Implement the Individual Student Planning and Responsive Services Components in collaboration with all stakeholders to:</p> <ul style="list-style-type: none"> • address students' identified needs and concerns individually and/or in small-group counseling • create individual Student Success Plans • promote college/career readiness for students, individually and in groups

Connecticut School Counselor Professional Standards
The school counselor is expected to:

Standard 5	Standard 6	Standard 7	Standard 8
<p>Collect, examine, and communicate school, student, and program data to:</p> <ul style="list-style-type: none"> • annually evaluate school counseling program results and ensure equity in access and delivery • establish goals and services that work to close the student gaps • monitor individual student progress to ensure that students are taking appropriate, yet rigorous, courses • measure results and disseminate outcome information 	<p>Manage and use time effectively to:</p> <ul style="list-style-type: none"> • develop a master calendar for program implementation • ensure timely communication of service delivery for students, families, administrators, and teachers • maximize the use of counselors' time 	<p>Collaborate with school advisory committees, families, school staff, community members and other stakeholders to:</p> <ul style="list-style-type: none"> • identify the needs and concerns of students and provide or recommend professional learning for school staff and families • gain support for school counseling goals and support the goals of others • obtain input from school administrators and staff in developing the counseling framework 	<p>Fulfill responsibilities for his/her professional growth and the growth of the school counseling profession, including:</p> <ul style="list-style-type: none"> • participating in professional organizations • engaging in continuous professional learning and development • following the profession's ethical and legal guidelines

Section 2.2: Build, Implement, Monitor

Comprehensive School Counseling Framework for Connecticut Schools

- Foundation
- Use of Data
- Goal Setting
- Calendars
- Access to Students
- Advisory Committee

Key Concepts

- Development of common beliefs, a mission and a vision are necessary to create a foundation on which to build the CCSCF.
- Data collection, analysis and interpretation is necessary to build, implement, and monitor the CCSCF and tailor it to each individual school or district.
- Tools such as calendars, goals, and advisory committees are critical to the school counselor's ability to serve students.
- Build, Implement, Monitor is a continuum. Schools can assess the status of their own programming to determine where to start in the process of developing a CCSCF.

Takeaways

- Understand the planning process, resources and tools necessary to implement and monitor the CCSCF.

Making the CT Model Work: Checklist for this Section

- Complete the following tasks to begin to BUILD your framework:
 - Belief Statement
 - Vision Statement
 - Mission Statement
 - Conduct an Annual School Counseling Framework Assessment.
- Complete the following tasks to IMPLEMENT your framework:
 - Conduct a Needs Assessment.
 - Collaborate with your administrator and/or access EdSight to obtain school-wide data.
 - Set Specific, Measurable, Attainable, Realistic and Time bound (SMART) Goals based on your data.
 - Develop a Framework Timeline.
 - Develop annual and monthly calendars.
 - Read the Implementation Guide included in this manual.
- Complete the following tasks to MONITOR your framework:
 - Initiate a School Counseling Advisory Committee.
 - Conduct an Annual School Counseling Framework Assessment.
 - Set SMART Goals to create components missing from the Framework Assessment.

Facilities & Resources School counselors must have systems in place that are focused, student centered, and well planned to run smoothly and effectively. Activities in Build, Implement, and Monitor are those that help counselors construct the foundation of the CCSC and to put the framework in place. Counselors will learn what is needed to develop the core beliefs, mission, and vision, as well as to identify student needs, implement programming, and monitor the impact of the programs on student success in a systematic manner.

Schools can assess the status of their own programming using the Annual School Counseling Framework Assessment to determine where to start in the process of developing a CCSCF.

Foundation

Having a foundation on which to build the CCSCF helps school counselors identify goals, strategies, and a shared set of ideas about how they will impact their students through the services they provide. The foundation guides all programmatic activities and can be measured. The foundation should be aligned with the goals and strategic plan of the school and district.

To build a foundation, three elements are needed: A set of common beliefs, a vision statement and a mission statement. All three elements should be agreed upon by all members of the school counseling team. There should be continuity between the beliefs, vision and mission. The CCSCF beliefs, vision and mission should align with those of the school and district.

Beliefs	Vision	Mission
<p>Beliefs are shared set of thoughts and principles that school counselors hold true about the role they play in a school. Belief statements include the school counselors' convictions about the ability of all students to achieve and clearly delineates that the school counseling framework is for all students.</p>	<p>A Vision statement projects what students will know, understand, and be able to do as a result of completing participation in the school counseling programming. Vision statements often project 5-15 years into the future and are believable and achievable.</p>	<p>A Mission statement defines the objectives of the school counseling department and outlines the path that counselors will take to reach the objectives. The mission should be clear, concise, and aligned to the school/district mission and vision and to the CT Themes.</p>
<p>Example: School Counselors in Nutmeg Middle School believe:</p> <ul style="list-style-type: none"> • All students can achieve success. • We are advocates for family, students, staff, and our profession. • Collaboration within the school and in the community enhances student achievement. • All students can benefit from participating in the school counseling program • Data helps us identify and support student needs. 	<p>Example: Nutmeg Middle School Alumni:</p> <ul style="list-style-type: none"> • Are resourceful and resilient in facing challenges • Collaborate effectively with others • Understand that their behaviors impact others • Have goals for the future 	<p>Example: The mission of the Nutmeg Middle School Counseling Department is to help every student be their best self. This will be accomplished through advocacy, collaboration with the school community, and the delivery of a needs-based comprehensive school counseling program.</p>

Use of Data in Plan

School counselors will use data to help determine the needs of the student and school community and to drive the focus of the CCSCF in their schools. There are several sources of data that can be useful to school counselors in developing the CCSCF. These include school data profiles, annual framework evaluation, and needs assessments.

School Data Profiles

Achievement data provides a focus for counselors when developing curriculum and individual student planning. School data profiles contain information about trends in student academic performance, graduation rates, behavior, attendance, and other relevant topics that can help school counselors have a better understanding of their student body. Many of the elements in the achievement data and behavioral data are useful for counselors to help plan programming and to evaluate their impact on students. Counselors can find holistic data on the levels of college and career readiness of students, school discipline, chronic absenteeism and much more in their district by visiting [EdSight](#).

Early Indicator Tool (EIT) EdSight Secure

The Connecticut State Department of Education created the Early Indication Tool (EIT), a K–12 system that uses statistical methods to predict student performance and identify clusters of students who are at risk of missing milestones and/or dropping out, and ultimately facilitates more timely interventions. The primary purpose of this tool is to allow for timely student interventions by district/school staff with the ultimate goal of improving student engagement and outcomes. The EIT is a critical component of Connecticut's Every Student Succeeds Act (ESSA) plan, especially to inform the provision of a MTSS to students. The EIT report in EdSight Secure identifies a targeted support level (i.e., high, medium, or low) for a student, while also presenting demographic information and two years of attendance, behavior, mobility, and achievement data. The report allows users to apply a variety of filters to the data, create charts and cross tabs, study trends, and identify students that need additional support. Users can sort, filter, and compare information across grades and schools within a district. Additionally, the EIT report allows users to set their own criteria for the various metrics like attendance rates, disciplinary events, mobility occurrences, or achievement levels to identify particular students for targeted support. As with any EdSight Secure report, users can export the information for their own analysis. Contact the district's data administrator for permission and more information on EdSight Secure.

Annual School Counseling Framework Assessment

The School Counseling Framework Assessment ([Appendix F](#)) evaluates the degree to which school counselors have implemented a framework that is aligned with the CCSCF. This assessment guides program design and development and helps the school counseling department analyze annual progress. The results of the assessment provide school counselors with information on strengths and gaps in their framework. Additionally, the information gathered can be used to revise annual goals and establish priorities.

Needs Assessment

School counselors can survey families, students, faculty, and other school community stakeholders to determine topics and concerns that are important to the education community. The data from surveys help school counselors plan the type of services to include in their schools' CCSCF, including designing curriculum for school counseling lessons, small groups, and family programs. Needs assessment data is also used to help school counselors select which student competencies from the CCSCF Student Standards are appropriate for students in their schools.

Goal Setting

School counselors should set goals annually to help monitor the impact of the CCSCF. Goals help guide the implementation of school counseling programming and can be used by school counselors to close identified achievement gaps among groups of students in their schools.

A written goal statement or statements provide a clear declaration of the general outcomes to which the school counseling framework is committed. The goals answer the questions: “What do counselors want students to know and be able to do as a result of their participation in the school counseling framework?” and “How are students better off as a result of the school counseling framework?”

Advisory Council

The formation of an Advisory Council is an important step in seeking support for the development and implementation of a comprehensive school counseling framework. The council serves as a sounding board and offers feedback on framework development, programming, and outcomes. The council is critical at the beginning of the comprehensive school counseling framework development process and becomes a supportive link to the framework and to the counselors once the framework is fully implemented. Members of the advisory council include those who receive direct and non-direct services from the counselors (teachers, administrators, community members, Board of Education members, families, and students). When deciding who should be a part of the advisory council, it is recommended to include a diverse group of members in order to provide various perspectives on the school counseling program.

Section 2.3: Deliver

Comprehensive School Counseling Framework for Connecticut Schools

Key Concepts

- School counselors deliver a comprehensive school counseling curriculum to all students.
- School counselors provide both direct and indirect services.
- Student standards identify the students' skills, habits of mind and knowledge necessary at each grade level.

Takeaways

- School counselors spend 80% or more of their time working directly with students.
- Twenty percent (20%) or less time is spent working on behalf of students through program coordination, collaboration, consultation and referrals.

Making the CT Model Work: Checklist for this section:

- Direct Services
 - School Counseling Curriculum
 - Individual Services
 - Responsive Services
- Indirect Services
 - Consultation
 - Collaboration
 - Referrals
 - Program Coordination & Supervision
- Counselor Use of Time

Deliver

At the core of the Comprehensive School Counseling Framework are the services that are delivered to students. This section in part focuses on direct services: the face-to-face interactions that school counselors have with their students through the school counseling curriculum, student appraisal, and advisement and counseling. It also focuses on indirect services that are delivered on behalf of the student and include consultation, collaboration, referrals, and program management. All components of the deliver section are aimed at helping students overcome barriers to their learning and achieving success.

Direct vs. Indirect Services

Direct services are preventative and responsive and are defined by interaction with students. Preventative services include the implementation of the school counseling curriculum, where all students engage in skill development to help them be successful across all three domains. Responsive services are a reaction to a crisis or immediate need experienced by a student or school community. Indirect services are predominantly responsive and focus on activities and services on behalf of students.

Direct Services (with the student)	Indirect Services (on behalf of the student)
<ul style="list-style-type: none"> • School Counseling Curriculum • Individual Student Planning (appraisal and advisement) • Responsive Services (counseling) 	<ul style="list-style-type: none"> • Consultation and Collaboration • Advocacy for students • Referrals • Program Coordination

Direct Student Services

Direct student services are provided by the school counselor when working directly with students. This face-to-face time includes teaching the school counseling curriculum, individual student planning and responsive services. These services are data-driven and meant to help promote healthy development and a positive attitude toward work and learning, and help students achieve success in school as well as effectively identify postsecondary choices.

School Counseling Curriculum

Through the curriculum, school counselors teach classroom lessons organized into three domains—academic, career and social-emotional—to all students. This curriculum consists of structured lessons that follow a scope and sequence of student competencies and are designed to help students attain the desired knowledge, habits of mind and skills appropriate for their developmental level. The implementation of the curriculum may be done through classroom school counseling lessons, small group work or through short-term individual counseling with students.

Curriculum Materials

Curriculum materials may include books, electronic resources and web-based systems, assessment tools, and other planning materials.

Curriculum Outline

An outline of the school counseling curriculum is a visual representation that provides a global view of the programs that address grade level standards and competencies contained in the CCSCF 2020. The curriculum outlines the when and how lessons, activities, and interventions are delivered to students. To develop a school-specific curriculum outline, school counselors review student performance data and needs assessments to identify priority standards and competencies. School counselors then align the identified competencies to lessons delivered at each grade level they serve. A school counseling curriculum is not meant to cover all standards and student competencies contained in the CCSCF, rather, school counselors must make informed decisions about sequencing, pacing, and lesson planning which can then be used to provide targeted lessons effectively and efficiently throughout the year.

Needs Assessments — The use of needs assessments in writing the school counseling curriculum is important. Needs assessments are generally given to various stakeholders—students, families, and staff—to gauge the needs of the school. This data is then used by school counselors to drive the standard curriculum that is given to students each year as well as additional curriculum that may need to be specifically delivered to students throughout the year. Needs assessments can also be used to help school counselors determine what lessons need to be delivered to all students in the classroom at a tier 1 level, to students in small groups at the tier 2 level, and to individual students at the tier 3 level. ([See Appendix I](#) for sample needs assessments).

Lesson Planning — Lesson plans should include student objectives, student standards and competencies that the lesson will meet, activities to meet the student competencies, and assessment methods ([See Appendix G](#) for a sample lesson plan).

Individual Student Planning

Individual student planning allows the school counselor to work with students to identify academic, career, and personal goals. It gives the student the opportunity to evaluate their education and identify pathways that will lead to future career endeavors. School counselors provide students with the necessary tools during individual planning so that the student may develop an educational plan as well as a postsecondary plan. Each year, the school counselor meets with the student to revise and adjust the student's portfolio and plan based on their individual needs. School counselors may often include families in the individual planning process.

Student Success Plans

The school counseling curriculum provides information and skill development to support the schoolwide Student Success Plan (SSP) through the individual student planning component of the comprehensive program. The SSP implementation is a schoolwide effort with collaboration among school counselors, faculty and staff. The SSP is an individualized student-driven plan intended to address the students' needs and interests through various activities developed through an electronic portfolio. As part of the school counseling contribution to the SSP, each year starting in grade 6 and progressing through grade 12, students focus on educational and postsecondary planning, goal setting, and highlighting student work completed through the school counseling curriculum.

Responsive Services

Responsive services allow the school counselor to address the immediate needs of students and includes counseling services as well as indirect services through collaboration and consultation. Students often face a number of challenges and barriers such as academic problems, personal family and relationship or other social-emotional issues that result in the need for individual and group counseling as well as other prevention and remediation services. School counselors work with students to overcome the barriers they may have to their learning and otherwise healthy development.

Individual and Group Counseling

Through the use of the needs assessment, and student, staff, and family referrals, school counselors can provide individual and group counseling to students in need. Tier 2 and 3 services are part of the MTSS offered by school counselors and are aimed at providing specific skills to students. Small group counseling should be included as part of the responsive services provided, K–12, and allows for school counselors to provide counseling to students in groups of 4-8 around a common theme. For example, school counselors may create a peer group to help students with executive functioning skills, friendship skills, or a group on managing grief. Group work may look slightly different depending on the grade level, but ultimately provide students with new skills and support in a group setting.

Crisis Management Services

As part of the comprehensive framework, school counselors can provide preventative services on an ongoing basis such as group and individual counseling. School counselors serve as part of the crisis response team within a building, providing students and staff with the necessary resources and supports during a crisis. This may include counseling due to the death of a student or staff member, conflict resolution, or peer mediation.

504 and Special Education Supports

School counselors work with and support all students, including students with individualized education programs (IEPs) and 504 plans. They are often a part of multidisciplinary teams that collaborate on providing advocacy, services, and supports for students with specialized needs. School counselors may provide “assistance in developing academic, transition, and postsecondary plans for students with IEPs and 504 plans” (ASCA, 2016 — position statement “[The School Counselor and Students with Disabilities](#)”).

School Counselors in Secondary Transition

School counselors play a vital role in transition planning for all students, including those with disabilities, as they are trained in career exploration, postsecondary education options, and college preparation. Transition planning is the responsibility of all members of the planning and placement team (PPT). School counselors, if providing transition services to a student, should inform the PPT about the amount of time and the service delivery format required to meet the transition IEP goals and objectives identified on the IEP, based on the individual needs of the student. The [CT CORE Transition Skills](#) identifies sixteen skills areas associated with a successful transition from secondary education to adult life for students with disabilities, and were designed to assist in the development of IEP transition goals and objectives and the provision of transition services.

Self-Harm and Suicidal Ideation

School counselors collaborate with other support service personnel to work with students who are reported as self-harming or who may have suicidal ideation. School districts typically have a protocol in place in regards to self-harm and suicidal ideation. If a school district does not have a protocol in place, school counselors should collaborate with administrators and other support services personnel to develop a protocol. Assessment tools such as the [Columbia Suicide Severity-Rating Scale](#) (CSS-RS) or other district-approved measurements may be used to make an initial assessment so that the support services personnel can refer the student and family/guardian to the appropriate services. Upon the student’s return to school, counselors would be a part of the re-entry team to devise a suitable safety and service plan for the student.

Indirect Student Services

Indirect student services are provided by the school counselor on behalf of students. Consultation with staff, administration and families on the challenges and barriers that students face becomes an important part of the school counseling framework. Through collaboration within the school and with outside agencies, school counselors are able to develop programming as part of the comprehensive school counseling framework that meets the needs of students, families and community members. Collaboration also allows for the school counseling department to make connections with outside agencies to provide students and families with a number of resources that are available to them to help with issues that are not otherwise within the scope of the school day. By providing referrals, families are able to connect with needed services not only within the school system, but in the community as well.

Providing Services Virtually: Virtual/Telehealth Counseling

There are times that it may become necessary for school districts to deploy other methods of delivering school counseling services. This may be due to schools closing for extended periods of time, alternate plans for snow days, or a crisis due to the safety and wellness of staff and students (e.g., a pandemic, environmental issue, or school violence). School counselors must be able to maintain school counseling services for students within the district under all circumstances.

School counselors should work together with the administrative and multidisciplinary teams to create an alignment between the crisis plan, the virtual counseling process, and the code of ethics. This is to ensure that school counselors are following the same systematic procedures during a virtual counseling session, including emergencies.

When schools are operating under virtual telehealth services, the top priority of school counselors should be providing direct services to the students on their caseload. Students will need a connection to staff they are most comfortable with to process how they are feeling and to address any situations of concern that they may have. Meeting with students via a virtual platform may be important to maintaining relationships. However, important considerations need to be made: How will the school counselor protect privacy and confidentiality? What are the district's guidelines for virtual counseling? How will school counselors set ground rules for working in groups via a virtual platform?

Indirect Services: There are plenty of ways to administer indirect services virtually. Meetings with other support staff to determine how school counselors will deliver multi-tiered systems of support to students will become a necessary part of this process. Counselors should be regularly collaborating with other staff who are working with students to determine what the student needs. Connect with families to provide resources and referrals as needed. It will be vital to work with the support staff team to develop what resources are currently still available in your community to refer families as necessary.

School Counseling Curriculum: It is important that counselors still find ways to deliver the school counseling curriculum. Counselors can hold classes through virtual video platforms, or record lessons using video or voice-through programs. Providing a recorded lesson along with other activities can allow students to access the work and still complete the school counseling curriculum.

Differentiation and Special Education: School counselors should be working with special education staff and teachers on differentiating their school counseling lessons and providing different modalities of instruction for all students and to ensure continued implementation of the student's IEP and 504 plans in the virtual setting.

Crisis Plans During Virtual Times: It is important that school counselors work with the administration and other support staff to develop a crisis plan for extended school closures. This plan should include how to respond to students in crisis, what to do in the event of student/staff/parent/community member deaths, and other possible crisis scenarios. Just as in general crisis planning, school counselors serve as an important member of the crisis team and should provide input on how they can best help students during times of crisis, even during extended school closures.

Ethics in Virtual Counseling: Virtual counseling can create barriers for some students and can also develop challenges along the way. The ASCA Code of Ethics in virtual counseling are imperative. The same ethics that would apply in the school counselor's office should still apply in the virtual setting. School counselors need to think about how they can address confidentiality for students and privacy issues and ensure that students understand the use of technology to ensure privacy and confidentiality in this setting. The school counselor should discuss the limitations of virtual school counseling with students and families before the first session starts. Please see: [ASCA's position statement on Virtual School Counseling](#).

Considerations of virtual platforms during regular school sessions

Using various virtual platforms can be utilized during the regular school year by school counselors to help accommodate both students and families. Video conferencing could be used to meet with parents who are unable to come into the building for meetings to provide opportunities for families to participate.

School counselors can also consider using virtual platforms to provide a space for classroom lessons and activities as well as a place where students can locate school counseling announcements, scholarships, forms, and other pertinent information.

Virtual school counseling is essential, especially during times of crisis. Continuing to foster relationships with families and supporting students is critical to helping the overall well-being of students during virtual schooling. Establish procedures and protocols ahead of time so that in the event of an extended school closing, students, families, and staff are aware of how you will best support students during these times.

Section 2.4: Assess, Act, Announce

Comprehensive School Counseling Framework for Connecticut Schools

- Determine program effectiveness
- Identify areas for improvement of the school counseling framework and delivery
- Demonstrate how students are different as a result of the school counseling program
- Share results of the school counseling program

Key Concepts

- School counselors evaluate their program for continuous improvement
- School counselors take action to meet the needs of all students
- School counselors share the results to build awareness and support for the school counseling program

Takeaways

- Know how to effectively assess, make change, and share results
- Develop action plans
- Conduct framework assessment
- Share results reports

Making the CT Model Work: Checklist for this section:

- Initial Assessment vs. Ongoing
- Framework Assessment tools
- Analysis and revision
- Annual Results Report
- Sharing results-Advocating

Assess, Act, Announce

This section focuses on the process of evaluation, action planning, revision for continuous improvement, and sharing of program results. To demonstrate the effectiveness of the school counseling framework in measurable terms, school counselors analyze school and framework data to determine student outcomes and use data to show the impact of the school counseling framework on student achievement.

Assess

Program assessment is defined as the systematic and ongoing method of gathering, analyzing and using information from various sources about a program and measuring program outcomes in order to improve student learning. This is done through obtaining a good understanding of what students know and what they can do with this knowledge as a result of participating in the school counseling framework. Framework assessment, as it is addressed in this Guide, can also be called student outcomes assessment, which places an emphasis on the learning, development and growth of students (adapted from definitions by Huba and Freed, 2000; Hutchings and Marchese, 1990; and Palomba and Banta, 1999).

Analyzing school counseling program results informs decisions related to program improvement. Analyzing the data from results reports will contribute to more focused programming, more effective interventions, and a more responsive school counseling framework. Three types of results reports are created based on action plans developed as part of program management activities:

Act

Action planning and results reporting provide critical documentation of the services, programs, activities and the impact of a comprehensive school counseling framework. They assist in the development, scheduling and management of essential school counselor programming and in the evaluation of specific components within those programs. Action Plans are working documents that increase the school counselor's intentionality of services delivered to students. Effective action plans verify that all components of the framework are addressed, and requires the school counselor to reflect on the most effective and efficient delivery of services.

After assessing student needs and establishing department goals, school counselors develop action plans to address both. The framework implementation plan allows school counselors to develop a cohesive plan that meets all students' needs.

Announce

The manner in which school counselors share the results of framework implementation will depend on the school setting and stakeholders. Consider using the following ways to share results:

- Web sites
- One-page handouts
- Part of a larger report to administrators or school board members
- Presentation to faculty
- Advisory Council report
- Annual Calendar
- Publications; e.g., monthly newsletter, electronic blasts, emails, etc.
- Part of the school's or district's data materials (e.g., strategic school profile)

Appendix



Appendix A

Student Standards and Competencies

The CCSCF student competencies are used in creating school counseling lessons as part of the comprehensive developmental school counseling curriculum. These are meant to be used as a “menu” of skills that students should acquire through the course of their K–12 education. Some competencies may not be used, depending on the path that students decide to pursue after high school. Some of the competencies listed also meet other subject area standards and may be used when creating co-teaching lessons with other subject areas (e.g., computer/technology teachers, language arts teachers, etc.).

Academic Domain				
Standard A1: Demonstrate skills for effective learning and achieving school success				
K–3	4–5	6–8	9–10	11–12
State why learning is important	Demonstrate the impact that study skills have on school achievement	Learn how to track use of time and understand efficient use of time	Implement effective organizational study skills and test-taking skills	Engage actively in challenging curriculum
Demonstrate effective speaking, listening, and inquiry skills	Demonstrate understanding of when to seek academic support and from whom	Demonstrate the importance of taking responsibility for independent learning	Use time management skills in addressing school responsibilities	Take responsibility for academic integrity
Work independently and with others	Demonstrate the ability to work independently	Demonstrate awareness of the relationship between learning and effort	Demonstrate how effort and persistence positively affect learning	Meet graduation requirements
Work with and without supervision	Gain an understanding of different learning styles and assess their own	Demonstrate an understanding of when you would need academic support and who you would go to for help	Effectively and proactively utilize resources to help improve academic performance, e.g., tutors, resource centers, teacher, etc.	Guide, mentor and support peers to achieve excellence in class

Standard A1: Demonstrate skills for effective learning and achieving school success				
K–3	4–5	6–8	9–10	11–12
Identify goals for personal behavior progress, achievement, or success.	Explore the impact of mindsets and behaviors on school success	Demonstrate understanding of the concepts of reducing stress and test anxiety	Apply techniques for reducing stress and test anxiety	Communicate effectively through written reports, oral presentations and discussion
Review and expand upon skills needed to learn in school	Understand effective communication skills for learning	Demonstrate the ability to work cooperatively in a group	Demonstrate an understanding of graduation requirements	Use an interdisciplinary perspective to recognize cultural and societal diversity
Demonstrate the relationship between effort and learning	Demonstrate an understanding of the concept of academic integrity	Plan a rigorous four-year plan of study that aligns with personal interests and abilities	Demonstrate the ability to work cooperatively in a group	Identify how cultural differences impact and influence assumptions, perceptions, and personal values
Practice self-control and individual responsibility	Describe the relationship between goals and success	Set informed academic, career, and personal goals	Review, revise and update academic, career, and personal goals	Review, revise and update academic, career, and personal goals
Standard A2: Demonstrate ability to plan a challenging program of studies to prepare for a variety of options after graduation.				
K–3	4–5	6–8	9–10	11–12
Develop an understanding of the concept of academic disciplines, e.g., English, Social Studies, Math, Science, World Language, etc.	Students can understand the impact of hard work and effort on academic achievement, even as there may be other determinants	Demonstrate critical thinking skills to make informed decisions	Demonstrate the skills of independent research and investigation	Review and revise program of studies to match individual postsecondary plan

Standard A2: Demonstrate ability to plan a challenging program of studies to prepare for a variety of options after graduation.				
K–3	4–5	6–8	9–10	11–12
Explore the connection between making choices in the present and future plans	Explore postsecondary options and career pathways	Use initiative and creativity and apply knowledge and skills	Make academic achievement and learning experiences high priorities while developing the ability to balance competing priorities	Demonstrate a high level of literacy and the ability to organize knowledge and ideas to produce reasoned, written responses
Demonstrate a sense of belonging	Discuss choices and consequences	Define and articulate their personal values	Use assessment results in educational planning	Utilize resources to improve test taking ability and implement enhanced test taking strategies
Follow instructions and complete assignments	Demonstrate basic goal setting techniques	Research plans of study in high school	Connect future plans to goals and make informed program of studies choices	Apply strategies to fulfill education and career goals outlined in their student success plan
Standard A3: Demonstrate an understanding of the habits of mind of an engaged student in relation to all aspects of their lives.				
K–3	4–5	6–8	9–10	11–12
Explore what it looks like to be a student who is engaged in learning	Develop a logical argument for a solution to a problem or project	Predict outcomes based on observations or information provided	Demonstrate the ability to balance school, home, and extracurricular activities	Complete an extended project that requires planning, developing a solution or product, and presenting the results orally and in writing
Demonstrate the ability to focus on an assigned task	Demonstrate sustained time on task behavior	Develop and test hypotheses in seeking options for solving problems	Share knowledge effectively with others	Understand that change is a part of growth

Standard A3: Demonstrate an understanding of the habits of mind of an engaged student in relation to all aspects of their lives.				
K–3	4–5	6–8	9–10	11–12
Apply classroom and school rules	Be able to evaluate their ability and reflect on their performance, self-rate	Respond effectively to novel situations	Demonstrate an understanding of the value of life-long learning	Cognitively engage in the learning process, monitoring and regulating their learning
Assert boundaries, rights and privacy	Exert their best effort and concentrate effectively on the task at hand	Make inferences from information provided to develop a solution for a problem or project	Use multimodal communication to communicate a coherent message	Identify and describe their personal leadership style, strengths, and limitations
Demonstrate cooperation by taking turns in the classroom	Demonstrate the ability to stay on task to improve a product or until it is completed	Demonstrate a positive mental attitude and belief in their own success	Seek and undertake experiences within the school and community that enhance coursework and support personal goals	Work within diverse teams
Standard A4: Demonstrate the ability to integrate technology to enhance learning and to solve problems				
K–3	4–5	6–8	9–10	11–12
Be able to develop novel solutions to a problem	Use technology safely and responsibly in the learning environment	Accept mistakes as essential to the learning process	Demonstrate appropriate skills to locate, organize, understand, analyze and synthesize information from multiple digital sources	Demonstrate online literacy and be able to discern if information is reliable, relevant, and accurate
Understand the creative problem solving model	Be accountable for their actions with technology	Actively and creatively use various types of technology resources for academic success	Apply technical knowledge and skills to complete real-world assignments	Apply technological knowledge to their everyday activities and course work

Standard A4: Demonstrate the ability to integrate technology to enhance learning and to solve problems				
K–3	4–5	6–8	9–10	11–12
Practice investigating, inventing strategies	Understand that the use of technology is a privilege	Provide peer feedback on other’s work	Identify, evaluate, and utilize technology tools for academic success	Use a systematic and progressive process to solve a problem
Use technology for learning to directly complete all or part of an activity	Demonstrate the ability to design a technology product	Demonstrate adaptability and persistence when faced with challenges	Demonstrate personal responsibility for researching postsecondary schools and careers	Demonstrate the ability to design a complex product that meets a set of requirements
Standard A5: Demonstrate the ability to use creativity and outside experiences to enrich the learning process				
K–3	4–5	6–8	9–10	11–12
Explore different types of activities outside the classroom	Learn how to build relationships in new situations	Develop an understanding of the value of commitment and apply it to the learning environment	Participate in extra-curricular and community experiences	Choose courses that match extra-curricular interests
Determine a goal to fulfill in school or home	Identify and evaluate extracurricular options related to interests and abilities	Gain new insights into themselves and how these skills relate to future goals and academic environment	Balance extracurricular commitments with academic responsibilities	Identify and access resources to pursue postsecondary goals
Describe students’ rights and responsibilities	Make a connection between school and the work world	Demonstrate an understanding of group dynamics and the various roles that exist in groups	Understand the correlation between school success and the positive transition to community, postsecondary and career path	Demonstrate Self-directed independent learner

Standard A6: Demonstrate the ability to set goals based on reflective evaluation of current performance.				
K–3	4–5	6–8	9–10	11–12
Develop an understanding of the concepts of habits of mind and behaviors	Develop an understanding of the problem solving model	Identify habits of mind and behaviors that lead to success	Apply knowledge of aptitudes and interests to goal setting	Actively seek, evaluate, and, when appropriate, incorporate feedback
Demonstrate an understanding of how to respond appropriately when things don't go as expected	Demonstrate the impact that study skills have in school achievement	Accept mistakes as essential to the learning process	Use problem solving and decision-making skills to assess progress toward educational goals	Articulate their own identity, experiences and biases and how these affect their ability to lead
Understanding the importance of classroom success to future success	Describe the consequences of inappropriate choices	Explore the relationship between educational goals in elementary school and career planning	Evaluate and reflect on their actions and modify as necessary	Demonstrate an understanding of what influences the decision-making process

Career Domain				
Standard C1: Identify personal values, personality, abilities and interests in relation to career options and the world of work.				
K–3	4–5	6–8	9–10	11–12
Identify likes and dislikes, hobbies and leisure activities	Complete a career interest inventory to identify career interest areas	Take an updated career interest inventory and identify potential careers of interest	Identify personal strengths and weaknesses in relationship to postsecondary education and training requirements	Identify skills, abilities, accomplishments, awards and personal qualities in preparation for writing a resume, interviewing and completing applications
List three reasons why someone chooses a particular job/career	Identify careers that match their interests	Identify personal abilities, skills, and interests and how they relate to their chosen careers	Demonstrate skills and habits of mind essential for a job interview	Convey positive qualities and attributes during a mock or actual interview
Define personality and its influence on career choice	Describe personal qualities and how they relate to their career interests	Identify personal values important to career choice	Pursue hobbies, extracurricular activities of interest, and/or experiences within the school, especially those related to career choice	Identify how to use time effectively in order to complete all important tasks while managing extra-curricular activities, job responsibilities, and family
Standard C2: Demonstrate the skills and abilities to research, identify career options, and take the necessary steps to obtain a job. Develop a research strategy and the tools to search for and obtain employment.				
K–3	4–5	6–8	9–10	11–12
Define what work and careers are, why work is important, and the reasons why people work	Identify and explore the career clusters and learn about jobs in each of the clusters. Students should be able to identify career clusters they are most interested in and why	Research and present three jobs from the career interest inventory, noting why they are interested in these careers	Apply decision-making skills to previous career research to set career goals	Research colleges and employment options available based on career choice

Standard C2: Demonstrate the skills and abilities to research, identify career options, and take the necessary steps to obtain a job. Develop a research strategy and the tools to search for and obtain employment.				
K–3	4–5	6–8	9–10	11–12
Research what jobs are found within the school building and at home	Investigate a career option by interviewing a worker in the selected field	Research postsecondary education requirements for chosen career as well as skills needed in order to plan for postsecondary options	Research postsecondary academic requirements in relation to future career goals for the purpose of academic planning	Review 4-year plan, career goals, and strategies and amend as necessary
Describe how the role of the student is like that of an adult worker	Research one career of choice, gaining an understanding of salary, education, skills, tasks and abilities	Describe the relationship between career interests, high school courses and postsecondary options	Attend a college and/or career fair to research postsecondary options and requirements	Write a resume including skills, attributes, accomplishments, and awards
Research what family members do for work	Learn about traditional and nontraditional careers and gender role stereotyping	Assess academic strengths and weaknesses, interests and aptitudes	Develop a 4-year academic plan in relation to future career goals and postsecondary requirements	Complete college applications and/or job applications
Standard C3: Demonstrate effective workplace habits and the ability to transfer employability skills to future career success, and from job-to-job across the lifespan.				
K–3	4–5	6–8	9–10	11–12
Define the terms career, job, work and employment	Explain how work helps students to achieve personal success and fulfillment	Understand the importance of attendance and punctuality and how it relates to the workplace	Organize and prioritize academic courses based on 4-year academic plan and future career choice	Develop problem-solving and decision-making skills in the college process
Discuss responsibilities at home and at school	List three skills they have developed so far as students	Develop a daily homework/study, extracurricular activity & chore schedule, learning how to manage a schedule	Develop ongoing time management skills and create a school and work schedule	Develop interviewing skills, resume and cover letter writing, and how to follow up after an interview

Standard C3: Demonstrate effective workplace habits and the ability to transfer employability skills to future career success, and from job-to-job across the lifespan.				
K–3	4–5	6–8	9–10	11–12
Understand the role and work of a student	Understand the importance of responsibility and good work habits and how they prepare one for the workplace	Learn how to create S.M.A.R.T. goals for academic and career success	Continue to learn how to effectively create S.M.A.R.T. goals and make improvements or changes as necessary	Learn how to interpret standardized test scores and how to use those to improve
Examine the value of rules in school and in the workplace	Link the importance of academic achievement to future career success	Examine the importance of lifelong learning and acquiring new skills	Identify steps that need to be taken over the next few years for transition from high school to postsecondary education/training	Complete required steps toward transition from high school to postsecondary education, training programs or the workplace
Standard C4: Demonstrate an understanding of work/life balance and how it impacts quality of life, personal and financial well-being, and lifestyle choices.				
K–3	4–5	6–8	9–10	11–12
Discuss “wants” versus “needs” as related to work, income and lifestyle	Understand different types of work, different types of requirements for jobs and the different types of expectations for jobs	Participate in a financial literacy/ cost of living lesson	Demonstrate their own financial independence	Learn how to create a simple budget distinguishing between wants and needs
Discuss why they like or dislike performing certain tasks	Learn to use time management skills	Create a weekly calendar of homework time, extracurricular activities & family events	Manage a calendar of extracurricular activities, work, school work, etc.	Plan a calendar of senior year events, including college/career material submission timeline
Discuss what makes them happy and how that impacts their quality of life	Explore and research the concept of career clusters and learn about job opportunities	Understand the relationship between community service/ extracurricular activities and career goals	Participate in job shadows and internship opportunities to explore what fields are of interest	Participate in job shadows and internship opportunities to explore what fields are of interest

Standard C5: Identify a plan to make a successful transition from school to postsecondary education and/or the world of work.				
K–3	4–5	6–8	9–10	11–12
Identify at least 5 different jobs/careers	Understand how attendance, punctuality, and doing one’s best transfer to the workforce and are important	Describe the relationship between level of education/training and career goals	Develop a system for collecting information that will be helpful in writing a resume (i.e., participation in extracurricular, community service activities, awards)	Create a resume and fill out mock job applications
Learn to create simple plans of action for completing a task	Discuss personal habits of persistence, resilience, and effort as applied to future success	Identify career clusters that they would want to pursue as part of their career plan	Create a career plan/goals by selecting a career pathway within a career cluster	Participate in an internship or job shadow experience and mock interview
Use programs like PAWS & Jobland to explore the world of work	Understand the transition to middle school, participating in transition activities	Understand the transition to high school, participating in transition activities	Attend a college and/or career fair	Attend a college and/or career fair
Standard C6: Demonstrate an understanding of technology in the workplace.				
K–3	4–5	6–8	9–10	11–12
Identify why technology is used at school and in the workplace	Research 5 jobs that have tech requirements as part of the job	Understand appropriate technology use in school and in personal time	Apply knowledge of technology and social media to research and organize career goals	Analyze career outlooks and opportunities for employment using appropriate technology

Social-Emotional Domain				
Standard S/E1: Demonstrate an understanding of how individual actions can impact relationships, environments, and influence other people.				
K–3	4–5	6–8	9–10	11–12
Identify and express feelings	Demonstrate ways to make and keep friends	Express feelings appropriately for the environment or situation	Identify the difference between positive and negative relationships	Demonstrate an understanding of all elements of effective oral and written communication
Share feelings when appropriate and listen to others about their feelings	Reflect on how our words and actions can impact others	Learn the conflict resolution process	Recognize the impact that change and transition can have on personal development and social interactions	Apply effective communication skills in conflict situations and when experiencing negative emotions
Acknowledge the needs of others	Discuss ways to solve problems with others	Identify differences between nonverbal and verbal communication and demonstrate active listening skills	Demonstrate effective leadership skills	Create positive and supportive relationships with others to support their success
List characteristics of a good friend	Understand the difference between assertive and aggressive behavior	Learn about positive leadership styles	Demonstrate an understanding of group dynamics and how they influence relationships	Demonstrate skills effectively express opinions, attitudes and beliefs in a group situation
Standard S/E2: Demonstrate cultural awareness when collaborating with others and taking steps to be inclusive.				
K–3	4–5	6–8	9–10	11–12
Identify skills used for positive interpersonal relations	Demonstrate skills for working cooperatively	Investigate ways to help and engage others in the school or community	Demonstrate respect for all cultural traditions and heritage	Recognize that everyone has rights and responsibilities

Standard S/E2: Demonstrate cultural awareness when collaborating with others and taking steps to be inclusive.				
K–3	4–5	6–8	9–10	11–12
Acknowledge that all people have likenesses and differences	Identify and explore opportunities to develop personal strengths and assets (including unique cultural and language assets).	Demonstrate an understanding of the negative impacts of excluding others	Analyze the impact of individual similarities and differences on interpersonal relationships	Demonstrate skills to effectively express and listen to diverse opinions, habits of mind, and beliefs in a group
Develop strategies to build relationships with others who are different from you	Demonstrate respect for alternative points of view	Recognize individual differences in ethnicity, culture, race, religion, and lifestyle	Demonstrate the ability to take the perspective of others, including those from different backgrounds	Accept and appreciate individual differences in ethnicity, culture, race, religion, and lifestyle
Recognize the value of others contributions	Demonstrate an understanding of a variety of cultures, ethnicities, and religions from around the world	Understand their own cultural vantage point	Understand the characteristics of a free and democratic society in relation to acceptance of alternative viewpoints, lifestyles, and choices	Demonstrate their civic responsibility in building a better society
Standard S/E3: Demonstrate the ability to make decisions, think divergently, and take steps to achieve desired outcomes.				
K–3	4–5	6–8	9–10	11–12
Identify decisions that need to be made at home, in school, and in the community	Demonstrate an understanding of the steps in the decision-making process	Analyze possible alternatives when peer pressure is influencing a decision	Develop effective coping skills when dealing with difficult decisions	Analyze the influence of others on their decisions
List the possible outcomes and consequences of a decision	Demonstrate responsibility for decisions and actions	Increase capacity to generate multiple alternatives before making decisions	Demonstrate effective decision-making skills that lead to positive interpersonal relationships	Practice taking personal responsibility for negative consequences of decisions made

Standard S/E3: Demonstrate the ability to make decisions, think divergently, and take steps to achieve desired outcomes.				
K–3	4–5	6–8	9–10	11–12
Understand that all decisions have alternatives	Demonstrate an understanding of how personal decisions can also impact others	Identify sources of information for decision-making in school and in the community	Demonstrate the ability to seek, identify, and evaluate relevant information for aiding in decision-making	Identify resources to support decision-making about the transition from high school to their postsecondary plan
Demonstrate when, where, and how to seek help for solving problems	Identify when peer pressure is influencing a decision	Demonstrate how to evaluate options, make a choice, and develop a plan when faced with a problem	Demonstrate the ability to put a plan into action when faced with a problem	Reflect on personal decisions made and evaluate the success of the decision-making process for that situation
Standard S/E4: Demonstrate an understanding of the relationship between practicing self-care and personal well-being.				
K–3	4–5	6–8	9–10	11–12
Identify personal positive characteristics	Identify personal, values, habits of mind, and beliefs	Identify positive ways to respond to negative comments and situations	Understand the negative impact unhealthy relationships can have on your well-being	Demonstrate a positive attitude towards yourself as a unique and worthy person
Learn techniques for managing negative feelings such as anger, stress, sadness, and anxiety	Identify sources and causes of negative feelings such as anger, stress, sadness, and anxiety	Identify self-care options for self and others when in need	Learn about and apply locus of control to situations that trigger negative emotions	Develop a deeper understanding of their personality and temperament and how it relates to effective self-care practices
Identify activities that bring out positive feelings and emotions	Develop effective coping skills for dealing with problems and negative feelings	Understand the importance of taking care of our bodies and personal wellness	Develop skills to balance and manage life events, personal issues, and school success	Demonstrate the ability to self-regulate negative emotions, control impulses, and motivate themselves in all environments

Standard S/E4: Demonstrate an understanding of the relationship between practicing self-care and personal well-being.				
K–3	4–5	6–8	9–10	11–12
Understand internal versus external stressors	Complete a stress inventory	Evaluate stress level and ability to utilize healthy coping skills	Demonstrate an understanding of environmental, societal, and individual stressors	Identify ways to manage multiple stressors as they transition to postsecondary education and/or work
Participate in conversations about what “mental health” means	Understand the importance of healthy feelings, thoughts, and actions and who to go to for help	Identify signs of depression and/or suicide in self or others and who to go to for help	Identify when self or others are struggling with suicidal ideation and who to go to for help	Prepare to take charge of their own mental health as they transition to postsecondary education and/or work
Standard S/E5: Demonstrate understanding and practice of personal safety skills.				
K–3	4–5	6–8	9–10	11–12
Describe appropriate and inappropriate physical contact	Identify ways to practice self-control	Demonstrate ways to resist peer pressure to use drugs/alcohol or make other risky behaviors or destructive decisions	Differentiate between situations requiring peer support and those requiring adult and/or professional assistance	Demonstrate self-control in the classroom, school, and community
Describe the differences between a safe and unsafe environment or situation and identify situations that would require them to seek help	Demonstrate the ability to assert boundaries, rights, and personal privacy	Describe the types of harassment, the consequences of harassment, and how to report incidents	Apply effective problem solving and decision-making skills to make safe and healthy choices in relationships	Identify strategies and resources for assistance with harassment and/or abusive relationships
Identify safe people in school and in the community and demonstrate how to ask them for help	Identify school and community resources for assistance with personal concerns	Demonstrate safe and responsible behavior in school and in the community	Know school referral options for self and others in emotional need and school procedures for responding to harassment	Know community referral options for self and others in emotional need when to ask for help

With adult assistance, identify and perform tasks that contribute to the operation of the classroom	Demonstrate knowledge of the emotional and physical dangers of substance use/abuse and other risky behaviors or destructive decisions	Demonstrate an understanding of peer pressure and appropriate responses	Develop strategies to resist peer pressure from different sources (e.g., friend, family member, classmate, significant other, stranger)	Identify safe alternatives to risky behaviors (e.g., trying drugs, getting into a car with a drunk driver, walking home alone)
Standard S/E6: Demonstrate an understanding of the risks and responsible use of technology.				
K–3	4–5	6–8	9–10	11–12
Identify what personal information is safe and appropriate to share online	Describe inappropriate and mean behavior online and how it can be reported and addressed	Use online tools and technology responsibly to enhance learning and social interaction	Understand the permanence of their digital identity	Understand how their digital identity can impact their life outside of the digital world

Appendix B

Implementation Guide Action Plan

This checklist and action planning tool can be used by multiple stakeholders to successfully implement the CCSCF. School counselors and school counseling departments who have a comprehensive program in place, but need to transition their program to match the new framework, can use the checklist to guide their work. For districts that do not currently have a school counseling framework in place, the checklist can help school counselors collaborate with boards of education and/or administrators to build their framework. The action planning tool will assist with creating a timeline to prioritize and complete all necessary steps.

Build the Foundation Actions		
Completed	In Progress	
		Gain an understanding of the CCSCF 2020 and ASCA 2019 Frameworks
		Review and adopt the 6 CT Framework Themes
		Review and adopt the 3 CT Framework Domains
		Review and adopt the 4 CT Framework Components
		Review and adopt the CT Student Standards
		Review and adopt the CT School Counselor Professional Standards
		Review and adopt the ASCA School Counselors Ethical Standards
		Review and adopt the CT School Counselor Evaluation Performance Tool
		Ensure certified school counselors develop and deliver the comprehensive school counseling curriculum
		Assess the school counseling framework in the building or district
		Conduct a needs assessment (Appendix I) and review school performance data (i.e., Performance Profile, Accountability Report, postsecondary outcomes, attendance data, failure rates, discipline data, discrepancies in sub-populations)
		Identify areas of strength and areas that are in need of revision or development to align with the CCSCF 2020 and ASCA 2019
		Share findings with the team and garner support from district- and building-level administrators and educators to implement a CCSCF 2020

Design and Plan Actions		
Completed	In Progress	
		Develop/revise and publicize job descriptions which include clear statements about school counselor responsibilities and list the related duties (reference “ASCA Recommendations for Appropriate Activities for School Counselors” on p. 30 to ensure non-counseling and administrative duties are kept to the minimum in order to maximize direct services to students)
		Develop a one- to three- year action plan for implementation of the four framework components, including a timeline and person(s) responsible for each item in the plan.
		Identify needs assessments and tools from the CCSCF that will aid in data collection regarding goals and areas of improvement

Implement Actions		
Completed	In Progress	
		Identify collaborators needed for implementation
		Create and publish a calendar that outlines the school counseling program delivery
		Develop a one- to three-year action plan for implementation of the four framework components (Define, Build/Implement/Monitor, Deliver, and Assess/Act/Announce), including a timeline and person(s) responsible for each item in the plan.
		Develop a school counseling program budget that covers the cost of delivering the content as designed in the CCSCF and the program’s curriculum
		Collect data on program implementation using the tools in the CCSCF
		Ensure all curriculum materials and tools used in the comprehensive counseling program align with the CCSCF and/or ASCA National Model
		Make a plan so that the school counseling curriculum is reviewed and adopted in the same way other curricular areas are reviewed and adopted in the school district
		Collaborate with other school counselors in the district to ensure the school counseling curriculum is articulated between grade levels and between school buildings
		Provide confidential space for individual and group counseling activities
		Collaborate with faculty to secure classrooms and large group spaces to deliver the curriculum when needed
		Provide adequate and protected storage space is for program materials and student files

Evaluate Actions		
Completed	In Progress	
		Collect and analyze data about student progress using the tools in the CCSCF to determine the results of the program and use to inform program decisions
		Update the Board of Education, district-level administrators, and building-level administrators on program status and continuous improvement efforts (recommended to update annually); Regularly update the school and local community about program achievements and other aspects of the school counseling program
		Complete and analyze the framework assessment each year to compare the school counseling program with the CCSCF to identify strengths and areas for continued growth

Sustain Actions		
Completed	In Progress	
		Attend professional development and opportunities for continued learning specifically for school counselors, which may include activities related to the CCSCF, the school counselors' goals, and the CT school counselor performance standards.
		Educate the Board of Education and district-level administrators to recognize the CCSCF as an essential and integral part of the K–12 educational program as reflected in appropriate policy documents and directives in accordance with CT Public Act 19-63
		Ensure the School Counselor Evaluation in the school district reflects the CT SEED-SESS Model
		After fully implemented, apply for the Recognized ASCA Model Program (RAMP) designation to show how the school counseling program makes a difference in student achievement and success


Implementation Guide Action Plan Template

Action Item					
Person(s) Responsible					
Priority					
Timeline					
Year 1					
Sep-Dec					
Jan-Apr					
May-Aug					
Year 2					
Sep-Dec					
Jan-Apr					
May-Aug					
Year 3					
Sep-Dec					
Jan-Apr					
May-Aug					

Appendix C


Connecticut Career Clusters

ASCA and the National Association of State Directors of CTE noted that school counselors can explain CTE options to students in the framework of career clusters and programs of study to inform student planning (Conneely et al., 2009). Mobley et al. (2017) added that students are often more motivated to stay in school when enrolled in career-focused education. School counselors improve their service to their students when they understand CTE offers numerous benefits, including rigorous programs of study, academic and CTE curriculum and productive relationships within the business community. These advantages serve as effective means that school counselors can use to help all students make informed career decisions. Comprehensive school counseling programs provide a way for school counselors to help students understand all of their options that lead to the world of work, including CTE courses, through organized and structured appraisal and advisement (ASCA Position Statement, 2018).



TODAY'S SKILLS

TOMORROW'S CAREERS



What is Perkins V?

Perkins V is federal legislation that was signed on July 31, 2018 by President Trump to fund opportunities to improve Career and Technical Education (CTE). Perkins V:

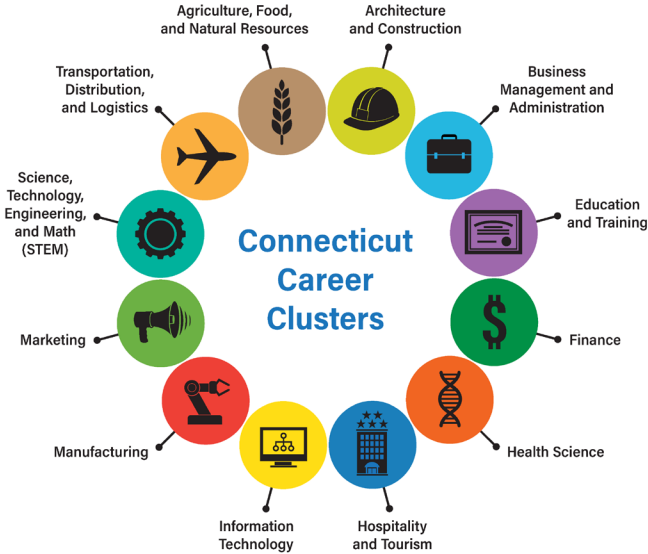
- builds on current success;
- requires data-driven decision making;
- increases stakeholder involvement;
- revises accountability indicators;
- enhances efforts to serve special populations; and
- encourages innovation.

What are Career Clusters?

There are 16 national career clusters that provide standardization across an ever-evolving labor market. These clusters provide the framework to empower students to choose the CTE pathway that can lead to success in their academic and career endeavors.

Secondary and postsecondary institutions in Connecticut may offer programs in any of the 16 clusters. Each cluster has merit, yet when placed against Connecticut workforce data, 12 clusters best fit the workforce needs of Connecticut. These 12 clusters will drive the pathways and programs of study to be supported, developed, or improved by Perkins V funds.

Empowering Connecticut's Learners



Connecticut Career Clusters

Appendix D

CCSCF Crosswalk

Academic Development					
CCSCF Student Academic Standard		ASCA Mindsets & Behaviors	Career Ready Practices	CASEL SEL	Next Generation Accountability System
1	Demonstrate skills for effective learning and achieving school success	M2, M5, BLS4, BLS6, BLS8, M4, BLS3, BSMS6	CRP2, CRP8, CRP7	Self-management; responsible decision-making	NGAS1-NGAS12
2	Demonstrate ability to plan a challenging program of studies to prepare for a variety of options after graduation.	BLS7, BLS6, BLS8, M4	CRP10, CRP8, CRP7	self-awareness; self-management	NGAS5, NGAS6, NGAS10, NGAS7
3	Demonstrate an understanding of the habits of mind of an engaged student in relation to all aspects of their lives.	BLS8, M2, M5, M6, BSMS5, M1, M4, BLS3, BSMS6	CRP1, CRP4, CRP8, CRP9	self-awareness; self-management; responsible decision-making	NGAS4, NGAS3, NGAS2, NGAS1
4	Demonstrate the ability to integrate technology to enhance learning and to solve problems.	BLS5	CRP11, CRP8, CRP2, CRP6	responsible decision-making	
5	Demonstrate the ability to use creativity and outside experiences to enrich the learning process	BLS2, BLS10	CRP6, CRP1, CRP12	self-awareness; responsible decision-making; relationship skills	NGAS12, NGAS11
6	Demonstrate the ability to set goals based on reflective evaluation of current performance	M2, M5, BLS6, BLS9, BLS7, BSMS1, BSMS5, BSMS2, BSMS6	CRP7, CRP8, CPR10	responsible decision-making, self-management	NGAS2

Career Development					
CCSCF Student Career Standard		ASCA Mindsets & Behaviors	Career Ready Practices	CASEL SEL	Next Generation Accountability System
7	Identify personal values, personality, abilities and interests in relation to career options and the world of work.	BLS7, BLS4, M5	CRP10	self-awareness; responsible decision-making; self-management	NGAS5, NGAS6, NGAS7, NGAS8, NGAS10, NGAS9, NGAS1
8	Demonstrate the skills and abilities to research, identify career options, and the necessary steps to obtain employment.	BLS1, BLS9	CRP7, CRP8, CRP11, CRP10	responsible decision-making; self-awareness	NGAS5, NGAS6
9	Demonstrate effective workplace habits and the ability to transfer employability skills to future career success and from job-to-job across the lifespan.	BSS6, BSS7, BSS2, BSS1, BSMS1, BSMS3, BSMS 10, M4, BLS3	CRP2, CRP6, CRP12, CRP9, CRP1	social awareness; relationship skills; self-management skills; responsible decision-making; self-awareness	
10	Demonstrate an understanding of work/ life balance and how it impacts quality of life, personal and financial well-being, and lifestyle choices.	BSMS8, BSMS10, M1	CRP3, CRP5	self-management; responsible decision-making; self-awareness	
11	Identify a plan to make a successful transition from school to postsecondary education and/or the world of work.	BSMS10, M4	CRP10, CRP2, CRP5	responsible decision-making; self-management	NGAS5, NGAS6
12	Demonstrate an understanding of technology in the workplace.	BLS5	CRP11, CRP2		

Social-Emotional Development					
CCSCF Student Social-Emotional Standard		ASCA Mindsets & Behaviors	Career Ready Practices	CASEL SEL	Next Generation Accountability System
13	Demonstrate an understanding of how individual actions can impact relationships, environments, and influence other people.	BSS9, M6, BSS8, BSS6, M3, BSS2, BSS3, BSS5, BSS4	CRP1, CRP5, CRP4, CRP8, CRP12	social awareness; relationship skills, self-awareness; self-management; responsible decision-making	NGAS4
14	Demonstrate cultural awareness when collaborating with others while taking steps to be inclusive.	BSS7, BSS8, BSS6, BSS2, BSS3, BSS4,	CRP12, CRP1, CRP5, CRP9	social awareness; relationship skills; self-awareness	
15	Demonstrate the ability to make decisions, think divergently, and take steps to achieve desired outcomes.	BLS9, BLS7, BLS1, BSMS5, BLS6, M2, M5, M6, BLS2, BSMS6	CRP6, CRP8	self-management; responsible decision-making	
16	Demonstrate an understanding of the relationship between practicing self-care and personal well-being.	M1, BSM8, BSS2, BSS3, BSMS2, BSMS8, BSMS9	CRP3	self-awareness; self-management; relationship skills	
17	Demonstrate understanding and practice of personal safety skills.	BSMS9, BSS8, BSMS2, BSMS4, M4	CRP3, CRP5, CRP2, CRP1	responsible decision-making; self-management; self-awareness	
18	Demonstrate an understanding of the risks and responsible use of technology.	BSMS9, BSS9, BSMS7, BSS8	CRP11, CRP1, CRP9	responsible decision-making; self-management; self-awareness	

Appendix E

Sample Job Descriptions by Level

Sample Job Description: Elementary School Counselor

Elementary School Counselor Description:

Elementary School Counselors are educators uniquely trained in child development, learning strategies, self-management and social skills, who understand and promote success for today's diverse students. They implement a school counseling framework to support students through this important developmental period (ASCA, 2019).

Duties and Responsibilities:

- Use school counseling research-based standards and competencies to inform the implementation of a comprehensive school counseling framework.
- Create systemic change through the implementation of a comprehensive school counseling framework.
- Provide appraisal and advisement to all students through large group, classroom, small group and individual settings.
- Implement a developmentally appropriate school counseling curriculum to all students.
- Collaborate with teachers, families and other staff on early identification and intervention of children's academic & social-emotional needs.
- Consult with families, teachers, administrators, and supporting agencies in regards to the students' academic & social-emotional needs.
- Make referrals to appropriate school and community resources.
- Provide short-term small group and individual counseling to help students learn coping skills for personal, social, academic, and family concerns.
- Implement an effective career exploration program for all students.
- Develop and implement action plans aligned with annual student outcome goals and student data.
- Collaborate with middle school staff to assist students in making a smooth transition to middle school; provide orientation activities for incoming students and their families.
- Consult and be a resource for teachers. Take a leadership role in seeing the infusion of counseling content into the curriculum.
- Provide family education materials and programming, helping families with school-related problems and issues.
- Work collaboratively with school psychologists, social workers, school nurses and other agencies to provide multi-tiered systems of support to students & families.
- Review the comprehensive school counseling framework annually, revising it as needed and planning yearly/monthly calendars of counseling program activities as well as conducting annual needs assessments.

- Advocacy for all students for fair, just and compassionate treatment, including of high-needs populations and families.
- Advocate for rigorous courses and higher education for underrepresented groups
- Support Section 504 plans and IEPs.
- Use data to identify gaps in achievement, opportunity and attainment.

Qualifications:

- Master’s Degree in School Counseling, CT Certification in School Counseling (068)
- Training and/or experience with college and career equity counseling or experience.
- Demonstrate knowledge and expertise with the CCSCF and the ASCA National Model
- Demonstrate knowledge of best practices and methodologies in school counseling, aligned with current state and national standards
- Ability to work cooperatively with school leadership, staff, families and the community
- Ability to utilize technology and data to address student and department needs
- Superior communication skills (oral and written)
- High standards of ethics, honesty, and integrity

**Sample Job Description:
Middle School Counselor****Middle School Counselor Description:**

Middle school counselors are educators uniquely trained in child and adolescent development, learning strategies, self-management and social skills. They implement a school counseling framework to support students through this important developmental period (ASCA, 2019).

Duties and Responsibilities:

- Use school counseling research-based standards and competencies to inform the implementation of a comprehensive school counseling framework.
- Create systemic change through the implementation of a comprehensive school counseling framework.
- Provide appraisal and advisement to all students through large group, classroom, small group and individual settings.
- Implement a developmentally appropriate school counseling curriculum to all students.
- Collaborate with teachers, families and other staff on early identification and intervention of children’s academic & social-emotional needs.
- Consult with families, teachers, administrators, and supporting agencies in regards to the students’ academic and social-emotional needs.
- Make referrals to appropriate school and community resources.
- Provide short-term small group and individual counseling to help students learn coping skills for personal, social, academic, and family concerns.

- Implement an effective career exploration program for all students that may include career fairs, high school fairs, field trips, and job shadows. Choose appropriate career inventories for students to take.
- Develop and implement action plans aligned with annual student outcome goals and student data.
- Collaborate with high school staff to assist students in making a smooth transition to high school; work with 8th grade students to prepare for high school and explore high school options.
- Consult and be a resource for teachers. Take a leadership role in seeing the infusion of counseling content into the curriculum.
- Provide family education materials and programming, helping families with school-related problems and issues.
- Work collaboratively with school psychologists, social workers, school nurses and other agencies to provide multi-tiered systems of support to students & families.
- Participate in team meetings, student strategy teams, and 504/PPT meetings as appropriate.
- Review the comprehensive school counseling framework annually, revising it as needed, and planning yearly/monthly calendars of counseling program activities as well as conducting annual needs assessments.
- Advocacy for all students for fair, just and compassionate treatment, including of high needs populations and families.
- Advocate for rigorous courses and higher education for underrepresented groups
- Use data to identify gaps in achievement, opportunity and attainment.

Qualifications

- Master's Degree in School Counseling, CT Certification in School Counseling (068)
- Training and/or experience with college and career equity counseling or experience.
- Demonstrate knowledge and expertise with the CCSCF and the ASCA National Model
- Demonstrate knowledge of best practices and methodologies in school counseling, aligned with current state and national standards
- Ability to work cooperatively with school leadership, staff, families and the community
- Ability to utilize technology and data to address student and department needs

Sample Job Description: High School Counselor (Courtesy of Hartford Public Schools)

High School Counselor Description:

High school counselors are educators uniquely trained in child and adolescent development, learning strategies, self-management, and social skills who understand and promote success for today's diverse students. They implement a school counseling framework to support students through this important developmental period (ASCA, 2019).

Duties and Responsibilities:

- Use school counseling research-based standards and competencies to inform the implementation of a comprehensive school counseling framework.
- Create systemic change through the implementation of a comprehensive school counseling framework.
- Provide appraisal and advisement to all students through large group, classroom, small group and individual settings.
- Implement a developmentally appropriate school counseling curriculum to all students.
- Collaborate with teachers, families and other staff on early identification and intervention of children’s academic & social-emotional needs.
- Consult with families, teachers, administrators, and supporting agencies in regards to the students’ academic & social-emotional needs.
- Make referrals to appropriate school and community resources.
- Provide short-term small group and individual counseling to help students learn coping skills for personal, social, academic, and family concerns.
- Develop and implement action plans aligned with annual student outcome goals and student data.
- Collaborate with middle school staff to assist students in making a smooth transition to high school; and provide orientation activities for incoming students and families.
- Consult and be a resource for teachers. Take a leadership role in seeing the infusion of counseling content into the curriculum.
- Provide family education materials and programming, helping families with school-related problems and issues (e.g., college nights, financial aid nights, career fairs).
- Work collaboratively with school psychologists, social workers, school nurses and other agencies to provide multi-tiered systems of support to students & families.
- Participate in team meetings, student strategy teams, and 504/PPT meetings as appropriate.
- Guide high school students starting in 9th grade to help them develop their postsecondary educational/career plans, coordinate career assessments & interpret results to help students in their planning.
- Provide individual assistance to students regarding their academic, career and social-emotional needs.
- Review and evaluate student transcripts.
- Review credits, grades and transcripts with students, helping them meet graduation requirements and develop academic plans for success and future career planning.
- Provide college & career counseling to all students. Provide information on scholarships, NCAA requirements, financial aid and college fee waivers.
- Assist students in preparing for and navigating the college admission process.
- Review the comprehensive school counseling framework annually, revising it as needed and planning yearly/monthly calendars of counseling program activities as well as conducting annual needs assessments.
- Advocacy for all students for fair, just and compassionate treatment, including of high needs populations and families.

- Advocate for rigorous courses and higher education for underrepresented groups.
- Use data to identify gaps in achievement, opportunity and attainment.

Qualifications:

- Master’s Degree in School Counseling, CT Certification in School Counseling (068)
- Training and/or experience with college and career equity counseling or experience.
- Demonstrate knowledge and expertise with the CCSCF and the ASCA National Model
- Demonstrate knowledge of best practices and methodologies in school counseling, aligned with current state and national standards
- Ability to work cooperatively with school leadership, staff, families and the community
- Ability to utilize technology and data to address student and department needs
- Superior communication skills (oral and written)
- High standards of ethics, honesty, and integrity

**Sample Job Description:
Department Head or Director for the School Counseling Department**

Director or Department Head Description:

The primary role of the Director or Department Head is to provide leadership for the implementation of the Connecticut Comprehensive School Counseling Framework (CCSCF) for grades K–12; to coordinate and develop departmental services, programming and activities that support college and career readiness and remove barriers that may impede learning; to mentor, coach and supervise school counselors in the department.

The Director or Department Head reports directly to the Principal or designee. The position is effective July 1, 20XX and will continue through June 30, 20XX.

Duties and Responsibilities:

- To build, implement, and monitor the Connecticut Comprehensive School Counseling Framework.
- Ensure school counseling goals are aligned to the district’s mission and goals.
- Identifies professional development needs for the department based priorities and needs.
- Assists in the formulating of district policies, administrative regulations and strategic actions
- Evaluates and makes recommendations for school counseling framework regularly.
- Collaborates with administration with the implementation of plan process; SRBI/SAT, Section 504 & PPTs.
- Participates in the development and articulation of the school counseling evidence-based curriculum.
- Coordinates the implementation of the school counseling curriculum.
- Assist in the establishment of district, building, and departmental objectives and assist with the development of a plan for implementation and evaluation of these objectives.
- Model competence in counseling content, instruction, and pedagogy.

- Lead department in developing and executing activities that promote postsecondary college and career readiness for all students.
- Uses and coordinates the use of school data to ensure the counseling program is meeting the academic, college/career, and social-emotional development of all students.
- Works with district administration to ensure a successful implementation and continuous evaluation of the comprehensive school counseling framework.
- Identifies needs and assists with the implementation of staff development for counselors.
- Coordinates the student course selection process within the department.
- Ensure the use of the Services Delivery (school counselor) evaluation.
- Plans and facilitates department meetings.
- Participates on interview committees.
- Carries student caseload as determined by the principal.
- Assists in preparing an annual budget for the department.
- Maintains an inventory of department supplies and equipment.
- Performs other duties as assigned.

Qualifications:

- Master's Degree in School Counseling, CT Certification in School Counseling (068) and School Administration (092) or Department Chair (105).
- Five (5) years of successful experience in school counseling.
- Prior demonstration of exemplary attendance and evaluation are expected of any candidate for hire.
- Training and/or experience with college and career equity counseling or experience.
- Demonstrate knowledge and expertise with the CCSCF and the ASCA National Model
- Demonstrate knowledge of best practices and methodologies in school counseling, aligned with current state and national standards
- Ability to work cooperatively with school leadership, staff, families and the community
- Ability to exercise effective leadership in the supervision of staff
- Ability to organize a department in a manner that meets the needs of the student population
- Ability to work with district administration to ensure a successful implementation and continuous evaluation of a comprehensive school counseling framework
- Ability to utilize technology and data to address student and department needs
- Superior communication skills (oral and written)
- High standards of ethics, honesty, and integrity

Appendix F

Connecticut School Counseling Framework Assessment

CT's School Counseling Model Components	Implementation with Fidelity	In progress	Not at all	Comments
Build, Implement, Monitor (Manage)				
Vision Statement				
Aligned with ASCA National Model's criteria for exemplary vision statement.				
Mission Statement				
Aligned with ASCA National Model's criteria for exemplary mission statement.				
Data				
School data summary prioritizing data points addressed through the school counseling program completed.				
Annual Student Outcome Goals				
a. School improvement plan reviewed to identify school priorities.				
b. Outcome goals created based on student, school and/or district data to close the achievement, opportunity and/or information gaps.				
c. Goals written in SMART format: specific, measurable, attainable, relevant, time-bound.				
Use-of-Time Calculator				
Use-of-time calculator completed at least twice a year.				
Annual Administrative Conference				
Conference held with supervising administrator. Template completed and signed by the school counselor and supervising administrator within first two months of school.				

CT's School Counseling Model Components	Implementation with Fidelity	In progress	Not at all	Comments
Build, Implement, Monitor (Manage)				
Advisory Council				
Agendas and minutes completed from at least two meetings (one from the fall and one from the spring).				
Action Plans				
Detailed classroom lessons and groups action plans aligned with the CT State Student Standards.				
Closing-the-gap action plan aligned with the CT State Student Standards.				
Lesson Plans				
Lesson plans identifying activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered, and how data will be assessed to determine impact on student outcomes completed.				
Calendars (Annual and Weekly)				
Highly detailed annual calendar created (includes specific examples with dates and times for major activities) documenting all activities, events and services within the comprehensive school counseling program.				
Weekly calendars available for each school counselor.				
Deliver				
Direct Student Services				
Classroom lessons/large-group activities are delivered and outlined using lesson plans.				
Small-group sessions are delivered and outlined using lesson/session plans.				
Indirect Student Services				
Indirect student services are reflected on weekly calendars.				

CT's School Counseling Model Components	Implementation with Fidelity	In progress	Not at all	Comments
Assess, Act, Announce				
Classroom and group results report completed.				
Closing-the-gap results report completed.				
School Counselor Professional Standards and Competencies assessment completed.				
School counseling framework assessment completed.				
School counseling performance appraisal is conducted annually.				
Program results are shared with school staff and stakeholders.				

Appendix G

Sample Lesson Plan

Lesson Title:	
Grade Level:	
Domain:	
Approximate Running Time:	
Stage 1: Desired Results	
What CCSCF student standards/competencies will the lesson address?	
CCSCF Student Standards & Competencies	
<p>Understandings:</p> <p><i>Key ideas students should remember after details have been forgotten.</i></p> <p>Students will understand that...</p>	<p>Essential Questions:</p> <p><i>What are the most important questions related to this topic that will stimulate student conversation, foster understanding, and transfer learning?</i></p>
<p>Students will know...</p> <p><i>Key knowledge or skills students will take away from this lesson.</i></p>	<p>Students will be able to...</p> <p><i>What should students eventually be able to do as a result of their acquired skills and knowledge?</i></p>
Stage 2: Assessment Evidence	
<i>How will we measure outcomes to show students learned the material and met the competencies listed in Stage 1?</i>	
Stage 3: Learning Plan	
<i>What are the details of the lesson and associated activities? How will you address diverse learning styles?</i>	
Materials Needed/ Notes Regarding Presentation	
<i>What supplies are needed to deliver the lesson (i.e., worksheets, computers, etc.) or notes regarding the lesson do we need to remember?</i>	
Materials:	

Appendix H Sample Annual Calendars

Sample Elementary School Annual Calendar

*dates subject to change year-to-year

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
All School activities	New Families	Open House	Parent/Team conferences			NWEA Testing		Parent/Team conferences	Classroom placement meetings		
	Schoolwide assembly as community	NWEA Testing							NWEA Testing	SBAC Testing 3rd & 4th	
	Family walk-throughs								Climate Survey 3rd & 4th		
Grade K Lessons		Intro to School Counselor	Skills for learning	Identifying feelings		Kindness and relationship skills Self-management/Mindfulness Self-Kindness Activities					
Grade 1 Lesson			Skills for learning	Exploring feelings		Kindness and relationship skills Self-management/Mindfulness Self-Kindness Activities					
Grade 2 Lessons		Reaffirming role of School Counselor	Growth Mindset	Friendship		Kindness and relationship skills Self-management/Mindfulness Self-Kindness Activities			Career Day and/or Career lessons		
Grade 3 Lessons			Growth Mindset			Kindness and relationship skills Self-management/Mindfulness Self-Kindness Activities					
Grade 4 Lessons			Respecting differences	Self-Awareness		Kindness and relationship skills Self-management/Mindfulness Self-Kindness Activities		Goal Setting		4th Grade Transition	
<p>Ongoing: 504 Meetings & Case Management, PPT Meetings, SRBI, Individual Student Meetings, Group Counseling, New Enrollments, Crisis Intervention, Morning and/or Afternoon Check-In, Parent Meetings, Student Support Services Meetings, Department Meetings, Professional Development, Leadership Meetings, Provide Professional Development to Certified and Non Certified Staff, District Safe School Climate Meetings, Building Safe School Climate Meetings, Communicating with Outside Providers, Coordinating Support for Families in Need</p>											

Sample Middle School Annual Calendar

* dates subject to change year-to-year

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
All School activities	Scheduling	Technical School Visits				8th grade HS Course Selections	8th grade HS Course Selections	4th Grade Transition	Scheduling grades 4-7		
	New Registrations	New Student Groups		8th Grade Visit to High School						4th Grade Parent Night	
			Tech counsel- or breakfasts	HS Open House for 8th grade	ACT Open House	Parent/Team conferences					
		MS Open House		Tech School Open Houses			Tech acceptances announced				
Grade 5 Lessons				Tech apps due	Ag apps due	ACT apps due					
Grade 6 Lesson		NWEA Testing				NWEA Testing			NWEA Testing	SBAC Testing	
Grade 7 Lessons		Transition lessons	Transition lessons	Mean Spirited vs. Bullying lessons	Mean Spirited vs. Bullying lessons	Empathy & Emotions lessons	Conflict Resolution lessons	Conflict Resolution lessons	Career lessons	Career lessons	
Grade 8 Lessons			Career Unit			Mental Health Unit		Sexual Harassment Unit			
				SOS Suicide Prevention lesson	Career Unit		Values/Morals & Decision-making lesson		Lesson TBD based on Need		
		Job Shadow (Career) Intro	SOS Refresher lesson			Healthy Relationships lesson			Lesson TBD based on Need	Job Shadow Expo	
<p>Ongoing: 504 Meetings & Case Management, PPT Meetings, CORE, SRBI, Individual Student Meetings, Group Counseling, Scheduling, New Enrollments, Crisis Intervention, Morning Check-In, Parent Meetings, Student Support Services Meetings, Department Meetings, Professional Development</p>											

Sample High School Counseling Curriculum Calendar

*dates subject to change year-to-year

Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Scheduling	Financial Aid Parent Night				Course Selection Presentations			Scheduling		
New Registrations	College Fair	College Fair			Course Selection				AP Testing	
	Senior Advisory Assembly		Jr. SEL Advisory			Jr. SEL Advisory	Local Scholarships			Senior Graduation Credit Audits
		Senior Meetings including SEL						ASVAB Testing		
	Junior Seminar						Junior Meetings			
		PSAT Grades 10 & 11	Sophomore Seminar on Social-Emotional Skills			Job Shadows	SAT School Day Grade 11			UConn ECE Registration
			Sophomore Career Day		Sophomore Meetings					
Freshman Orientation	Freshman Advisory Assembly	Freshman Meetings regarding Social-Emotional Learning			Course Selection Presentations			Middle School visit to high school		
	Freshman Parent Presentation	High School Information Night			8th Grade Curriculum Parent Night	College Funding Parent Presentation				
		SAT Saturday							SAT Saturday	SAT Saturday
	Open House				Appeals					Appeals
<p>Ongoing: 504 Meetings & Case Management, PPT Meetings, CORE, SRBI, Individual Student Meetings, Group Counseling, Scheduling, New Enrollments, Crisis Intervention, Morning Check-In, Parent Meetings, Student Support Services Meetings, Department Meetings, Professional Development</p>										

Appendix I

Needs Assessment Samples

Middle School Student Needs Assessment

Student needs assessments should always be given with guidance in order to ensure students understand the statements. An electronic version where the data can be easily collected is preferred, but paper versions work as well. Here is a sample of questions that could be asked on a middle school student needs assessment.

Student Needs Assessment		
Directions: This is a short questionnaire about you and what you need. Please take it seriously and answer honestly. This information will be used by your counselor to determine if you should be in a group or meet with them individually.		
Last Name & First Name:	Yes	No
I need help/talk about making friends/fitting in		
I need help/talk about dealing with peer pressure		
I need help/talk about getting involved with school activities		
I need help/talk about anxiety/worrying about school		
I need help/talk about anxiety/worrying about home		
I need help/talk about concerns with drug/alcohol use (me or someone else)		
I need help/talk about concerns with helping myself (gaining more self-confidence, feeling better about myself, expressing my thoughts/feelings)		
I need help/talk about concerns with feeling sad or depressed		
I need help/talk about wanting to hurt myself (self-harm) in some way		
I need help/talk about concerns with handling teasing, mean-spirited or bullying behaviors		
I need help/talk about concerns with sadness over the loss of a loved one or pet		
I need help/talk about concerns with dealing with anger		
I need help/talk about concerns with parent divorce or separation		
I need help/talk about concerns with identity, sexual orientation (questioning who I am)		
I need help/talk about concerns with feeling stressed (from home and/or school)		
I need help/talk about concerns with skills for resolving conflicts/problems with others		
I need help with something not listed. Please write what you need help with below:		

High School Student Needs Assessment Sample

Student Instructions: The school counseling department wants to ensure we develop and provide programs that meet your needs and determine/know how well you believe the school counselor is meeting your needs. Please be totally honest in your responses. Only you will know the answers you provide as we include no student identifying information on this survey. This survey will help us learn how many students need programs and activities on certain topics. Thank you for helping us better meet your needs. **Please read each statement and mark the most appropriate answer choice for you.**

Answer each statement and check how true it is.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I need help with the following PERSONAL concerns:					
1. Making friends					
2. Fitting in at school					
3. Dealing with peer pressure					
4. Improving communication					
5. Getting involved in school activities					
6. Dating or relationship issues					
7. Concerns about alcohol and/or drug use					
8. Helping myself (gaining more self-confidence, feeling better about myself, expressing my feelings and thoughts)					
9. Handling teasing or being bullied					
10. Getting along with other students better					
11. Getting along better with family members					
12. Feeling sad or depressed					
13. Feeling suicidal					
14. Grief over the loss of a loved one					
15. Parental divorce or separation					
16. Dealing with anger					
17. Feeling stressed					
18. Skills for resolving conflicts					

High School Student Needs Assessment Sample, continued

Answer each statement and check how true it is. I need help with the following PERSONAL concerns:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
19. Being more organized					
20. Managing my time better					
21. Improving study skills					
22. Reducing test anxiety					
23. Improving test-taking skills					
24. Understanding what my test scores mean in relation to academic and career planning					
25. Understanding the best career options for me					
26. Planning my options after high school					
27. Understanding my learning style to improve how I learn					
28. Understanding graduation requirements					
29. My counselor is available to me when I need to see him or her.					
30. I feel comfortable going to see my counselor to get help with SCHOOL concerns.					
31. I feel comfortable going to see my counselor to get help with PERSONAL Concerns.					
32. My classes keep me interested in the topic.					
33. I like coming to school.					
34. My teachers are willing to help me when I have questions.					
35. The school is involved in my developing my education plan.					
36. My counselor has met individually with me least once to help me understand the relevance of the SBAC/ CMT/CAPT/PSAT and what my scores mean to me.					

37. My counselor or an advisor has explained the importance of Naviance career inventories and my future plans.					
38. I understand why I take the PSAT.					
39. I understand why I need a good education.					
40. I will stay in school until I graduate high school.					
41. I will continue my education after high school.					
<p>Other concerns: Please list any other concerns or needs that were not mentioned that you personally would like the school to help you with:</p>					

Family Needs Assessment Sample

Thank you for taking a few minutes to complete the school counseling survey. The answers you provide will help the school counselors offer classes and programs to better meet the needs of your student(s) and family.

1. What grade is your child in?

2. What school does your child attend?

3. As a parent/guardian, I would like my student to know how to:

- Improve study skills
- Improve test taking skills
- Improve organization skills
- Set goals for myself and achieve them
- Manage time better
- Improve ability to focus in class
- Learn how to get grades up
- Better understand my abilities, interests, and learning style
- Get help when I need it
- Be able to talk to my teachers when I do not understand something
- Figure out what careers match my interests/abilities
- None of the above
- Other (Please list below):

4. What concerns do you have for your child and/or would you like them to get help with?

- Not having at least one person at school to talk to if I have a problem
- Problems getting along with friends
- Not getting along with adults at school or at home
- Bullying/harassment
- Dealing with change/new situations
- Feeling unsafe at school or on the bus
- Difficulty controlling anger
- Peer pressure to try alcohol or drugs
- Divorce or separation in your family
- Losing a friend or family member
- Helping or defending a friend who is being bullied

- Financial problems in the family
- Stress or anxiety
- Rumors and gossip
- Receiving bad grades
- Test anxiety
- Keeping locker and backpack organized
- Missing too much school
- Screen addiction (video games, social media, internet)
- Weight issues
- Racism/discrimination
- Being new to our school
- Self confidence
- Depressed feelings
- College/Career exploration
- Vaping/Smoking
- Other (please list below):

5. What is your biggest concern about your student going to the middle school/high school/graduating?

6. How else could the counseling department help students or families? Please describe below.

7. How do you prefer to get information about school counseling programs and services?

- Newsletter
- Twitter
- Facebook
- Instagram
- Naviance
- School Website
- Phone call
- Other (please indicate):

8. What types of programs for families would you be interested in participating in?

- Parent workshops
- Podcasts
- Webinars
- Guest speakers
- Coffee with the counselor
- Individual meetings with your child's counselor
- Other (please describe):

9. What are the best times for counselors to offer family programs?

- 7:00 am-10:00 am
- 11:00 am-1:00 pm
- 3:00 pm-5:00 pm
- 6:00 pm-8:00 pm
- 7:00 pm-9:00 pm
- Saturdays
- Other (please indicate):

10. What topics would you be interested in learning about as a parent/guardian?

- Graduation requirements
- Financial aid
- Postsecondary planning
- Bullying
- Anxiety
- Curriculum offered at school and planning coursework
- Vaping
- Cyber safety
- Gaming & technology addiction
- How to help your student achieve in school
- Other (please describe):

11. School counselors teach classroom lessons to help students learn skills related to career exploration, academic success, and social-emotional health. The items below are topics that are often covered by school counselors. Please rank each topic by level of importance. For example, put a 1 next to the topic that is most important to teach your child. Put a number 18 next to the topic you find is least important.

	Skills for achieving school success		Learning how to balance work and life roles
	Learning how to plan for a variety of options after high school		How to transition from being a high school student to life beyond high school
	Understanding how to become more engaged		Learning about technology in the workplace
	Using technology to problem solve and enhance learning		Understanding how our own actions and choices impact others and our environment
	Learning how to set goals and adjust goals		Understanding and appreciating different cultures
	Learning how to use creativity and outside-of-school experiences to support learning in school		Understanding the relationship between practicing self-care and good personal well-being
	Identify personal skills, values, and interests to help explore careers		Learning personal safety skills
	Learning about effective workplace habits for career success		Learning about risks of using technology and how to use it safely
	Learning about effective workplace habits for career success		How to make decisions and follow them through (persistence)

Appendix J

School Counselor Use of Time-Monthly Report Sample

School Counselor:

Month:

School Counseling Curriculum	Grade 5	Grade 6	Grade 7	Grade 8
Number of school counseling classes				
Number of group guidance/information sessions				
Number of individual planning sessions				
Number of individual sessions on progress reports/grades				

Responsive Services	Grade 5	Grade 6	Grade 7	Grade 8
Number of individual counseling sessions				
Number of group counseling sessions				
Number of crisis/emergency interventions				
Number of staff consultations				
Number of parent consultations				

Referrals	Grade 5	Grade 6	Grade 7	Grade 8
Number of referrals from school staff				
Number of parent referrals				
Number of student referrals (peers or self)				
Number of referrals made to other support staff (psychologist, social worker, etc.)				
Number of or referrals to outside agencies				
Number of 211 calls made				

Other	
Number of PPTs & 504s attended	
Number of student schedule changes made	
Number of school/district committee meetings attended	
Number of parent/student programs	
Other counseling duties & time spent:	
Non-counseling duties & time spent:	

** This form can easily be modified for other grade levels. Counselors may need to adjust the duties recorded depending on the grade level.*

Appendix K

Full, Equal and Equitable Partnerships with Families: Connecticut’s Family Engagement Framework

From the moment of birth throughout life, families have enormous influence on their children’s learning and development. A large body of research has identified high-impact strategies to engage families that can produce dramatic gains in children’s social and emotional development, academic achievement, and success in life. School counselors are uniquely positioned to create, lead, facilitate and assess these partnerships and work to remove barriers to:

- promote student academic, career and social-emotional development;
- inform families about relevant community resources;
- actively pursue collaboration with family members and community stakeholders

Guiding Principles (CSDE, 2019)

- 1. Build collaborative, trusting relationships focused on learning.** For example: Offer getting-to-know-you meetings in smaller, informal settings. Make relationship-building home visits. Co-design with families a preschool-elementary school transition program.
- 2. Listen to what families say about their children’s interests and challenges.** For example: Pay attention to different cultural perspectives and use families’ ideas to create programming, tailor instruction, improve discipline practices, design professional development, and recruit early learning providers, school leaders and staff.
- 3. Model high-quality learning practices.** For example: Share how families can engage children in interactive play, reading, and hands-on math activities that promote problem solving. Invite families to visit the afterschool program, meet staff, and join the activities. Host “classroom visits” for families to see firsthand what their kids are doing in class and how the classroom is set up for learning.
- 4. Share information frequently with families about how their children are doing.** For example: Talk about the skills that will help children upon their transition to kindergarten and discuss children’s progress with families regularly. Explain your school or program’s high achievement goals and ask families about their ideas to help their kids reach them.
- 5. Talk with students about how they want teachers and families to support their learning.** For example: Include students’ ideas in Title I school-family compacts, personal learning plans, and requests for professional learning. Respond to what students say about social and emotional issues. In middle and high school, set up an advisory system, so that all students have someone who knows them well and who can be their advocate in the school and the primary contact for their families.
- 6. Co-develop cultural competence among staff and families.** For example: Build students’ home cultures into programming and curriculum. Invite families and early learning providers/teachers/community learning program staff to share their cultural and family traditions. Showcase the diversity in your early learning setting, school, or afterschool program.
- 7. Support families to become effective leaders and advocates for children.** For example: Collaborate with initiatives that develop families’ knowledge and skills to become civic leaders and problem-solvers. Provide information about how the education system works, from early childhood to higher education, and how to advocate for their children’s needs and opportunities within that system.

For more information, please visit [Full Equal and Equitable Partnerships with Families](#).

Appendix L

Resources

The [American School Counselor Association](#) – ASCA supports school counselors’ efforts to help students focus on academic, career and social-emotional development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society.

- [ASCA-adopted Ethical Standards for School Counselors](#) – These standards are the ethical responsibility of all school counselors.
- [ASCA School Counselor Professional Standards and Competencies](#) – These standards and competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a comprehensive school counseling program addressing academic achievement, career planning and social-emotional development.
- [ASCA Mindsets & Behaviors for Student Success: K–12 College- and Career Readiness for Every Student](#) describe the knowledge, skills and habits of mind students need to achieve academic success, college and career readiness and social-emotional development.
- [ASCA Position Statements](#) – ASCA-adopted positions on a number of school counselor-related topics.
- ASCA Suicide Prevention Guidebook Available for Schools – Update your school’s suicide prevention, intervention and postvention policy with the revised [Model School District Policy on Suicide Prevention](#), a comprehensive guidebook offering best practices for K–12 schools, school districts and policymakers.

[Center for School Counseling Outcome Research & Evaluation](#) – CSCORE is dedicated to improving educational opportunities and outcomes for all children through identifying and developing research-based and effective school counseling practices. CSCORE conducts and disseminates findings from research about career, social-emotional, and academic interventions; provides K–12 leaders and practitioners with information about data-based decision-making, evidence-based practices, and program evaluation; and provides international leadership in the measurement of the outcomes of school counseling interventions and programs.

[School Counseling Analysis, Leadership and Evaluation \(SCALE\)](#) – The SCALE Research Center is an interactive tool focusing on the facilitation and dissemination of school counseling research evidence-based practices demonstrating the connection between comprehensive and developmental school counseling programs and student success.

[Secondary Transition – Planning from School to Adult Life](#) webpage, [A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities](#) (Office of Special Education and Rehabilitative Services, May 2017), and the IDEA [Secondary Transition Topic Area](#).

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