

# Rhode Island Framework for Comprehensive PreK–12 School Counseling Programs

THE RHODE ISLAND DEPARTMENT OF  
ELEMENTARY AND SECONDARY EDUCATION



**RIDE** Rhode Island  
Department  
of Education

**2026**

# Rhode Island Framework for Comprehensive PreK–12 School Counseling Programs

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ELEMENTARY AND SECONDARY EDUCATION



Ponaganset School Counselor with a graduating student.

This initiative was funded through the U.S. DOE Rethink K–12 Education Models Grant  
and the U.S. DOE Student-Based Mental Health Services Grant

## The Mission of the Rhode Island Department of Education (RIDE)

**The mission of RIDE is threefold:**

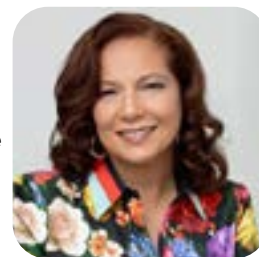
1. To lead and support districts, schools, and communities through a unified, strategic direction for education in the state.
2. To use policy, advocacy, and governance structures to create an environment that advances opportunities for all students.
3. To maintain collaboration and efficiency in the department that enables innovation, agility, and continuous learning.

### Evolution of the Framework

| Year | Example Topics                                                                                                  |
|------|-----------------------------------------------------------------------------------------------------------------|
| 2005 | RIDE publishes the original Rhode Island School Counseling Framework.                                           |
| 2025 | The framework is updated to address contemporary challenges facing our students, families, and schools.         |
| 2026 | A consecutive update is released to maintain alignment with the most recent edition of the ASCA National Model. |

## Dear educational partners,

As we continue our mission of helping every child in reaching their full potential in our schools in Rhode Island, it is essential to have a comprehensive school counseling program that provides the support our students need to graduate high school with an open door to create their future.



The 2026 update of the Rhode Island School Counseling Framework represents a significant advancement in the Rhode Island Department of Education's (RIDE) commitment to supporting all students throughout their educational journey and beyond. At the heart of our school counseling program is the importance of building caring and trusted relationships, essential for academic success. This enhanced Framework is crafted to bolster these connections, ensuring that students link their PreK–12 experiences with their future aspirations. Our goal is for every student to graduate high school equipped with the skills and opportunities necessary to shape their own future, guided by a robust and supportive school counseling program.

To advance this goal, RIDE conducted a statewide analysis in partnership with the XQ Institute – the Educational Opportunity Audit – which identified a significant gap; while 80% of Rhode Island high school seniors expressed a desire to attend college, only 50% were enrolled in and successfully passing the classes required for four-year college eligibility.

To address this disparity and ensure all students graduate with open doors to create their own future, RIDE has taken several important steps:

1. We conducted an extensive, 18-month community engagement process – during the height of the pandemic, nonetheless – resulting in the new [Readiness-Based Graduation Requirements](#) approved by the Council on Elementary and Secondary Education on November 15, 2022.
2. We developed the five-year [“Let’s Get Ready” Action Plan](#) to support the implementation of these new graduation requirements.
3. As part of this plan, we set the goal of developing a statewide approach to comprehensive school counseling and support.

The Readiness-Based Graduation Requirements present an opportunity to reimagine the way high schools create opportunities and experiences for all students to realize their postsecondary goals, whether that be a path toward college, career, military, or otherwise. It also presents the opportunity to reimagine and bolster the [Individual Learning Plan \(ILP\)](#) process, and the role school counseling plays in a student’s educational journey. School counselors stand at the crossroads of student experience and future opportunities.

The updated Rhode Island School Counseling Framework is a crucial component in achieving the goal of developing a statewide approach to comprehensive school counseling. First published in 2005, the Rhode Island School Counseling Framework is a crucial component in developing a unified, statewide approach to comprehensive school counseling. To remain responsive to the evolving needs of our communities, the framework underwent a comprehensive update in 2025 to address contemporary challenges facing students, families, and schools and to directly align with RIDE’s latest initiatives. This 2026 update ensures seamless alignment with the most recent 5th edition of the American School Counselor Association (ASCA) National Model. This alignment provides a robust foundation for comprehensive school counseling programs, ensuring our schools are fully equipped to support student success.

Key aspects of this Framework include:

- A focus on data-driven approaches to target interventions and improve student outcomes,
- An emphasis on postsecondary readiness, including initiatives like FAFSA completion accountability and support,
- Guidance on implementing comprehensive school counseling programs that help students understand the link between their PreK–12 experiences and their future plans.

We're already seeing the positive impact of comprehensive school counseling programs across our state. From reducing disciplinary referrals in elementary schools to increasing FAFSA completion rates in high schools, these programs are making a real difference in students' lives.

This Framework, along with ongoing professional development provided by RIDE, gives administrators and school counselors the tools to implement comprehensive school counseling programs utilizing the ASCA National Model and a data-driven approach.

RIDE is investing in school counseling through a variety of initiatives. RIDE has established the bold goal of 30 schools achieving the Recognized ASCA Model Program designation through the RAMP 30 x 30 endeavor. The Commissioner's Counselors program, in partnership with the College Board, supports school counselors' professional development. We will continue to update this Framework to make sure that school counseling programs have access to the most up-to-date, relevant information.

As you review this Framework, remember that it's more than just a document — it's a commitment to our students' futures. By implementing comprehensive school counseling programs, we can ensure that all students receive the support, advising, and skills they need for improved outcomes and future readiness.

Thank you for your dedication to Rhode Island's students. Together, we can create an educational environment where every student graduates high school with open doors to create their own future. For more information on implementing the RI School Counseling Framework or RAMP please contact [counseling@ride.ri.gov](mailto:counseling@ride.ri.gov).

In partnership,



**Angélica Infante-Green**  
Commissioner of Education  
Rhode Island Department of Education

# Acknowledgements

Rhode Island’s updated 2025 Framework for Comprehensive PreK–12 School Counseling Programs is the result of a collaborative effort and contributions from many organizations, groups, and professionals who are committed to supporting Rhode Island students.

## School Counseling Framework Working Group

The School Counseling Framework Working Group focused on updating the School Counseling Framework to reflect the needs of students while addressing the interests of school counselors, administrators, and other key educational partners. The Working Group also collaborated to ensure this updated Framework is aligned with the work of Rhode Island’s Statewide School Counseling Advisory Council. Working Group members assisted with identifying sites for Listen and Learn sessions, contributed to and reviewed sections of the Framework, and contributed valuable recommendations on important topics to be covered in the Framework.

**Michele Bergantino**, Elementary and Middle School Counseling Specialist,  
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**Stacy Crooks**, Director of the College Planning Center

**Barbara Crudale**, School Counseling Director, South Kingstown School District, Providence College

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Foster-Glocester Regional School District

### Steering Committee

The Steering Committee worked in partnership with Thru Consulting and the American School Counselor Association to conduct a statewide Listen and Learn tour, statewide surveys, and interviews with members of the Advisory and Working Groups. We would like to thank: Sarah Kirk, Daniela Doyle, Hannah Farell, and David Irwin for their exceptional leadership and contributions in the development and writing of this updated Framework.

**Stephen Osborn**, State Strategy and Student Opportunity Officer

**Michael Hobin**, Director, Office of College and Career Readiness

**Onna Holland**, Education Specialist, School Counseling

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**Wendy Surr**, Education Specialist (former)

### RIDE Advisory Group

The RIDE Advisory group collaborated to ensure that the updated Framework is aligned with RIDE's current policies and guidance and department and statewide priorities. The Advisory Group also made sure the Framework leveraged existing programs and resources. Members offered feedback and reviewed drafts of the Framework.

**Karen Bryer**, Education Specialist (former)

**Lisa Foehr**, Chief, Teaching and Learning/Educator Excellence and Certification Services

**Michael Mancieri**, Transformation Specialist

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**Olivia Smith**, Executive Associate (State Strategy & Student Opportunity)

**Carlyle Vincent**, Education Specialist (former)

# Our Rhode Island Educational Partners

The Rhode Island Department of Education extends its sincere gratitude to all of the individuals who contributed their time, expertise, and insights to the development of the updated Rhode Island School Counseling Framework.

We especially want to recognize the dozens of school counselors, educators, administrators, and hundreds of students, families, and community partners who shared their experiences and perspectives. Your participation in interviews, focus groups, surveys, and school visits was invaluable. The input shared has been critical in shaping a Framework that reflects the diverse needs of Rhode Island’s students and schools.

This collaborative effort has resulted in a more comprehensive and responsive Framework that will guide the future of school counseling in our state. Your dedication to improving student outcomes and supporting their academic, career, and social-emotional development is truly appreciated.

Thank you for your commitment to excellence in education and for helping to create a stronger foundation for Rhode Island’s students.

In addition, our team gathered inspiration from the following School Counseling Frameworks:

- Kentucky
- Louisiana
- Missouri
- Oklahoma
- Oregon

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# Introduction

The Rhode Island Department of Education (RIDE) is committed to ensuring all students have access to course offerings with high-quality curriculum and instruction as essential components of a rigorous education that prepares every student for success in college and their career. On November 15, 2022, the R.I. Council on Elementary and Secondary Education approved Readiness-Based Graduation Requirements for all Rhode Island students beginning with the graduating Class of 2028. RIDE's adoption of Readiness-Based Graduation Requirements presents an opportunity to reimagine the role of school counseling programs across PreK–12. Specifically, this has presented the opportunity to enhance Rhode Island's Comprehensive PreK–12 School Counseling Framework to ensure all students receive the support necessary to graduate ready to create their own futures and pursue their postsecondary goals.

Decades of research make clear that comprehensive school counseling programs help students meet their goals. A comprehensive school counseling program is a cornerstone of student success that requires active engagement from every member of the school community – from teachers and administrators to families and support staff. When implemented with fidelity from pre-kindergarten through grade 12, these programs transform school communities and student outcomes.

Research consistently demonstrates the power of comprehensive school counseling programs: Reading and math scores increase while discipline referrals and racial disparities in the enrollment of advanced coursework decrease. School climate, attendance, and informed college decision-making all improve. Moreover, comprehensive school counseling offers all students – from pre-kindergarten through grade 12 – the opportunity to build the mindsets, skills, and behaviors they need for academic, social-emotional, and career development success. Critical to this success is the vertical articulation between elementary, middle, and high school counseling programs, ensuring that skills and competencies build systematically across grade levels while maintaining developmental appropriateness and creating seamless transitions as students progress through their educational journey.

Since its original School Counseling Framework in 2005, RIDE has worked to strengthen school counseling programs statewide. The updated Framework in 2026 represents a significant advancement in RIDE's commitment to supporting all students throughout their educational journey and beyond. It reflected the lessons learned, feedback, and experience of RIDE leaders as well as a dedicated Working Group representing school counselors, administrators, and those overseeing college and career planning. It also incorporated takeaways from nearly 20 school site visits, touching on every grade level and county in the state, and more than 1,800 survey responses from students, families, and classroom teachers. Building on that work, this 2026 update ensures full alignment with the 5th edition of the ASCA National Model, maintaining a robust foundation for comprehensive school counseling programs.

A comprehensive school counseling program is a schoolwide program that is developed collaboratively and delivered collectively. While Rhode Island's school counselors are often the primary facilitators of this work, the success of comprehensive school counseling hinges on authentic collaboration and shared responsibility across the entire school community. School leaders must champion these programs by articulating clear visions for student success and cultivating broad-based support for implementation. Teachers, support staff, families, and community partners all play vital roles in creating a cohesive support system for students. This Framework therefore serves as an

## INTRODUCTION

essential resource for all educational partners committed to student success through comprehensive school counseling.

The Framework includes three main parts.

**Part 1. A Vision for Comprehensive School Counseling** speaks to everyone involved in implementing a comprehensive school counseling program. It outlines comprehensive school counseling, describes the role the school counselor and others should play in implementing such a program, and shows how comprehensive school counseling fits within the state’s vision for student success and broader school improvement efforts.

**Part 2. Implementing a Comprehensive School Counseling Program** offers more detailed direction for developing a school counseling program. It outlines four components of a comprehensive school counseling program in alignment with the American School Counseling Association (ASCA) National Model — define, manage, deliver, and assess — and the steps the school community should take to implement those components.

**Part 3. Appendices**. The appendices contain descriptions of Rhode Island initiatives connected to school counseling, a transition guide to support implementation, and report references.

In addition, a variety of tools, templates, and examples to support implementation are available on the [Rhode Island School Counseling Framework website](#).



Providence High School Graduates

## The Administrator's Essential Role in School Counseling Program Success

Research confirms that administrative leadership and support are fundamental to the success of comprehensive school counseling programs. As an administrator, your understanding and active engagement with your school counseling program directly impacts student outcomes.

### Why Your Role Matters

Recent national research demonstrates that when administrators fully understand and support school counseling programs, counselors and other mental health professionals are better positioned to:

- Deliver comprehensive services to all students systematically.
- Make data-informed decisions that improve student achievement.
- Address gaps in student outcomes.
- Focus on improved student achievement, attendance, and discipline rates.

### Your Impact on Program Excellence

As an administrator, you have unique power to enhance your school counseling program's effectiveness by:

#### *Advancing the Program Goals*

- Align program goals to the Local Education Agency (LEA) Strategic Plan and School Improvement Plan (in collaboration with counselors, school-based mental health professionals, and other educators on the school counseling program team).
- Ensure counselors and other school-based mental health professionals can focus on their core mission.
- Support counselors and other school-based mental health professionals in maintaining appropriate caseloads.
- Advocate for adequate resources and staffing to administer an effective school counseling program PreK–12.

#### *Fostering Program Development*

- Participate in regular program review and planning sessions.

- Support professional development opportunities.
- Implement performance evaluations based on the school counseling program goals.
- Facilitate collaboration between counselors, school-based mental health professionals, classroom educators, and other educational stakeholders.

#### *Championing Support for All Students*

- Partner with counselors, school-based mental health professionals, and other educators to analyze school data and student outcomes.
- Support the implementation of plans addressing achievement, opportunity, and access gaps.
- Champion the sharing of program results and impact data across the school and district.

### Building on Current Success

National data shows that administrators already recognize school counselors as certified/licensed educators who support students' academic success, career development, and social-emotional learning. By strengthening this foundation through active engagement with the team leading your school counseling program, you can:

- Enhance program effectiveness through strategic planning.
- Improve student outcomes across all domains.
- Create systemic change that addresses student outcome gaps.
- Build a stronger college and career readiness culture.

**Your leadership and support are not just beneficial — they are essential to maximizing the impact of your school counseling program on student success.**



## PART 1

# A Vision for Comprehensive School Counseling

### RIDE's School Counseling Vision Statement

The vision of School Counseling at RIDE is that every school implements a comprehensive school counseling program. Each program follows the ASCA National Model, including the implementation of a robust Individual Learning Plan (ILP). All students have access to a school counseling program that provides academic, career, and social-emotional support through direct and indirect student services including but not limited to a multi-tiered system of supports. All LEAs define, manage, and assess their school counseling programs as outlined by the ASCA National Model.

## Comprehensive School Counseling

Comprehensive school counseling is defined as a program that is comprehensive in scope, preventive in design, developmental in nature, and collaborative in implementation.

### Comprehensive in Scope

A comprehensive school counseling program focuses on the mindsets, skills, and behaviors all students — from pre-kindergarten through grade 12 — should know, understand, and be able to do across three domains — academic, career, and social-emotional (see “Three Domains of Comprehensive School Counseling”). It builds on the core belief that each and every student can achieve at high levels. Comprehensive school counseling programs, therefore, support all students to attain their educational goals and develop into successful members of society.

### Three Domains of Comprehensive School Counseling

Comprehensive school counseling programs build students' mindsets and behaviors across three key domains, ensuring today's students become productive, well-adjusted adults.

- **Academic development:** Cultivating the skills, mindsets and behaviors students need to maximize their ability to learn.
- **Career development:** Equipping students with the skills, mindsets and behaviors needed to understand the connection between school and the workplace, and to plan for and transition to postsecondary education and careers.
- **Social-emotional development:** Teaching students the skills, mindsets and behaviors they need to navigate life's challenges, including managing emotions and developing interpersonal skills.

### Preventive in Design

School counseling programs are intentional and data-informed. They impart specific [mindsets and behaviors](#) in a proactive manner aimed at equipping students to address potential issues before they arise. The school counselor's duties should therefore focus on program delivery and direct and indirect school counseling services rather than reacting to situations or behaviors that pop up. Examples of preventive activities include creating program goals, delivering a school counseling program grounded in the ASCA Student standards, implementing data-driven plans, and analyzing data to monitor progress.

### Developmental in Nature

School counseling programs and services should be designed to meet student needs at different stages of growth and development. These programs address the developmental needs of all students by facilitating their social-emotional, academic, and career development growth, helping create positive and safe learning climates in schools, and helping students feel connected to school. They are therefore important and impactful across all grade levels — from elementary through high school.

### Collaborative in Implementation

A comprehensive school counseling program is not implemented in isolation; rather, it is a schoolwide program that is developed collaboratively and delivered collectively. While Rhode Island's school counselors are often the primary facilitators of this work, the success of comprehensive school counseling hinges on collaboration with others — including administrators, classroom teachers, school-based mental health professionals, and families — in the process of supporting each and every student across the three domains of a comprehensive school counseling program. Through this collaborative effort, along with a clearly articulated vision for student success, school counseling programs become an integral part of a school or district strategic plan delivered schoolwide (in classrooms and large groups), in small groups, and individually. Comprehensive school counseling programs also generate a myriad of benefits for students across the whole school community when the whole community is involved (see "Comprehensive School Counseling Programs Benefit the Whole School Community").

School counselors play a pivotal role in our students' success. We are natural collaborators who rely on the collective wisdom of educators, students, and families working together. It's a partnership where every voice contributes to the growth and success of each student.

**ANNE-MARIE FLAHERTY**

President, RI School Counselors Association  
School Counselor & Department Chair, East Greenwich High School



## Comprehensive School Counseling Programs Benefit the Whole School Community

To name just a few examples:

### *Benefits for Administrators:*

- Promotes an interdisciplinary team approach to address student needs
- Provides a proactive approach to address student needs and promote student success

### *Benefits for Classroom Teachers:*

- Helps ensure students engage in classroom learning
- Improves school climate
- Fosters consultation and collaboration across departments

### *Benefits for School Committees:*

- Encourages significant school-community interaction
- Provides continuous data for monitoring and improving program implementation and student outcomes

### *Benefits for Students:*

- Higher academic outcomes
- College and career ready
- Increased enrollment in advanced coursework
- Improved learning behaviors, including study skills, time usage, and persistence
- More informed postsecondary decision-making

### *Benefits for School Counselors:*

- Positions school counseling as central to a school's educational mission
- Provides a clearly defined organizational structure and responsibilities

### *Benefits for Parents/Guardians:*

- Increases engagement and chances for parent/guardian and school collaboration
- Provides data on student progress

### *Benefits for the Broader Community:*

- Creates awareness of the support systems needed to promote student success
- Provides regular opportunities for collaboration between the school and the broader community

## Partners in a Comprehensive School Counseling Program

The comprehensive school counseling program is part of the larger school system where all members of the school community work together to support positive student outcomes. Critical members in implementing a comprehensive school counseling program include the school counselors, administrators, teachers, and school-based mental health professionals.

School counselors are vital members of the school team and coordinators of the comprehensive school counseling program. They uphold the [Ethical](#) and [Professional](#) standards of school counselors and promote the [Student Standards](#) describing the knowledge, attitudes, and skills students need to achieve academic success, college and career readiness, and social-emotional development. They play a leading role in a broader team, using the skills of leadership, advocacy, and collaboration to promote systemic change. As such, the school counseling role has shifted considerably over the last three decades (see "From Guidance Counselor to School Counselor").

### From Guidance Counselor to School Counselor

Historically, the term “guidance counselor” referred to counselors working in schools. This term has evolved to “school counselor” as the scope of duties has changed and evolved. Although some schools still use the outdated “guidance counselor” term, school communities are encouraged to use “school counselor” to more accurately reflect the role.

#### Guidance Counselors of Yesterday

- Reactive
- Served some students
- Measure impact via feelings and perceptions
- Played an ancillary role to the school improvement process
- Worked in isolation
- Provided college and career advising for a few

#### School Counselors of Today

- Proactive and data-driven
- Serve each and every students
- Measure impact via achievement and contributing factors such as attendance and discipline data
- Play an essential role in the school improvement process
- Work as school leaders in collaboration with the broader school team
- Provide college and career advising for all

A school counselor’s primary job is to design and deliver a comprehensive counseling program in collaboration with the school community that is in alignment with the schoolwide vision for student success. To design an effective school counseling program, school counselors work with others to define, manage, and assess their program. This includes steps such as analyzing schoolwide student data, writing program goals, and creating plans to meet the goals. Data-driven design allows for a school counseling program to deliver more impactful services aligned with school goals and student needs.

However, school counselors do not work in silos. It requires the entire school community to implement an effective school counseling program.

- **Administrators** are responsible for guiding and overseeing the development and implementation of the school counseling program. School leaders play a critical role in setting a vision for student success and generating buy-in from the broader school team to implement it. They can support and facilitate school counselors’ work by providing a vision, time, space, and other resources needed for school counseling activities. The role of the administrator may vary from acting as a “supporter” to a full “collaborative partner.” Ideally, administrators understand that school counselors are equipped to lead schoolwide efforts, including collaborating for school success, data analysis, goal setting, and strategic planning. (see “School Leaders as Critical Partners” for more.)
- **Teachers** work with the school counseling program by developing and infusing school counseling activities into the instructional program. School counselors can provide professional development and consultation on classroom management, human development, trauma-informed practices, and other preventative topics to give teachers the skills to address student needs. Teachers collaborate with school counselors to reinforce skills being taught as part of school counseling interventions in the classrooms. This partnership can support the development of critical student knowledge and skills.
- **School-Based Mental Health Professionals** (e.g., school social workers, school psychologists, and student assistance counselors) contribute to the school counseling program and collaborate with school counselors and other partners to support social-emotional development and student well-being. They can teach important mindsets and behaviors to students and, when needed, provide counseling services.

- **Students** are active participants in the school counseling program and are ultimately responsible for applying the skills and knowledge they learn to be successful.
- **Parents/Guardians** can partner with the school and school counseling program by maintaining open communication, serving on advisory or other committees, and advocating for their children.
- **Community Members**, such as business, labor, and community agencies, can partner with schools in a variety of ways to support student success, including mentoring, providing sites for student service learning experiences, and offering placements for school Career and Technical Education (CTE) work-based learning programs and field trips.

### Support from School Counseling Comes from the Top at Alan Shawn Feinstein Middle School

At Coventry's Alan Shawn Feinstein Middle School, Principal Joe Lucian is clear about the value the school's three counselors bring. "They're one of the puzzle pieces that hold the school team together," he explained. "They are absolute rock stars when it comes to building relationships with kids, working with our staff to make sure students find success, and figuring out time management so they can get everything done."

The way Lucian works with the school counselors reflects his respect for them and their many roles. The school counselors participate in nearly every schoolwide team and committee. When they tell Lucian they need something, he does his best to respond as quickly as possible. They also talk and text regularly (though Lucian makes sure to respect their personal time).

"After 25 years as a math teacher, the level of respect I felt soon after I began working as a school counselor at Feinstein made me feel appreciated and trusted in this new role," noted Jennifer LaBrie. "Administrators would come into my office asking about a wide variety of school-based topics, and my input mattered."

That respect, along with a shared commitment to support Feinstein's students and a strong work ethic, has fostered a trust that allows school counselors and administrators to both push and support one another. When, for example, an assistant principal left unexpectedly, Lucian asked the school counselors to play a role outside their typical responsibilities. Their relationship was strong enough that the school counselors felt comfortable sharing their concerns and collaborating to set guidelines that allowed the work to move forward in a way that let them best serve students.

"Our strengths complement each other. We trust each other, and we're not afraid to take risks with our thoughts and opinions," school counselor Sandra Clunan shared. "We are willing to be vulnerable and step outside our comfort zone, which has allowed us to build an environment in which students thrive – academically, socially, and emotionally."

That trust and support extends beyond administration as well. "We wouldn't be able to do what we do without the administration," explained school counselor Lori LeBrun. "But we also rely on the collaboration and support of our amazing support staff. Our social workers, school psychologists, and substance abuse counselor work with us to best support students."

### School Leaders as Critical Partners

Perhaps no relationship is as critical to a successful school counseling program as that between the school principal and the school counselors. As the leaders setting expectations and managing resources, a principal's support can elevate or undermine the importance and value of a comprehensive school counseling program across a school.

It is important for school counselors and principals to have a shared purpose that aligns with the vision and mission of the school as a whole and the school counseling program in particular. Additionally, effective communication, trust and respect, collaboration, and shared decision-making are all vital elements of a school counselor and principal relationship.

When a school counselor and principal work together effectively, they leverage their relationship to collaboratively initiate systemic change and improve student outcomes, ensuring every student receives the support they need, which will raise achievement for all students. ASCA's [Enhancing the Principal-School Counselor Relationship](#) toolkit includes a variety of resources to help foster such a relationship, including resources focused on effective communication, cultivating trust and respect, and collaborative decision-making.



“Students face so many challenges in their efforts to grow and learn; they need the support of effective partnerships in school. These partnerships are vital to promote school reform and improved academic outcomes. Close collaboration between school principals and counselors can make this happen. School principals provide leadership and direction. They create and sustain a school climate with high expectations for all students and cultivate a college-going culture. School counselors, in turn, have unique skills and experience to support this vision by helping all students and their families successfully attain rigorous academic preparation and navigate the sometimes confusing path to college. The efforts and expertise of these professionals are especially important for students from families who do not have a college-going tradition. When principals and counselors work together effectively, college becomes more than just a dream for their students.”

**FINDING A WAY: PRACTICAL EXAMPLES OF HOW AN EFFECTIVE PRINCIPAL-COUNSELOR RELATIONSHIP CAN LEAD TO SUCCESS FOR ALL STUDENTS**

College Board | ASCA | National Association of Secondary Principals

## Classifications of School Counseling Activities

To reap the wide array of benefits comprehensive school counseling programs offer — from higher reading and math scores to improved attendance and fewer discipline incidences — it is recommended that school counselors, as coordinators of the school counseling program, spend at least 80% of their time performing direct and indirect services and 20% on defining, managing, and assessing the program as well as other school support tasks (see “Classifications of School Counseling”).

| Classifications of School Counseling Activities |                                                                                                                           |                                                                                                                |                                                                                                       |                                                                                                                              |                                                                                                                               |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| % of Time                                       | ≥80%                                                                                                                      |                                                                                                                | ≤20%                                                                                                  |                                                                                                                              |                                                                                                                               |
| Type of Task                                    | Example                                                                                                                   | Indirect Student Services                                                                                      | Program Planning & School Support                                                                     |                                                                                                                              | Non-School Counseling Tasks                                                                                                   |
| Description                                     | In-person interactions between school counselors and students                                                             | Services provided on behalf of students as a result of the school counselor's interactions with other adults   | Completion of the tools and assessments to help school counselors create an effective program         | The routine responsibilities all members of the school staff take equal turns doing to ensure the school's smooth operations | Tasks that do not utilize a school counselor's unique training and expertise and take time from the school counseling program |
| Activities                                      | <ul style="list-style-type: none"> <li>• Instruction</li> <li>• Counseling</li> <li>• Appraisal and Advisement</li> </ul> | <ul style="list-style-type: none"> <li>• Referrals</li> <li>• Consultation</li> <li>• Collaboration</li> </ul> | <ul style="list-style-type: none"> <li>• Defining</li> <li>• Managing</li> <li>• Assessing</li> </ul> | <ul style="list-style-type: none"> <li>• Fair-Share Responsibility</li> <li>• Other School Support Activities</li> </ul>     | Varies                                                                                                                        |
| Example                                         | Delivering a lesson for students on goal-setting                                                                          | Working with teachers to support students                                                                      | Analyzing school and student data                                                                     | Helping organize a schoolwide assembly                                                                                       | Varies                                                                                                                        |

## Direct Services

Direct services include face-to-face or virtual interactions *with* students. A school counseling program delivers three kinds of direct services:



**Instruction** enhances student access, life-readiness and academic success through delivery of the [ASCA Student Standards](#). Instruction takes place in large groups, classrooms, small groups, and individually.



**Appraisal and Advisement** is a two-step process for establishing personal goals and developing future plans. During the appraisal process, the focus is on assessing students' abilities, interests, skills, and achievement using a variety of data (e.g., student tests, inventory). This data informs the development of students' immediate, intermediate, and long-range plans. After creating the plans, students are guided through advisement with recommendations to support their goals, such as appropriate course selection and exploring opportunities in the community. Appraisal and advisement can take place within classrooms, in small groups, or individually (see [Appraisal and Advisement](#) in Part 2 for more information on how this looks in Rhode Island).



**Counseling** includes professional assistance and support during times of transition, heightened stress, critical change, or other situations impeding student success. It is short-term and based on counseling theories and techniques that are effective in a school setting. Counseling can be done in small groups or individually.

## Indirect Services

Indirect services are the services provided *on behalf* of students as a result of interactions with others. Indirect services include the following:



**Consultation** is the process of providing information, opinions, and recommendations to individuals who can support a student's needs or seeking information from an expert about student needs.



**Collaboration** is the process through which multiple individuals work toward a common goal and share responsibility for the associated tasks. School counselors, classroom teachers, administrators, families, and other members of the school community collaborate to support students.



**Referrals** occur when a student's needs extend beyond the purview of the school counseling program. When a student needs further support, it is a school counseling team's ethical duty to refer students and parents to school or community resources for additional assistance or information.

## Program Planning & School Support

Program planning includes activities to inform the direct and indirect services of the school counseling program, such as data analysis, goal-setting, and program planning. These key areas of responsibility will be covered in detail under the "[Manage](#)" component of the Framework.

As shown, school counselors are part of a broader school team. Like other school staff, they must also therefore provide school support — the routine responsibilities all members of the school staff take equal turns doing to ensure the school’s smooth operations (see “Considerations for Administrators as They Assign Tasks Across Their Building”).

### Considerations for Administrators As They Assign Tasks Across Their Building

Running a school requires a team to accomplish a myriad of tasks and activities. School counselors may seem to have considerable flexibility in their schedules, making it easy to assign them tasks that are important to a school’s smooth functioning, but fall outside of a school counselor’s training and expertise. However, if school counselors are pulled from school counseling activities, there is a trade-off because they cannot implement comprehensive programs that support student academic, career, and social-emotional development.

When assigning tasks to school counselors, school leaders should therefore consider the following four questions:

1. Does the task align with the school counselor’s expertise and training?
2. Does the duty represent a “fair-share” relative to what you are asking of other building staff?
3. Would the duty prevent the school counselor from meeting the goals set for the school counseling program?
4. Have you spoken with your school counselor(s) to identify which duties and tasks are most appropriate for them given their broader role and responsibilities?

## A Role for School Counseling Programs at Every Grade Level

At a high level, comprehensive school counseling does not change from one grade span to the next; it is always comprehensive in scope, preventive in design, developmental in nature, and collaborative in implementation. Similarly, at every grade level, the school counseling team delivers services in large groups in classrooms, in small groups, and individually. School counseling programs and services are designed to meet student needs at different stages of growth and development as well as across various college and career readiness milestones as students progress through their PreK–12 experience. Strong support and leadership from administrators serve as the cornerstone of effective school counseling programs. The role of administrators goes beyond basic oversight — deep understanding and direct involvement with the counseling program play a crucial role in shaping and improving student success.

**Elementary school counseling.** The elementary years are a time when students begin to develop their academic self-concept and feelings of competence and confidence as learners. It is also a time when students develop and acquire attitudes toward school, self, peers, social groups, and family. The elementary school counseling program helps students develop the mindsets and behaviors needed for effective decision-making, emotion management, communication, life skills, study skills, and character values that ultimately support college and career readiness. School counseling programs are pivotal in creating a safe and respectful learning environment; they provide the foundational and preventative support needed for continued success in school. Effective school counseling programs provide opportunities for career exploration through programs such as career lessons, career days, or career fairs. School counselors and other school mental health professionals are uniquely trained in child development, learning strategies, self-management, and social skills.

**Middle school counseling.** Middle school is an exciting yet challenging time for students and their families. Several characteristics mark this passage from childhood to adolescence, including high levels of activity coupled with frequent fatigue due to rapid growth; a search for their own unique identity as they begin turning more frequently to peers rather than parents and guardians for ideas and affirmation; extreme sensitivity to comments from others; and heavy reliance on friends to provide comfort, understanding, and approval. Middle school counseling helps students explore a variety of interests while connecting their learning in the classroom to its practical application in life and work. Strong school counseling programs at the middle school level provide more students with direct access and opportunity to advanced coursework, college and career fairs, and CTE programs. The mindsets and behaviors of an effective school counseling program help students develop and prepare for the transition into secondary school and equip them with the skills needed for success in school and life. School counselors and other school-based mental health professionals are experts in adolescent development and key collaborators for success in the middle years.

**High school counseling.** High school is the final transition into adulthood toward postsecondary education and/or the world of work; counseling programs help students explore the real world as students begin separating from their parents/guardians and exploring and defining their independence. Students are deciding who they are, what they do well, and what they will do when they graduate. During these adolescent years, school counseling can help students evaluate their strengths, skills, and abilities. Impactful school counseling programs ensure that students' high school experiences are connected to their postsecondary goals, in alignment with RIDE's Readiness-Based Graduation Requirements, including course taking to support their goals, CTE participation, support for FAFSA, resume completion, and ILP completion. Often, high school students are searching for a place to belong and rely on peer acceptance and feedback. This can lead to increased pressures regarding risk behaviors while exploring the boundaries of more acceptable behavior and mature, meaningful relationships. Students also need assistance managing and responding to the challenges of using technology safely and appropriately for personal expression. High school counselors and other school-based mental health professionals help students navigate academic, peer, and parental pressures, the college admissions process, dual enrollment and credential opportunities, the scholarship and financial aid application process, and entrance into a competitive job market.

At each level, school counseling programs identify students' academic, career, and social-emotional needs, as well as provide necessary education, prevention, and intervention. These supports are essential to removing barriers to learning and helping students develop skills and behaviors critical for academic achievement. The knowledge, attitudes, and skills students acquire through the school counseling program during these years build the foundation for future success.

Comprehensive school counseling programs yield optimal impact when integrated across PreK–12, with strong administrative support driving the vision. When district and school administrators champion these programs, it enables vertical articulation — allowing students to systematically develop and reinforce essential skills and mindsets throughout their educational journey. This

Our school counselors work closely with students to ensure ILP goals are met and to keep them informed about their progress towards their goals by reviewing grades, data, and test scores.

RHODE ISLAND TEACHER



administrative backing ensures counselors can implement consistent, scaffolded programming that builds on previous learning experiences while preparing students for future challenges. With an aligned vision, programs can be strategically coordinated across grade levels to maximize student growth and development.

This continuous access and coordinated implementation ensures skills are not just introduced, but regularly practiced and deepened as students mature. Vertical alignment, championed by the administration, creates a coherent developmental Framework that responds to evolving student needs while maintaining programmatic continuity toward college and career success.

### Operationalizing a Vision for PreK–12 School Counseling Across West Warwick Schools

In West Warwick Public Schools, school counseling is a districtwide endeavor. “At a high level, we want to assist students in making appropriate decisions,” explained Michael Whaley, the district’s Assistant Superintendent. “Participating in the ASCA cohort (a two-year training program focused on implementing the ASCA National Model) has helped us to operationalize that vision.”

Although school counseling looks different at each grade level, establishing procedures that are aligned and consistent across PreK–12 has been a key piece. There is a districtwide scope and sequence for social-emotional learning (SEL). All schools, including elementary, use the Xello platform to provide continuity in college and career readiness across grade levels. And the district expects – and trains – all school counselors to identify patterns in student data to drive programmatic decisions.

People are another key ingredient. All schools have school counselors, and coaches in the district office help schools with SEL. In addition, West Warwick makes a point of providing professional learning opportunities to help educators grow their toolbox. Nearly 1,800 staff members participated in over 12,000 hours of SEL professional development over the last two years. School counselors from all six of the district’s schools have also participated in the state’s ASCA training.

“We have committed to supporting student mental health, so we’ve prioritized those positions because they all play a piece in it,” Whaley noted. “Having somebody that students and families at every grade level can connect with when they have an issue, or they have a need – it’s really important for us.”

## Comprehensive School Counseling as a Tool to Achieve Goals Across Initiatives

When implemented effectively, school counseling programs are an integral part of a school or district’s broader strategies aimed at supporting student success, including [School Improvement Plans \(SIPs\)](#), [Multi-Tiered System of Supports \(MTSS\)](#), and [Individual Learning Plans \(ILPs\)](#).

### School Improvement

Every year, schools across Rhode Island develop their SIPs, which use data to identify areas of student need. Each SIP then sets priorities and goals for student performance and describes how the school will fund initiatives to achieve those goals.

School counseling programs can and should align with the goals and priorities in a school's SIP. Using data to set goals is a key component of comprehensive school counseling. When school counselors and other school-based mental health professionals are invited to the table, they can bring additional data and insights into the planning process and identify opportunities to leverage their work to help achieve schoolwide goals. School improvement planning and comprehensive school counseling are so aligned that one of the [ASCA School Counselor Professional Standards](#) includes using "goals from the school improvement plan and other student data to inform and establish school counseling data priorities."

### Partners in Improvement Planning at South Kingstown High School

At South Kingstown High School (SKHS), the school counseling team has more than a seat at the table for school improvement; its members play a leading role in implementing the first priority in the school improvement plan, which is focused on increasing student access to rigorous courses.

"We know all the students in the school. We know and look at all the relevant data. And we know how the courses rotate in the schedule, so we can work with students to be sure classes fit into Advanced Placement (AP) or Career and Technical Education (CTE) programming," explained Barbara Crudale, the school's Director of School Counseling. "As a result, we're in an ideal position to help the school community achieve this goal."

More specifically, the school's counselors drive the key interventions related to the goal. They utilize Individual Learning Plans (ILPs) to identify students' academic and personal interests. They review test data to help identify students who may be ready to take AP or College classes. And they work with incoming and newly arrived students to ensure they understand CTE offerings and how AP and college classes can fit into those programs. "Our school improvement team feels strongly that students should take courses that prepare them to be college and/or career ready when they graduate high school," shared the school principal, Dr. Chip McGair. "Our school counselors support the attainment of a school improvement goal designed to push our students to be ready for life after high school."

School improvement isn't the only schoolwide issue for which school counselors play a central role. The team is represented on the MTSS Committee, involved in curriculum development, and participates in a standing meeting with administrators every other week. Their prominence reflects not only the value they bring, but also an intentional effort team members have made over time to inform the school community of what they do, advocate for their participation, and build strong relationships.

"When I started in this office 26 years ago, we were not at the table having these discussions," Crudale explained. "School counselors need a clear vision of counseling and school goals and to work on achieving them as a team. Together with administration, you get there."

Planning for meaningful school improvement requires us to understand our students and their unique needs, and this can only happen if we bring all stakeholders and perspectives to the table. School counselors, families, classroom teachers, and students themselves provide valuable data and insights that strengthen the school improvement planning process.

**JAMES ERINAKES**

President, RI School Superintendents Association &  
Superintendent, Exeter-West Greenwich Regional School District

### **Multi-Tiered System of Supports (MTSS) and Individual Learning Plans (ILPs)**

As RIDE's vision statement for school counseling makes clear (see "RIDE's School Counseling Vision Statement"), school counseling programs are also central to two other important statewide strategies — Multi-Tiered System of Supports (MTSS) and Individual Learning Plans (ILPs).

School counseling programs are integral to all tiers of a Multi-Tiered System of Supports (MTSS), a continuous school improvement framework that uses data-based decision-making to provide targeted student support. Through a variety of data collection methods, including looking at outcome data and universal screeners, school counselors identify and respond to student needs across all three tiers. At Tier 1, counselors deliver a comprehensive school counseling curriculum to all students. For students requiring additional support, counselors provide Tier 2 evidence-based interventions, including small-group and short-term individual counseling. At Tier 3, counselors offer intensive individualized interventions while collaborating with educators, student services staff, and caregivers to ensure comprehensive support. Throughout all tiers, school counselors serve as student advocates and vital team members in the MTSS Framework, including actively participating on school MTSS teams where they contribute to data analysis to support a continuous improvement process to guide effective program and intervention planning.

School counseling programs also serve as the primary vehicle for implementing ILPs. ILPs are student-driven academic and career planning tools that personalize educational and training pathways starting in middle school. The curriculum aligns with the [ASCA Student Standards](#) to support academic, career, and social-emotional development through self-exploration, college and career exploration, and planning and goal setting. In addition, school counseling drives ILP conversations and activities with students and coordinates efforts between different members of the school team.

### Making ILPs about Real Life at Blackstone Valley Prep

At Blackstone Valley Prep (BVP) High School in Cumberland, the school's counselors don't talk about Individual Learning Plans (ILPs); they talk about the skills and tools students need to meet their long-term goals. "Work like ILPs is additional and ungraded, so students really need to buy into it," explained Lorena Arango, the school's Postsecondary Planning Specialist: College and Career Advisor. "We meet students where they are and help them recognize the benefit of the work we're doing."

That is exactly how Arango and her colleague, Ashley Gemma, frame ILP activities for their students. When students work on their resumes, it's because they will need one to apply to college or a job. The team complements research about being a pharmacy technician, engineer, or small business owner with opportunities for students to meet and learn directly from community members holding those roles whenever possible. Additionally, lessons on email etiquette prepare students to effectively communicate with future professors and employers.

Moreover, Arango and Gemma enlist the broader school community to both amplify their message and make the ILP process more accessible to students. "We know students are spending the majority of their time outside of our office," Gemma shared, "so we try to make ILPs as much of a team effort as possible."

For example, Shanika Edouard, a High School Mentor and the 12th Grade Level Chair and Mentor/Elective Chair, meets with Arango and Gemma weekly. They discuss what they need students to work on and how best to connect those skills and activities to real life. Gemma and Arango also work with Gerard Tetreault, Dean of Academics & Culture, to create lessons geared towards college and career exploration for classroom teachers to use during their Advisory period. In addition, all staff will build their own "college map" during the year, showing the path they took from high school to BVP educator — an activity that highlights for students what's possible, invites questions, and strengthens relationships between students and staff.

All these efforts seem to be having an impact. One student recently shared with Arango and Gemma that she signed up for some open houses and other campus events after she learned about them in the BVP newsletter. She added, "Now that I am comfortable sending emails to [you] and other teachers, communicating with colleges and admissions reps has been a lot easier."

School counselors play a vital role in nurturing students' social and academic well-being, guiding their future aspirations, and providing support during challenging times. They are leaders, collaborators, and staunch advocates dedicated to fostering student success.

#### CHERI SACCO

President, RI Association of School Principals &  
Principal, Orchard Farms Elementary, Cranston Public School Department



## Other Statewide Initiatives

Comprehensive school counseling can and should support other statewide initiatives as well. The box below includes seven additional Rhode Island state initiatives or programs aligned with school counseling, all of which emphasize whole child development, success in school and life, and meeting students' individual needs. [Appendix A](#) to this document describes each of these initiatives or programs, as well as the role school counseling programs can play in implementing them.

### School Counseling Supports Many Rhode Island State Initiatives

- Readiness-Based Graduation Requirements
- Social and Emotional Learning
- Career and Technical Education and Work-Based Learning
- School-Based Mental Health
- Attendance Matters Rhode Island
- Multilingual Learners
- Special Education
- Work Based Learning

While it's important to recognize how school counseling programs can help achieve strategic goals, this is only part of the story. To realize that potential, school and LEA leaders must be aligned in recognizing the value that comprehensive school counseling programs offer in supporting school improvement efforts and supporting student needs.



## Sample of Research Demonstrating the Impact of School Counseling Programs

Summarized from ASCA's [\*Empirical Research Studies Supporting the Value of School Counseling\*](#)

### Academic Development

- A study evaluating the impact of a small-group counseling intervention designed for students who underachieve found [significant improvement for ninth- and tenth-grade underachieving students](#) in the areas of organizational skills, time management, and motivation.
- An analysis of a large-scale psychoeducational study skills group for ninth-graders performing in the bottom 50 percent of their class found that a small-group counseling intervention [strengthened studying behaviors](#) as measured by a pre-test and post-test design.
- A case study describing the student success results from the counselor-led program [All Hands on Deck: A Comprehensive, Result-Driven Counseling Model](#) showed an increase in graduation rate.

### Career Development

- A comparison of college and career readiness in Recognized ASCA Model Programs (RAMP) and non-RAMP high schools found that students participating in RAMP school counseling programs had [statistically significant higher SAT and ACT WorkKeys scores and college enrollment](#).
- A pretest-posttest analysis of an elementary career awareness program developed and implemented by school counselors found [significant increases in students' knowledge and awareness of college and career readiness standards](#).
- A study found that graduating 12th graders attending schools with lower student-to-school counselor ratios and more complete implementation of the ASCA National Model engaged in [higher-quality college counseling learning activities](#).

### Social-Emotional Development

- An analysis of a classroom counseling intervention for first-graders found that students' [self-efficacy scores increased by 72%](#) relative to a comparison group.
- Researchers found that a school-based counseling intervention with a high-risk population of students recently immigrated to the United States resulted in [significantly higher scores on school adjustment](#), as well as higher GPAs, relative to a comparison group.
- A discussion group program that school counselors implemented with the families of young children referred for aggression and attention [reduced children's hyperactive, defiant, and aggressive behavior and improved parents' management skills](#).

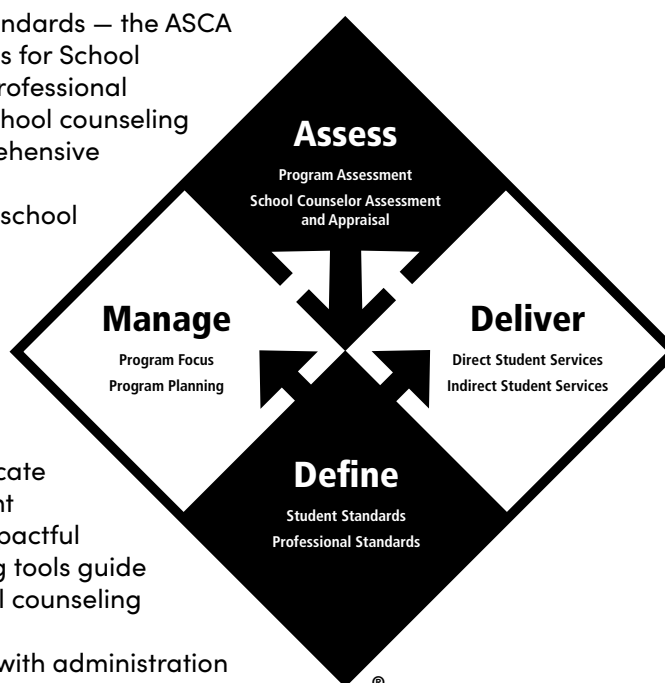
For more information on implementing the RI School Counseling Framework or RAMP please contact [counseling@ride.ri.gov](mailto:counseling@ride.ri.gov).

## PART 2

# Implementing a Comprehensive School Counseling Program

Since 2005, Rhode Island has used the American School Counselor Association (ASCA) National Model: A Framework for School Counseling Programs. The Model has evolved since then and is now in its fifth edition. The Model is [backed by research](#) and provides the basis for implementing a school counseling program that is comprehensive in scope, preventive in design, developmental in nature, and collaborative in implementation. This part of the Framework outlines the Model's four key components:

- **Define.** Three sets of school counseling standards – the ASCA Student Standards, ASCA Ethical Standards for School Counselors, and ASCA School Counselor Professional Standards & Competencies – define the school counseling profession and how they support a comprehensive counseling program.
- **Manage.** The Manage component guides school counselors through design, planning and implementation of the school counseling program. School counselors manage their program by focusing on how they plan for each and every student to learn the ASCA Student Standards, identify and address achievement gaps, plan and monitor their time, and educate and advocate for the school counseling program. Efficient and effective management is key to an impactful program. The program focus and planning tools guide the design and implementation of a school counseling program that gets results.
- **Deliver.** School counselors, in partnership with administration and other school professionals, deliver developmentally appropriate activities and services directly with students or indirectly on behalf of students. These direct and indirect student services improve life-readiness and academic success for each and every student.
- **Assess.** School counselors regularly assess their own skills and their program to determine its effectiveness in enhancing access, life-readiness and academic success for each and every student.



In addition, data informs all aspects of school counseling, meaning that data collection and analysis allow school counseling programs to identify and prioritize student needs, determine the best strategies to address those needs, evaluate the impact of their efforts, and adjust their approach as needed (see “Key Data Questions by Component”).

### Key Data Questions by Component

**Manage:**

- What is the data telling us?
- Where should we focus our efforts based on student needs?

**Deliver:**

- Are the strategies working?
- How might the strategies be adjusted to have a greater impact?

**Assess:**

- Who participated in what activities, and for how long?
- What did students learn by participating in school counseling activities?
- How did the school counseling activities improve student outcomes achievement, attendance, or discipline?

The rest of this section describes each component of the ASCA National Model in more detail, including the role of data-informed decision-making, in each. As ASCA updates the ASCA National Model, RIDE will update this section accordingly.



## Defining the Program

Three sets of school counseling standards serve as the defining documents for the school counseling profession in supporting a comprehensive school counseling program. The [ASCA Student Standards: Mindsets & Behaviors for Student Success](#) (ASCA Student Standards) address what students should know and be able to do, while the [ASCA School Counselor Professional Standards & Competencies](#) and the [ASCA Ethical Standards](#) focus on what school counselors should know and do. All three sets of standards help new and experienced school counselors manage, deliver, and assess school counseling programs to improve student outcomes (see “Three Sets of Standards: An Overview”).

### Three Sets of Standards: An Overview

The three sets of school counseling standards drive the school counseling program by defining the knowledge, attitudes, and skills students should be able to demonstrate as a result of a school counseling program and how school counselors create a comprehensive program that supports students in acquiring them.

| Document                                                                             | Describing...          | Sets Standards for... |
|--------------------------------------------------------------------------------------|------------------------|-----------------------|
| <a href="#">ASCA Student Standards: Mindsets &amp; Behaviors for Student Success</a> | mindsets and behaviors | students              |
| <a href="#">ASCA School Counselor Professional Standards &amp; Competencies</a>      | mindsets and behaviors | school counselors     |
| <a href="#">ASCA Ethical Standards for School Counselors</a>                         | ethical standards      | school counselors     |

### ASCA Student Standards: Mindsets & Behaviors for Student Success

The [ASCA Student Standards](#) describe the knowledge, skills, and attitudes students need to achieve academic success, college and career readiness, and social-emotional development. The 36 standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts. The mindset standards focus on the psychosocial attitudes or beliefs students have about themselves in relation to academic work, while the behavior standards address behaviors commonly associated with student success, including learning strategies, self-management skills, and social skills.

All Rhode Island school counseling programs should use the ASCA Student Standards to assess student growth and development, guide the strategies and activities they implement, and create a program that helps students achieve their highest potential. Rhode Island’s ILP scope and sequence is aligned with the ASCA Student Standards. These standards should serve as the foundation for classroom lessons, small groups, and activities addressing students’ developmental needs.

### ASCA School Counselor Professional Standards & Competencies

The [ASCA School Counselor Professional Standards & Competencies](#) outline the mindsets and behaviors school counselors should possess to meet the rigorous demands of the school counseling profession and PreK–12 student needs. These standards and competencies help ensure that new and experienced school counselors are equipped to establish, maintain, and enhance a comprehensive school counseling program addressing academic achievement, career planning,

## ASCA Student Standards: Mindsets & Behaviors for Student Success K-12 College-, Career- and Life-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

### Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

- M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2.** Sense of acceptance, respect, support and inclusion for self and others in the school environment
- M 3.** Positive attitude toward work and learning
- M 4.** Self-confidence in ability to succeed
- M 5.** Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6.** Understanding that postsecondary education and lifelong learning are necessary for long-term success

### Category 2: Behavior Standards

School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:

| Learning Strategies                                                                                                       | Self-Management Skills                                             | Social Skills                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>B-LS 1.</b> Critical thinking skills to make informed decisions                                                        | <b>B-SMS 1.</b> Responsibility for self and actions                | <b>B-SS 1.</b> Effective oral and written communication skills and listening skills                                       |
| <b>B-LS 2.</b> Creative approach to learning, tasks and problem solving                                                   | <b>B-SMS 2.</b> Self-discipline and self-control                   | <b>B-SS 2.</b> Positive, respectful and supportive relationships with students who are similar to and different from them |
| <b>B-LS 3.</b> Time-management, organizational and study skills                                                           | <b>B-SMS 3.</b> Independent work                                   | <b>B-SS 3.</b> Positive relationships with adults to support success                                                      |
| <b>B-LS 4.</b> Self-motivation and self-direction for learning                                                            | <b>B-SMS 4.</b> Delayed gratification for long-term rewards        | <b>B-SS 4.</b> Empathy                                                                                                    |
| <b>B-LS 5.</b> Media and technology skills to enhance learning                                                            | <b>B-SMS 5.</b> Perseverance to achieve long- and short-term goals | <b>B-SS 5.</b> Ethical decision-making and social responsibility                                                          |
| <b>B-LS 6.</b> High-quality standards for tasks and activities                                                            | <b>B-SMS 6.</b> Ability to identify and overcome barriers          | <b>B-SS 6.</b> Effective collaboration and cooperation skills                                                             |
| <b>B-LS 7.</b> Long- and short-term academic, career and social/emotional goals                                           | <b>B-SMS 7.</b> Effective coping skills                            | <b>B-SS 7.</b> Leadership and teamwork skills to work effectively in diverse groups                                       |
| <b>B-LS 8.</b> Engagement in challenging coursework                                                                       | <b>B-SMS 8.</b> Balance of school, home and community activities   | <b>B-SS 8.</b> Advocacy skills for self and others and ability to assert self, when necessary                             |
| <b>B-LS 9.</b> Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias | <b>B-SMS 9.</b> Personal safety skills                             | <b>B-SS 9.</b> Social maturity and behaviors appropriate to the situation and environment                                 |
| <b>B-LS 10.</b> Participation in enrichment and extracurricular activities                                                | <b>B-SMS 10.</b> Ability to manage transitions and adapt to change | <b>B-SS 10.</b> Cultural awareness, sensitivity and responsiveness                                                        |

and social-emotional development. Administrators can support school counselors in developing ASCA Professional Standards & Competencies by providing dedicated professional development opportunities, protecting counselors' time for direct and indirect student services, and implementing robust data collection systems. Leadership support involves advocating for counselors' critical roles, fostering collaborative environments, establishing clear role expectations aligned with professional standards, and encouraging continuous learning. Structural support is crucial, including schedules that prioritize data-driven student interventions and strategic program development. Ultimately, administrators play a pivotal role in creating an ecosystem that empowers counselors to effectively address academic, career, and social-emotional student needs.

While these standards are most relevant to school counselors, they can also support school administrators. More specifically, they can inform what school administrators look for as they recruit new school counselors and help shape meaningful performance evaluations for existing school counselors. This can be used to supplement the [Rhode Island Evaluation Model for Support Professionals](#).

### ASCA Ethical Standards for School Counselors

The [ASCA Ethical Standards for School Counselors](#) specify the principles of ethical behavior necessary to maintain the highest standard of integrity, leadership, and professionalism. They guide school counselors' decision-making and help standardize professional practice to protect both students and school counselors. They inform all educational partners — including students, parents/guardians, teachers, administrators, community members, and courts of justice — of best ethical practices, values, and expected behaviors of the school counseling profession.

Our counselor helped my daughter navigate severe anxiety and made it much easier for her to attend school by providing coping strategies and social-emotional awareness activities.

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School counselors design their school counseling program based on their beliefs about students. As outlined in the ASCA Professional Standards & Competencies, school counselors believe:

- ▶ M 1. Each and every student can learn and succeed.
- ▶ M 2. Each and every student deserves access to and opportunity for a high-quality education.
- ▶ M 3. Each and every student should graduate from high school prepared for postsecondary opportunities.
- ▶ M 4. Each and every student deserves access to a school counseling program.

School counseling programs are designed based on shared beliefs and values about students. When communicating how their program is designed, school counselors share their beliefs about student success, as well as how their program aligns with the school/district vision and mission statements.

Program implementation helps achieve the beliefs, mission, and vision. Program assessment shows evidence as to how the school counseling program has helped turn the beliefs, mission, and vision into the students' lived experience in school.



## Managing the Program

To effectively deliver a comprehensive school counseling program that addresses all students' developmental needs, it must be effectively and efficiently managed. The "Manage" component of the ASCA National Model provides organizational assessments and tools designed to guide, target, structure, and construct a school counseling program to get results.

### School Counselor Beliefs from ASCA Professional Standards & Competencies

- M 1. Each and every student can learn and succeed.
- M 2. Each and every student deserves access to and opportunity for a high-quality education.
- M 3. Each and every student should graduate from high school prepared for postsecondary opportunities.
- M 4. Each and every student deserves access to a school counseling program.
- M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators and other education partners.
- M 6. School counselors are leaders in the school, district, state and nation.
- M 7. School counseling programs promote and enhance student academic, career and social/emotional development.

[My child's school counselor] supported my child through a difficult mental health situation, both by being a resource during the school day and by working with the broader school administration to make accommodations for my child. This was key in turning my child's year around for the positive!

**RHODE ISLAND PARENT**

## Managing the Program

Managing the program ensures the school counseling program is data-driven, preventive, intentional, and student-focused, and that the time spent on direct and indirect student services effectively reaches the stated program goals. It also ensures that school counselors, in partnership with administrators and other school professionals, develop, implement, and assess their school counseling program based on clearly defined priorities reflective of student needs.

There are tools to support the program planning process that are intended to be used flexibly, rather than in a fixed sequence or all at once. Full implementation of the Rhode Island School Counseling Framework in alignment with the ASCA National Model typically takes 3–5 years (see [Phased Implementation Guide](#)).

1. [School Counseling Data Priorities](#)
2. [Achievement Gap Plan & Data Report](#)
3. [ASCA Student Standards Delivery Plan](#)
4. [Lesson Plan and Data Report](#)
5. [Small-Group Plan and Data Report](#)
6. [Annual Administrative Conference](#)
7. [Use-of-Time Calculator](#)
8. [Calendars](#)
9. [Advisory Council](#)

The rest of this section describes each of these tools in more detail.

### 1. School Counseling Data Priorities Template

The school counseling program should reflect student needs as determined by a school's data. A data-informed school counseling program therefore includes an annual data review at the start of the school year to reveal trends across grades, years, and student sub-groups, identify any barriers to success that may exist in student achievement, opportunity, or attainment, and determine priorities.

Consideration should be given for the time frame the data covers; looking at achievement over several years shows how trends may have changed over time. Creating charts or graphs with year-by-year data is also a helpful way to show changes and trends in student success. School counselors might collect and analyze these data in partnership with others in the building (e.g., School Improvement Team, MTSS team, administration team, data team).

[The School Counseling Data Priorities template](#) will establish annual school counseling program priorities and inform the achievement gap goal(s). It guides school counseling programs review of school data to identify achievement issues. This data priorities form answers the questions: "What does the student data tell us?" and "Where should we focus our efforts?" (see [Tools and Resources](#) for a sample School Counseling Data Priorities template).

To complete the School Counseling Data Priorities template, school counselors:

1. Identify achievement goals/priorities found in the school improvement plan, strategic plan or district and state initiatives.
2. Create data points for each achievement goal/priority identified. School counselors should list at least one measurable data point for each goal/priority and include the precise number of students (not percentages) in the data point.
3. Indicate which data point(s) the school counseling program will address.

As the School Counseling Data Priorities template shows, this data analysis should include both schoolwide and disaggregated data that considers different sub-groups. While schoolwide data speak to trends across the student body, sub-group data may reveal achievement gaps or specific needs for subgroups of students in the school (see "Examples of Data Analyses Conducted to Identify Student Needs").

After the completion of the School Counseling Data Priorities template, school counselors will develop an achievement gap plan for each data point the school counseling program will address.

### Examples of Data Analyses Conducted to Identify Student Needs

- Achievement Data can include traditional grades, standards-based grades, benchmark assessments, promotion rates, graduation rates, and test scores.
- Example achievement gaps or concerns:
  - 12th grade students off-track for on-time graduation
  - 9th grade students with two or more F's during the first grading period
  - 7th grade students at risk of failing math
  - 2nd grade students not meeting grade level expectations for standards at the end of first report card
  - Multilingual Learners retained in 6th grade
  - 11th grade students scoring below 3 on AP English Exam

## 2. Achievement Gap Plan and Data Report

The Achievement Gap Goal informs the Achievement Gap Plan. The Achievement Gap Goal is a statement that identifies the measurable impact the school counseling program will have on student achievement.

To best support the school counseling program, school counselors should develop Achievement Gap Goals using the [Achievement Gap Plan and Results Report Template](#) at the beginning of the school year. The template guides school counselors through the process of developing SMART goals that are specific, measurable, attainable, results-oriented, and time-bound (see “Scituate High School Counseling Department SMART Goal” for an example).

Achievement Gap Plan Goals should align with school improvement goals. The goals in the school improvement plan identify the school's big-picture needs, while Achievement Gap Plan Goals may address a part of the schoolwide goal. For example, an Achievement Gap Plan Goal may focus on a student sub-group identified in the school improvement plan.

The template ensures that school counselors have identified and understand the student needs each goal addresses and that the goal is tied to one or more specific ASCA Student Standards. The template also helps school counselors begin considering the actions they will take to meet the goal and how they will measure progress. In addition, it aligns with the Student Outcome Objective that school counselors complete as part of the [Rhode Island Evaluation Model for Support Professionals](#) (see Tools and Resources for a sample Achievement Gap Goal Plan and Data Report).

The annual student goal process is beneficial because it establishes measurable objectives that enhance student outcomes. It provides a structured approach for developing targeted interventions tailored to students' specific needs.

**DONNA POWELL**, School Counselor, Melville Elementary School

### Scituate High School—School Counseling Department SMART Goal

|      |                                        |      |                                                                                                                                                                |
|------|----------------------------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| By   | <input type="text" value="June 2024"/> | ,    | <input type="text" value="8th, 9th, and 10th grade students identified as failing or at risk of failing Algebra I at the end of first semester (Ds, Es, Fs)"/> |
|      | <i>End Date</i>                        |      | <i>Describe Targeted Students (Criteria for inclusion in interventions with multiple descriptors)</i>                                                          |
| will | <input type="text" value="decrease"/>  |      | <input type="text" value="The cumulative number of Ds, Es, and Fs in Algebra I"/>                                                                              |
|      | <i>Decrease/Increase</i>               |      | <i>Describe specific outcome to be changed (achievement)</i>                                                                                                   |
|      |                                        | from | <input type="text" value="9"/>                                                                                                                                 |
|      |                                        |      | <i>Baseline data (Numbers only)</i>                                                                                                                            |
|      |                                        | to   | <input type="text" value="4"/>                                                                                                                                 |
|      |                                        |      | <i>Target data (Numbers only)</i>                                                                                                                              |

### 3. Student Standards Delivery Plan

The Student Standards Delivery [Plan](#) provides an overview of the direct student services delivered as a part of the school counseling program. Keeping in mind that the ASCA Student Standards guide the planning and delivery of all activities and interventions, this tool is used to identify all Student Standards addressed in large-group, classroom, small-group and individual settings. The large-group, classroom lessons or individual sessions are typically considered Tier 1 supports that are comprehensive, preventive, developmental, and delivered to every student. The small-group and individual activities are typically considered Tier 2 supports and are targeted activities, short-term interventions, or follow-up activities to address a student's specific needs. Additionally, the Student Standards Delivery Plan includes programs for families, students, and/or partners that support the Tier 1 activity and Standard such as career fairs, college night, financial aid night, etc. (if applicable) All of these activities promote students' knowledge, attitudes, and skills based on the Student Standards.

Each school should have just one Student Standards Delivery Plan that identifies all Student Standards delivered by the school counselor directly to students to enhance life-readiness skills. A unit of lessons can address multiple behavior standards with each lesson focused on no more than one Standard. Small groups can focus on multiple standards, but each session should only focus on one (see [Tools and Resources](#) for a sample Classroom and Group Mindsets & Behaviors Action Plan).

The plan considers the ASCA Student Standards addressed, the participants involved, the school counseling activities to be delivered, the specific setting, and the timing of the activity. Moreover, this document should be a working document that the school counseling team creates annually and revises during the school year as needed (see [Tools and Resources](#) for a sample Student Standards Delivery Plan).

#### 4. Lesson Plans and Data Reports

Instruction is a key school counseling strategy, and a solid lesson plan forms the basis of an effective lesson. There is limited classroom time to deliver school counseling lessons, so it is all the more important to make the most of every minute available to provide instruction to students.

A thoughtful lesson plan should be prepared for every lesson delivered. The [Lesson Plan template](#) breaks down the elements of a strong lesson plan, including identifying the ASCA Student Standard(s) the lesson will address, what students will know or do as a result of the lesson, the lesson content, and how the school counselor will assess students' attainment of the lesson's objective (see "Effective and Engaging Teaching Practices and Strategies," as well as [Tools and Resources](#) for a sample Lesson Plan).

#### Effective and Engaging Teaching Practices and Strategies

All instruction is not the same. Research shows that some strategies are more strongly correlated with improvements in student outcomes. Some examples include:

- **I do, we do, you do** is a strategy whereby a teacher gradually shifts responsibility for demonstrating a new skill from the teacher to the student. First, the teacher models the new skill (I do). Next, the class practices using the new skill together (we do). Then, students practice the skill independently (you do).
- **Questioning** involves asking students strategic, thoughtful questions to drive inquiry, deepen understanding, and prompt critical thinking.
- **Think-pair-share** is a strategy whereby the teacher proposes a question or challenge. Students then think about the question independently (think) before discussing the question with a partner (pair). Finally, students share their conclusions with the entire class (share).
- **Checks for understanding** are short, low-stakes, formative assessments throughout a lesson that allow the teacher to assess student understanding and adjust their instruction. For example, a teacher may ask students to write the answer to a question on a whiteboard, allowing the teacher to quickly determine whether students understand the key points from the lesson so they can proceed or re-teach using a different approach.

For more on high-quality instructional practices, see [Supporting Recovery with Evidence-Based Practices](#) from the Institute of Education Sciences.

School Counseling teams transitioning to the Lesson Plan template do not need to transfer all lessons at once; they can move some of their lessons into the template over time until complete.

#### 5. Small-Group Plan and Data Report

The Small-Group Plan provides details of small-group sessions that enhance life-readiness skills and academic success. The plan defines what will be delivered in group sessions, to whom it will be delivered, how it will be delivered, and how student attainment of the session's learning objectives will be assessed in small-group activities.

Small group sessions are delivered to students with identified needs. Sessions should be based on the data that identifies those needs and is connected to behavior standards from the ASCA Student Standards. Small groups include a minimum of four sessions with 3–12 students (see [Tools and Resources](#) for a sample Small-Group Plan and Data Report).

The Achievement Gap Plan, Lesson Plan and Data Report, and Small-Group Plan and Data Report evaluate the impact of school counseling activities using various kinds of data — data related to Participation, ASCA Student Standards, Achievement, and Contributing Factors (see "Types of Assessment Data"). The data analysis for this component focuses on three types of questions:

1. Who participated in what activities and for how long?
2. What did students learn by participating in school counseling activities?
3. How did those lessons affect students' achievement?

## Types of Data

Program assessments rely on four kinds of data:

| Data                                                                                                           | Description                                                                                                                                                     | Examples                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Participation<br>( <i>Who participated in what activities and for how long?</i> )                              | <ul style="list-style-type: none"> <li>• Number of students involved</li> <li>• Number of lessons or sessions</li> <li>• Length of time</li> </ul>              | <ul style="list-style-type: none"> <li>• 120 12th grade students participated in a 50-minute classroom instruction lesson on the FAFSA</li> <li>• 8 5th grade students participated in 4 sessions of a study skills small group</li> </ul>                                                                                                                                                                                                                  |
| ASCA Student Standards<br>( <i>What did students learn by participating in school counseling activities?</i> ) | <ul style="list-style-type: none"> <li>• Pre- and post-assessments with students providing self-reported changes in attitudes, knowledge, and skills</li> </ul> | <ul style="list-style-type: none"> <li>• 92% of 8th graders can write a goal using the SMART goal format</li> <li>• 90% of 2nd graders can name two coping strategies to use when angry</li> </ul>                                                                                                                                                                                                                                                          |
| Achievement<br>( <i>How did those activities affect students' achievement?</i> )                               | <ul style="list-style-type: none"> <li>• Change in student achievement</li> </ul>                                                                               | <ul style="list-style-type: none"> <li>• Grades</li> <li>• 17 Grade 9 students failed Algebra 1 quarter 1.</li> <li>• Benchmark assessments</li> <li>• 15 sixth grade students are performing below benchmark expectations.</li> <li>• Promotion rates</li> <li>• Graduation rates</li> <li>• 10 students in the Class of 2028 are off track for on time graduation</li> <li>• Test scores</li> </ul>                                                       |
| Contributing-Factors Data<br>( <i>What else?</i> )                                                             | <ul style="list-style-type: none"> <li>• Addresses how additional factors impact achievement</li> </ul>                                                         | <ul style="list-style-type: none"> <li>• Attendance rates</li> <li>• Discipline rates</li> <li>• 15 of the 20 students failing math quarter one are chronically absent. Cumulative absences of 200 days quarter 1</li> <li>• Of the 20 students failing Algebra 1, 12 9th grade students have 4 or more discipline referrals in the first</li> <li>• Systemic barriers</li> <li>• Student perspectives</li> <li>• Education partner perspectives</li> </ul> |

The data reports walk school counselors through the data to collect as well as how to analyze them. These reports both inform potential improvements to school counseling program design and delivery and show how students are different as a result. The information from them should be used to identify strengths and areas for improvement.

### Sharing Program Results

The data reports are not only meaningful to their work, but also to the work of the broader school community. For example, the reports can educate partners about the program's impact or communicate the organizational structure and core philosophical tenets of a comprehensive school counseling program aligned with the ASCA National Model. In addition, building a culture of assessment and reporting with educational partners further demonstrates how the school counselor and the school counseling program are essential to the school's academic mission.

Program results can take many forms and be shared in numerous ways, such as:

- Websites
- Infographics
- Slideshow presentations to educational partners
- One-page handouts
- Inclusion in a report to administrators and school board members
- Inclusion in school or district data materials

| Summary of Data Reports |                                                                                     |                                                         |                                                           |
|-------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------|
| Achievement Gap Plan    |                                                                                     | Classroom Data Report                                   | Small-Group Data Report                                   |
| Focus                   | Targeted student groups that received an intervention                               | Each and every student                                  | Targeted students with identified needs                   |
| Purpose                 | To determine the effectiveness of achievement gap plan activities and interventions | To determine the effectiveness of classroom instruction | To determine the effectiveness of small-group instruction |

### 6. Annual Administrative Conference

Successful comprehensive school counseling programs are implemented as a collaborative effort with administrators, school-based mental health professionals, and classroom teachers. The Annual Administrative Conference offers one tool to foster this collaborative effort.

The Annual Administrator Conference is a formal discussion between the school counselor(s) and administrator that takes place within the first two months of school. When school counselors and administrators meet to establish program priorities, implementation strategies, and organizational structure — while considering input from teachers, school-based mental health professionals, and other key stakeholders — the school counseling program is more likely to run smoothly and produce the desired results for students. An effective conference builds administrator awareness and buy-in for the school counseling program and provides an opportunity to further align the program's goals with those of the broader school.

The [Annual Administrative Conference template](#) provides an outline for the discussion, which should address a range of topics, including:

- Achievement Gap Plan goals
- The school counselor's use of time
- Ratio and caseload
- Program implementation
- Advisory Council
- Budget and materials

In addition, the school counselor and administrator should review several documents, including Student Standards Delivery Plan and Achievement Gap Plan (see [Tools and Resources](#) for samples of these templates). It is worth noting that the Annual Administrative Conference aligns with the Beginning-of-Year Conference included in the [Rhode Island Evaluation Model for Support Professionals](#).

The Annual Administrative Conference provides a valuable foundation for school counseling program collaboration, along with ongoing partnership between administrators, school counselors, school-based mental health professionals, and classroom teachers. To build a thriving school counseling program, these team members must meet regularly, plan, and set goals together.

### The Annual Administrative Conference Reinforces Teamwork at Birchwood Middle School

Kym Hambly, school counselor at North Providence's Birchwood Middle School, wanted to work towards receiving the [Recognized ASCA Model Program \(RAMP\)](#) designation. As part of that process, Hambly and Assistant Principal, Joe Palazzo, began holding the Annual Administrative Conference.

They had already been meeting regularly and discussing many of the topics included in the conference template, such as priorities for the school counseling program, Hambly's role in school and district committees, and her professional development. The Annual Administrative Conference formalized their conversation, however, and invited Hambly to share and discuss her Use-of-Time Calculator.

The Annual Administrative Conference also validated Hambly's work and better positioned Palazzo to support her. "Kym is at the center of so much at Birchwood," explained Palazzo. "If there's something she can't get done, these conversations let us know."

According to Hambly, they also reinforced how the school team works together. "I may be a one-woman department," explained Hambly, "but it really does take a village with administrators, teachers, and other staff working together to meet our goals."

### 7. Use-of-Time Calculator

The [Use-of-Time Calculator](#) provides a snapshot of how school counselors spend their time.

It is recommended that school counselors spend at least 80% of their time in direct and indirect services to students to reap the benefits of a comprehensive school counseling program. The remaining 20% of the time is set aside for program planning and school support services, such as tasks related to defining, managing, and assessing a comprehensive school counseling program.

In addition, a small portion of the 20% of the school counselor's time may include fair-share responsibilities.

The Use-of-Time Calculator allows school counselors and administrators to see how close school counselors are to the recommended 80%/20% split (see [Tools and Resources](#) for a sample Use-of-Time Calculator). When that balance is off, the Use-of-Time Calculator also offers a useful tool for identifying opportunities to adjust. It is recommended that school counselors complete the Calculator at least twice each year — once in the fall and once in the spring — and track changes in how they spend their time. As noted above, school counselors should share their Use-of-Time Calculator with their administrator during their Annual Administrative Conference.

### ASCA Ethical Standards

[ASCA Ethical Standard A.5.i](#) (2022) states, “Avoid [inappropriate roles](#) and relationships such as providing direct discipline, teaching courses that involve **grading students**, and accepting administrative duties in the absence of an administrator.”

## 8. Calendars

A comprehensive school counseling program utilizes calendars to provide effective use of time and to inform students, parents/guardians, teachers, and administrators regarding which school counseling activities will take place, as well as when and where. Calendars also help to ensure school counselors are spending at least 80% of their time providing direct and indirect services.

When sharing calendars, it is important to do so in a variety of ways to reach all audiences, including on websites, on social media, in emails, and by printing and posting them in hallways. It is also helpful to translate the calendars into families' home languages.

### Annual Calendars

The [Annual Calendar](#) is used to communicate **school counseling program** priorities. The school counseling program has one annual calendar that includes the dates and times of all major school counseling activities that the school counseling team delivers or coordinates, such as classroom lessons, back-to-school nights, and college and career nights. The annual calendar can increase the visibility and shared responsibility of school counseling programs and help students, parents/guardians, and staff identify high-priority activities (see [Tools and Resources](#) for a sample Annual Calendar).

### Weekly Calendars

In addition to a program-wide annual calendar, **each school counselor** should create a weekly calendar that provides a detailed plan of their activities for the week, such as data analysis, classroom lessons, and group and individual counseling sessions. Ideally, the weekly calendar is also shared in a variety of ways, such as posted outside of the counselor's office, given to front-office staff, and shared electronically with administrators and staff. Although the weekly calendar should allow for some flexibility so school counselors can support immediate student needs that may arise, this calendar serves as a plan for daily program implementation. As noted previously, it is important to balance the need for flexibility with school counselors' intentional, preventive delivery of scheduled activities.

There is not an annual or weekly calendar template. School counselors may create a weekly calendar similar to the “Example Weekly Calendar” on the next page using time increments that work best for them.

**Example Weekly Calendar**

|                | Mon 9/2                     | Tues 9/3                                      | Wed 9/4                            | Thurs 9/5                      | Fri 9/6                                             |
|----------------|-----------------------------|-----------------------------------------------|------------------------------------|--------------------------------|-----------------------------------------------------|
| 8:00 – 8:30 am | Arrival Duty                | Data Analysis                                 | 6th Grade Study Skills Small Group | Parent Meeting                 | Schoolwide Weekly Assembly                          |
| 8:30 – 9:00 am | Lead Mindful Monday Morning | 7th Grade Emotion Management Classroom Lesson | MTSS Team Meeting                  | Prep for 8th Grade Career Fair | Individual Counseling with Student (session 2 of 6) |

**Key**

|                                                                                                                            |                                                                                                                              |                                                                                                                                      |                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <span style="display: inline-block; width: 15px; height: 15px; background-color: #d9ead3;"></span> Direct Student Services | <span style="display: inline-block; width: 15px; height: 15px; background-color: #f4cccc;"></span> Indirect Student Services | <span style="display: inline-block; width: 15px; height: 15px; background-color: #fff2cc;"></span> Program Planning & School Support | <span style="display: inline-block; width: 15px; height: 15px; background-color: #f4cccc;"></span> Non-School Counseling Tasks |
|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|

### 9. Advisory Council

The Advisory Council is an important tool in the school counseling program’s continuous cycle of improvement. It is recommended that every school counseling program create an Advisory Council of 8–20 members representative of the school community, such as teachers, parents, and school-based mental health professionals from the community. The Advisory Council should meet at least twice a year, identify a chairperson to lead the group, and enter each meeting with a clear agenda.

The Advisory Council provides feedback and advice while creating an avenue to elevate all voices. More specifically, the Advisory Council can improve the school counseling program by:

- Advising on Achievement Gap Plan goals.
- Reviewing Achievement Gap Plan results.
- Making recommendations about the school counseling program.
- Advocating and engaging in public relations for the school counseling program.
- Gathering information for program development and improvement.

The first meeting typically takes place in the fall and informs members of the Council’s purpose, presents the school counseling program activities and goals, and shares any relevant school data. In contrast, the second meeting typically takes place in the spring and provides a summary of the program’s impact on students, grounded in data, and discusses recommendations for program improvements.



### Using the Advisory Council to Connect the Dots to Student Success at Ponaganset High

Ponaganset High School's (PHS) school counseling team knew it was having an impact on students every day. Even so, it often felt like members of the school community misunderstood their work. "It can look like doing busy work in an office," explained department chair, Linda Murphy. "Pursuing the [Recognized ASCA Model Program \(RAMP\)](#) designation offered a way to formalize and share the depth of what we do."

As part of its RAMP application process, PHS strengthened its implementation of the ASCA National Model by launching an Advisory Council. It recruited a 10-member group, which included the school's four school counselors as well as a classroom teacher, a parent, a student, the principal, a school committee member, and the superintendent.

At its first meeting, the Advisory Council focused on the school counseling team's Achievement Gap Plan. They reviewed a variety of data, which helped to identify three areas of need. The school already had initiatives in place to address two of those areas, so the school counseling team decided to focus on a third related to math – decreasing the number of students failing Algebra 1 or Geometry.

The school counselors then explained to Advisory Council members how they had considered ways they could best support math achievement, which led them to develop a plan where they would work with students on executive functioning skills like study skills, goal-setting, and scheduling. The Advisory Council asked questions about the plan and made suggestions to strengthen it.

Advisory Council members reviewed the data at its next meeting in the spring to evaluate the initiative's impact. Not only had the School Counseling Department met its goal of cutting the number of students failing Algebra 1 and Geometry by half, but students also demonstrated growth across a range of mindsets and behaviors as measured by pre- and post-assessment results.

Above all, however, the Advisory Council provided an opportunity for members of the school community to connect the dots across departments and better understand how school counseling can support schoolwide priorities. "We often focus on curriculum and teaching strategies when students are struggling academically," shared PHS Principal Amanda Grundel. "The Advisory Council made clear that there's a lot we can do – and that our school counseling team *is* doing – outside of the classroom to support student success."

## Delivering the Program

The “Deliver” component defines the methods that school counselors, in partnership with administrators and other school professionals, use to help students attain the ASCA Student Standards and improve student achievement and contributing factors, such as attendance and discipline. This component consists of two broad categories: direct services **with** students and indirect services **on behalf of** students.

In alignment with the ASCA National Model, RIDE recommends that school counselors spend 80% or more of their time providing direct and indirect student services to best support students and achieve the myriad positive outcomes identified in the [research](#). Meanwhile, the analysis and planning that takes place during the “[Manage](#)” component should inform the specific activities implemented in the school counseling program.

### Direct Student Services

Direct student services are interactions **with** students to help them attain the ASCA Student Standards. They can take three forms: instruction, appraisal and advisement, and counseling. As the descriptions that follow demonstrate, direct student services require more than simply interacting with students in the hallways or as part of an after-school activity; they involve intentionally supporting students to build the mindsets and behaviors they need to achieve academic success, college and career readiness, and social-emotional development.

#### Instruction

Instruction refers to teaching the school counseling curriculum to students in one of three settings: classrooms, small groups, or individually.

1. **Classroom Instruction.** Classroom instruction is a preventative, Tier 1 support within MTSS that every student receives as a foundational core.
2. **Small-Group Instruction.** School counselors work with small groups to reinforce concepts students may be struggling with or to provide instruction based on a shared interest or need. A small group typically includes no more than 12 students in a minimum of four group sessions.
3. **Individual Instruction.** A school counselor utilizes individual instruction when a child requires additional time or a different method to master a particular ASCA Student Standard.

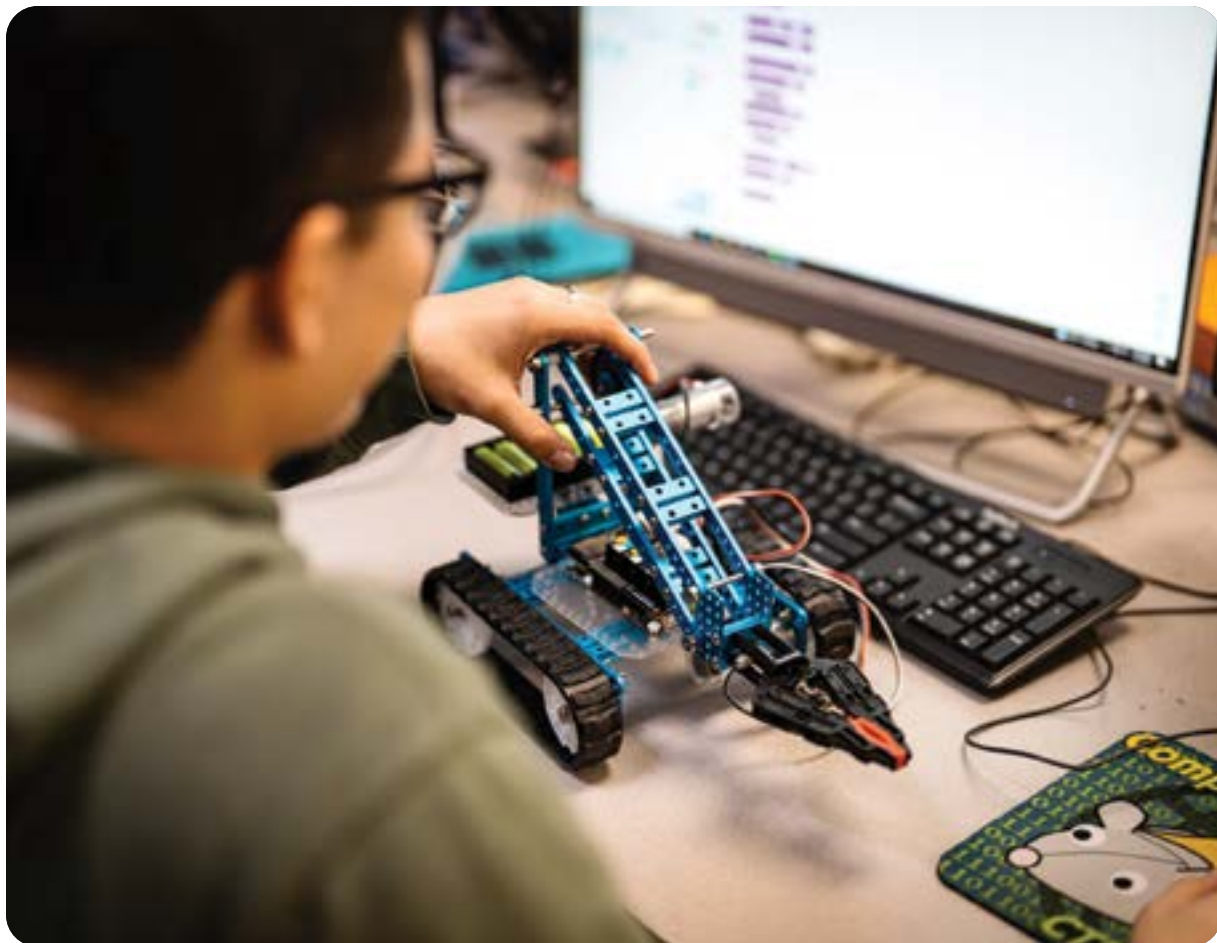
As part of a comprehensive school counseling program, school counselors at every grade level should deliver instruction through all three formats (see “Example Instruction Topics” and “Same Standard, Different Lesson”). School counselors may provide instruction through direct instruction, team teaching, or assisting in learning activities. School counselors provide follow-up to small groups or individual students as needed to help students better attain the Student Standards and improve achievement, as well as contributing factors such as attendance, or discipline. To plan for effective instruction, [Lesson Plans](#) are created and aligned with the [Classroom and Group Mindsets & Behaviors Action Plan](#).

As is the case with all the direct student services school counselors provide, student needs should drive the format school counselors use in any particular instance. The “Manage” section describes how school counselors can evaluate the impact of their lesson plans and small-group plans using Data Reports.

### Example Instruction Topics

Instruction addresses all three domains of school counseling and occurs for PreK–12 students in large groups, classrooms, small groups, or individually. The table below includes examples of instructional topics that could occur in any setting.

| Domain           | Example Topics                                                                                                                                                     |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Academic         | Study skills, goal-setting, 4-year academic plan and course planning, self-motivation, and balancing school, home, and activities                                  |
| Career           | Building self-awareness of skills and interests, postsecondary planning, exploring careers, and understanding the connections between lifestyle and career choices |
| Social-Emotional | Self-discipline, peer relationships, personal safety, coping skills, stress management, self-regulation, and social skills                                         |



### Same Standard, Different Format

The ASCA Student Standards drive instruction in all three formats. The table below includes examples of how instruction related to the Standards could look in classroom, small-group, and individual settings.

| ASCA Student Standard                                     | Classroom Instruction                                                                             | Small-Group Instruction                                                                                                                                                                           | Individual Instruction                                                                                                                            |
|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| B-LS 3. Time-management, organizational, and study skills | Provide instruction on how to effectively use a school agenda to keep track of school assignments | Provide a series of time management lessons for six students who have 10 or more tardies in the first quarter focused on creating schedules, daily routines, and ways to effectively manage time  | Work with a student who received 3 Fs on the first progress report on using mnemonic devices and the Cornell notetaking system                    |
| B-SMS 7. Effective coping skills                          | Provide instruction on positive self-talk                                                         | Teach mindfulness techniques related to expressing feelings, deep breathing, and mindful meditation to small groups of five students with three or more discipline referrals involving aggression | Work with a student who is going through a difficult transition on their “circle of control” and what is and is not within their personal control |
| B-SS 4. Empathy                                           | Provide instruction on what empathy is and why it matters                                         | Facilitate a restorative conversation with three students who have ongoing conflicts                                                                                                              | Work with a student who has difficulty understanding social cues, such as interpreting facial expressions, body language, and tone of voice       |

### A Place for Large-Group Instruction

Sometimes, there may be opportunities for school counselors to provide instruction to large groups that extend beyond a classroom, such as to a grade level or even the entire school. This can be done collaboratively with administrators, teachers, and school-based mental health professionals. Often, those opportunities are part of a specific planned experience or interest area. For example, large group instruction might include:

- Academic activities such as working with an incoming 6th grade class to navigate the transition to middle school.
- Career activities such as application workshops that boost students’ skills around essay completion, job applications, or scholarships.
- Social-emotional activities such as an assembly related to bullying prevention.

### Appraisal and Advisement

School counselors and other educational professionals (such as teachers and school-based mental health professionals) support the comprehensive school counseling program by providing appraisal and advisement to help students understand their abilities, values, and career interests. Appraisal and advisement occur with individual students, in small groups, and in classroom settings. It is a two-part process that often results in students establishing personal goals and developing future plans, both of which are major components of Rhode Island's [Individual Learning Plans](#) (ILPs).

1. **Appraisal** is the process of supporting students in analyzing and assessing their abilities, interests, skills, and achievements. The defining characteristic of appraisal is its focus on a student test, inventory, or other data that includes some level of interpretation, assessment, and feedback leading to the development of an academic, career, and/or social-emotional plan. A common example of appraisal is the analysis of a completed interest inventory to inform the student's selection of a career pathway.
2. **Advisement** is the process through which school counselors make recommendations based on appraisal to help students make decisions about their future. Through advisement, school counselors help students explore opportunities, expectations, or requirements. They support students' course taking in alignment with their identified interests. After careful consideration and continued exploration and discussions with other key individuals — such as parents/guardians, teachers, and community members — students are empowered to make decisions about their futures. Advisement includes recommendations for exploring services and opportunities available at the school and in the community, making appropriate course selections, determining meaningful educational goals, and selecting programs of study. For more, see "Rhode Island Middle and High School Appraisal and Advisement."



## Rhode Island Middle and High School Appraisal and Advisement

In Rhode Island, the appraisal process is, in part, supported through students' Individual Learning Plans (ILP). The ILP is intended to drive student appraisal and advisement at the middle and high school levels.

### Appraisal and Advisement at the Middle Level

*Rhode Island student ILPs in grades 6–8 support students with developing self-awareness, setting achievable academic goals, and exploring and refining career interests. By fostering a proactive approach to personal and educational growth, students are better prepared to transition confidently into high school and beyond. Leveraging the ILP, along with information such as grades, interest inventories etc. in the appraisal and advisement process, middle level support in Rhode Island should include, at minimum:*

1. Middle School Course taking. Advising should ensure all students enroll in learning experiences that build foundational skills in core subjects, meet prerequisites for advanced high school courses, and align with their academic and career goals. All students should be provided with the opportunity to participate in advanced course taking beginning in middle school to jumpstart their high school experience.
  - a. For example, access to Algebra I in the 8th grade is strongly correlated with a student's ability to access advanced math course taking while in high school. Schools and districts should use multiple data sources to determine eligibility, communicate course opportunities early, and support students in aligning their math pathways with future goals. More details on these considerations can be found in the [RIDE Readiness-Based Graduation Requirements](#).
  - b. Transition to high school, course planning, and selection for high school should be supported to ensure all students are familiar with the graduation requirements for their class as well as the course work they should take to reach their postsecondary goals. Consideration should be given to how to support all students in the transition from middle to high school.
2. Career and Technical Education. Advising should ensure all students and their families are made aware of the various high school opportunities available to them. This may include information related to both in- and out-of-district RIDE-approved Career and Technical Education programs aligned with student interests as indicated in their ILP.

### Appraisal and Advisement at the High School Level

*Rhode Island student ILPs in grades 9–12 support students in setting and refining clear academic and career goals, building essential skills, and preparing for life after high school by exploring postsecondary options, career pathways, and practical experiences. Leveraging the ILP, Standardized Test Scores, Grades, and Interest/Career assessments in the appraisal process, high school advisement in Rhode Island should include, at minimum:*

1. High School Course taking. Advising should ensure all students enroll in high school-level learning experiences that are aligned with state and local graduation requirements and also prepare graduating students to achieve their college and career aspirations. Advising includes supporting students in developing their four-year course taking plan to align with their future postsecondary goals. This can take place through classroom lessons, group sessions, and individual student support.

- a. **Graduation Requirements.** Beginning with the graduating class of 2028 and beyond, advising should ensure all students are guided to enroll in the necessary experiences in alignment with [RIDE's Readiness-Based Graduation Requirements](#), which establish the minimum credit and proficiency requirements that all students must meet.
    - i. Credit Requirements. School counseling programs must guide and support students to successfully complete the following credit requirements:
      - 4 credits in English Language Arts
      - 4 credits in math, including Algebra I, Geometry, and Algebra II
      - 3 credits in science, including 2 lab sciences
      - 3 credits in history/social studies
      - 2 credits in world language
      - 1 additional college preparatory credit
      - 3 credits in art, computer science, and health and physical education
    - ii. Proficiency Requirements. School counseling programs must guide and support students to demonstrate proficiency in the following:
      - Civics
      - Financial Literacy
      - Computer Science
  - b. **Advanced Course Taking.** Beyond the default expectations that are established by RIDE's Readiness-Based Graduation Requirements, advising should support students in identifying and enrolling in the necessary advanced course taking experiences aligned with their postsecondary and career goals. For example, RIDE's Readiness-Based Graduation Requirements align with the general admissions criteria at the University of Rhode Island (URI), Rhode Island College (RIC), and the majority of regional colleges and universities. While all students, by default, will graduate eligible for general admissions, some majors have specific admission requirements that go above this minimum/general expectation for admission. If a student is interested in matriculating into URI's School of Engineering, for example, the student should be supported in taking math courses aligned with the specific entry requirements, which include Pre-calculus or Calculus, in addition to the Algebra I, Geometry, and Algebra II sequence.
  - c. **Career and Technical Education.** Advising should ensure all high school students have awareness of the Career and Technical Education opportunities available to them.
  - d. **Work-Based Learning.** Advising should ensure that all students have exposure and access to high-quality Work-Based Learning (WBL) experiences aligned with their college and career aspirations. School counseling programs should provide all students with information (highlighting how these experiences connect to their postsecondary goals) and support to access these opportunities. WBL opportunities for academic credit may be available to students regardless of participation in CTE.
2. **Accessing Financial Aid.** Advising should ensure compliance with RIGL § 16-96-6, which establishes the requirement that notices are provided to students and their parent, guardian, or responsible adult regarding the merit and benefits of completing and filing the FAFSA form **and** the Rhode Island alternative financial aid application form. This notice shall be provided in either the student's junior year or no later than November 1 of the student's senior year. Providing Financial Aid nights, informational messaging, and sessions on FAFSA for students and their families is an important part of the school counseling program.

3. **Building Resumes.** Advising should ensure all students are supported to graduate high school with a resume to support them in gaining meaningful employment after high school. All students should be supported as part of their ILP development in creating a resume that aligns with their postsecondary goals.
4. **College and Career Transitions.** Advising should connect students with relevant information to inform their postsecondary college and career transition planning. This should include, but not be limited to, information on:
  - a. **College Options and Support with Applying.** School counseling programs provide college search and application support through classroom lessons, group sessions, individual supports, newsletters, and parent/student large group sessions, to name a few. This programming provides students with appraisal and advisement that aligns their postsecondary school choice with their goals and provides assistance and knowledge to help them achieve their aspirations.
  - b. **Apprenticeships.** School counseling programs share apprenticeship opportunities with students and support their application to these programs (see [Resource Library](#)).
  - c. **Military.** School counseling programs provide information and resources on the branches of the military, as well as the career paths connected to those paths, through classroom lessons, group sessions, individual supports, newsletters, and parent/student large group sessions, to name a few.



### Appraisal and Advisement Bookend the High School Experience at William M. Davies Career & Technical High School

At the William M. Davies Career & Technical High School in Lincoln, appraisal and advisement services take place all four years, but they play a particularly prominent role both at the beginning and end of a student's time there.

In freshman year, Davies students must choose a career track, and the school counselors make sure they're prepared to do so. They expose students to all the career and tech functions and help them self-assess using an interest inventory. They then walk through the academic requirements students must meet to fulfill the track and graduate. "We have a lot of conversations about interests and rigor and goals," school counselor Amie Mello said. "And they're happening all year."

Meanwhile, in senior year, the focus turns to life after graduation. Students complete a survey on their future goals and then build out a plan to reach those goals. Many Davies students are first-generation college students, so part of the advisement piece includes educating them on the steps they'll need to take, like completing the FAFSA and submitting the Common Application. School counselors also make sure to support students who will be going right into the workforce by facilitating networking and other professional opportunities.

The school counseling team utilizes a mix of formal and informal methods that include large groups, small groups, and 1-on-1 conversations to make all these activities happen. For example, the school counselors typically debrief the results of an interest inventory with a class. Those conversations may then prompt a student to schedule an individual meeting to discuss their personal plans. Other students may follow up with their school counselor as they are strolling the cafeteria at lunch or during a quarterly, gradewide town hall meant to check-in with freshmen and build a sense of community.

The school counseling team stresses, however, that relationships are the key that make all these pieces work. "We really strive to know each and every one of our kids and let them know they have a place to go," school counselor Jessica Plumer explained. "That's what makes them trust us and allows us to help them."

### Counseling

Counseling is the professional assistance and support a student or small group of students receives during times of transition, heightened stress, critical change, or other situations impeding student success. It aims to help students identify problems, causes, potential consequences and benefits, alternatives, and outcomes so they can make decisions and take appropriate action (see "What is Short-Term" Counseling?).

While school counseling programs aim to be preventive, counseling can also be responsive to a crisis. A crisis is a significant time of intense difficulty, distress, or danger that requires an immediate response. All counseling that a school counselor provides should be short-term and anchored on counseling theories and proven techniques. When students require long-term counseling to address mental health needs or to provide long-term support after a crisis, school counselors should collaborate with parents/guardians and other professionals to refer the child to appropriate school and/or community resources.

### Indirect Student Services

Indirect student services are services conducted **on behalf of** students in partnership with the child's family, teachers, administrators, school staff, and community partners. Just as with direct student services, the indirect student services school counselors choose to administer should support the ASCA Student Standards to help students improve achievement, attendance, and discipline. Indirect student services are delivered in three ways: through consultation, collaboration, and referrals.

### What is “Short-Term” Counseling?

Four features distinguish “short-term” counseling:

1. **Purpose.** Short-term counseling provides immediate support and interventions for students facing personal, social, or academic challenges.
2. **Focus.** It addresses specific, identifiable problems rather than long-term, complex issues that may require more intensive therapy.
3. **Solution-focused.** Short-term counseling emphasizes a strengths-based approach focused on finding solutions and developing coping strategies rather than extensive exploration of past experiences.
4. **Duration.** It typically involves a limited number of sessions (1–8 meetings), though the duration can vary based on student needs and school resources.

If an issue a child faces extends beyond the scope of short-term counseling, school counselors have a responsibility to refer the student to an outside mental health professional who can provide more intensive support.

### Short-Term Counseling Offers an Opportunity to Support Children Through Trauma at Leviton Dual Language School

When students at Leviton Dual Language School in Providence experience an unexpected trauma and need additional support as they grieve, school counselor Ramonita Martinez will often utilize short-term counseling. After reaching out to the child’s parents, Martinez engages the child in play therapy and provides opportunities for the child to talk, always letting the child share as much — or as little — as they want.

When a student suddenly lost their sibling, for example, Martinez worked with the child to create a scrapbook. “I always enjoyed scrapbooking,” Martinez explained, “And I thought it would help them to build something they could turn to when they were feeling sad.” Other school staff got involved as well, donating materials and asking the student about the book.

The project worked. After about six weeks, the scrapbook was complete and the student showed that they were ready to end their counseling sessions with Martinez.

Martinez notes that although she is Leviton’s only school counselor, short-term counseling — like other aspects of her role — is collaborative. She always reaches out to other members of the team, including the social worker, principal, and classroom teacher, when a child experiences a trauma. “Ramonita is often our first line of defense,” explained Principal Jennifer Walker, “but it takes our whole school team to support students.”

### Consultation

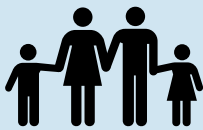
Consultation is the process of providing information, opinions, and recommendations to individuals who can support student needs or seeking out information from an expert about student needs. School counselors both provide and seek consultation. As experts in academic achievement, college/career access, and social-emotional development, school counselors share strategies that support student success with parents/guardians, teachers, other educators, and community organizations through consultation. School counselors also serve as student advocates through this strategy.

At the same time, school counselors seek consultation to collect information about student needs and identify strategies to support them. School counselors may consult with educational, legal, and mental health experts in their role.

### Collaboration

Collaboration is the process by which multiple individuals work toward a common goal and share responsibility for the associated tasks. It occurs in a variety of situations related to comprehensive school counseling. “Examples of Collaboration in Support of School Counseling” outlines some forms collaboration might take.

#### Examples of Collaboration in Support of School Counseling



##### Parent/ Guardian Partnerships

- Parent workshops
- Parent meetings
- Information sessions



##### Community Partnerships

- Internships
- School-to-work initiatives
- College partnerships
- Mental Health services



##### Within-School Partnerships

- MTSS team
- Data team
- Attendance team
- School improvement team
- Crisis Response team
- School-based Mental Health team

### Referrals

Referrals occur when students’ needs extend beyond the school counselor’s training and/or responsibilities. School counselors provide counseling services through brief, targeted approaches. When a student needs support beyond short-term services, it is a school counselor’s ethical duty to refer students and parents to school or community resources for additional assistance or information (for more, see “ASCA Ethical Standards Regarding Referrals”). Referrals can be as varied as students’ needs. School referrals may target academic support such as tutoring, career support such as college planning websites and employment training, or social-emotional support such as community agencies that treat mental health issues.

### Collaborating with Teachers to Provide Instruction

Since teachers spend the majority of the school day working directly with students, teachers often integrate Social and Emotional Learning (SEL) and [Individual Learning Plan \(ILP\)](#) lessons into classroom instruction. Many curriculums are designed to be teacher-led. However, the school counselor's leadership is vital to the success of SEL and ILP implementation. To that end, school counselors can:

- Co-instruct lessons related to ILP, SEL, and career and academic development with classroom teachers.
- Advocate for schoolwide programs.
- Train and support teachers and staff.
- Collect and distribute data to demonstrate the value of SEL and ILPs.

### Direct and Indirect Services as a Tool for MTSS

It is important to recognize that the direct and indirect services that school counselors use to implement a comprehensive school counseling program also support MTSS. As the graphic below illustrates, all students benefit from the services the school counseling program provides, making them a Tier 1 intervention. Many of the services, however, can also serve as Tier 2 – and even Tier 3 – services depending on the student need, group size, and specific activity (see Appendix A Multi-Tiered System of Support).

### ASCA Ethical Standards Regarding Referrals

[ASCA Ethical Standard A.6](#) (2022) outlines how school counselors make appropriate referrals for counseling, including the need to “provide a list of outside agencies and resources in their community, or the closest available, to students and parents/guardians when students need or request additional support. School counselors provide multiple referral options or the district-vetted list of referral options and are careful not to indicate an endorsement or preference for one individual or practice. School counselors encourage parents/guardians to research outside professionals’ skills/experience to inform their personal decision regarding the best source of assistance for their student.”

When we experienced a tragic death in our extended family, our school counselor was able to not only speak with our child, but connect with them, check in on them, speak with us, and provide us with resources and connections we may not have had otherwise.

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## Examples of Direct and Indirect Services by MTSS Tier

### Tier 3 Direct and Indirect Services for FEW

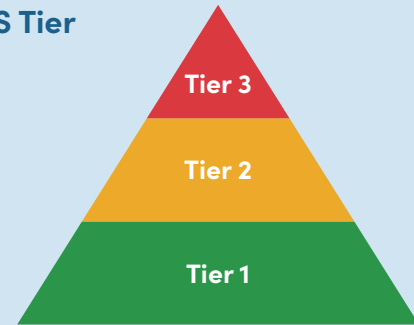
- Chronic, complex needs
- Consult and collaborate
- Fair, just, access, and inclusion policies and practices
- Wrap-around support
- Internal and community referrals
- Crisis management
- Individual counseling

### Tier 2 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 of multidisciplinary teams
- Appraisal and advisement
- Support Individual Learning Plan
- Targeted supports for college and career readiness for high needs students and transition planning
- Consult and collaborate with teachers/staff, families, the community, and business/industry partners

### Tier 1 Direct and Indirect Prevention and Early Intervention for ALL

- School counseling classroom curriculum and instruction (academic, career, SEL)
- Large group/schoolwide activities and initiatives
- Fair, just, access, and inclusion policies and practices for students and families
- Universal screeners and the use of data
- Support student Individual Learning Plans
- Student appraisal and advisement
- Staff collaboration and support
- Family and community, business/industry partnerships



Adapted from The ASCA National Model (2019)  
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 @SchCouns4MTSS

## Assessing the Program

To achieve the best results for students, school counselors should regularly assess the school counseling program and themselves to determine effectiveness. The “Assess” component involves looking at data over time, including the program assessment and school counselor assessments and appraisals.

### The School Counseling Program Assessment

| Data                                     | Description                                                                                            | Examples                                                                                                                                                                           |
|------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Supplemental Data</b><br>(What else?) | <ul style="list-style-type: none"> <li>Gathered from parents/guardians, students, and staff</li> </ul> | <ul style="list-style-type: none"> <li>Universal screeners*</li> <li>School safety and climate surveys (e.g., <a href="#">SurveyWorks</a>)*</li> <li>Needs assessments*</li> </ul> |

\*Reference [Protection of Pupil Rights Amendment](#) (PPRA) guidelines for information regarding PPRA compliance with student surveys

[The ASCA School Counseling Program Assessment](#) captures all the elements of a comprehensive school counseling program identified in this Framework. It also provides a format for school counselors to acknowledge whether those elements are present at their school and to comment on their quality and/or effectiveness. The school counseling team should conduct the program assessment annually, typically in the latter part of the school year.

### School Counselor Assessment and Appraisal

It is recommended that school counselors both self-assess and receive a formal appraisal from a qualified administrator each year to inform their professional growth. This appraisal can enhance the [Rhode Island Evaluation Model for Support Professionals](#). In addition, these tools should inform school counselors' professional development plans, training, and goals for the following year.

#### Self-Assessment

Each year, school counselors should use the [ASCA School Counselor Professional Standards & Competencies Assessment](#) to self-assess knowledge, attitudes, and skills needed to meet the school counseling profession's rigorous demands and PreK–12 student needs. Doing so ensures that both new and experienced school counselors are equipped to meet their responsibilities, and helps them to develop a meaningful professional development plan.

#### Formal Appraisal

Annually, it is recommended that a qualified administrator should complete a school counselor performance appraisal to evaluate the school counselor's overall performance. To that end, ASCA has created a [School Counselor Performance Appraisal](#) that administrators can use, though it does not serve as a substitute for the state tool unless otherwise determined and agreed upon (see "Rhode Island Evaluation Model for Support Professionals").

The appraisal tool includes evidence of the following:

- A comprehensive school counseling program design.
- Data-informed goals along with the measured impact of direct service delivery.
- Data-informed classroom, and small-group, activities and interventions.
- Calendars reflecting appropriate use of time aligned with the recommendation of spending 80% of time in direct and indirect services to students.
- Collection and analysis of data reports from classroom, and small-group activities and interventions.

### Rhode Island Evaluation Model for Support Professionals

The [Rhode Island Model Evaluation & Support System: Support Professional \(Edition IV\)](#) outlines the state's evaluation process for professional roles, including school counselors. As part of the evaluation system, school counselors create a Student Outcome Objective (SOO). This process aligns with the [Achievement Gap Plan and Data Report](#). School counselors are encouraged to use the Achievement Gap Plan to create their SOO goals.

In addition, this process includes evaluation conferences at the beginning, middle, and end of the year. As noted elsewhere, the Beginning-of-Year Conference included in the state's evaluation model aligns with the [Annual Administrative Conference](#). They both focus on past performance and the year ahead, including goals.

If the district has created and been approved to utilize a different evaluation system, you would substitute those expectations in lieu of the Rhode Island Evaluation Model for Support Professionals. Regardless of the evaluation model utilized, however, school counselors could advocate for an evaluation system based on the tenets of a comprehensive school counseling program, and the [School Counselor Performance Appraisal](#) could serve as a guide or in addition to the district-required tool.

## Conclusion

**When school counseling programs are comprehensive in scope, preventive in design, developmental in nature, and collaborative in implementation, they can have a transformative impact on student achievement, attendance, discipline, and school culture.**

This Framework offers a guide for schools across Rhode Island as they work to implement such programs. At the same time, this Framework recognizes the need for flexibility. No two schools are the same, and so no two school counseling programs will be the same either. School counseling programs at the elementary level will likely focus on some different topics and utilize different activities than those at the high school level. Similarly, middle school students in one part of the state may need different support than their peers in another. So, while all school counselors should analyze data and spend the majority of their time providing direct and indirect services, the right mix of those activities and how exactly they are implemented will differ with the school community.

At RIDE, we also acknowledge that the school counseling profession – and our expectations for it – have shifted over time. As a result, our schools and districts are at different points in their implementation of this Framework. For those early in this journey, we encourage you to join our next training cohort and identify those pieces you can implement this year and next. And for those further along, we hope this Framework highlights opportunities to push your practice even further.

Above all, we hope this Framework reinforces the immense value comprehensive school counseling offers students and how important it is for the entire school community to play a role.

They have been there when we need anything – from mental health check-ins to class scheduling and changes. The entire school counseling department – from school counselors to student assistance counselors and psychologists – are irreplaceable and invaluable to my child and our family.

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Graduating High School Students throwing their graduation caps in the air

## National Recognition Spotlight: Celebrating Rhode Island's ASCA RAMP Designated Schools

The Rhode Island Department of Education (RIDE) and the state's school counseling community proudly celebrate **Ponaganset High School**, **Smithfield High School**, and **Gallagher Middle School** for earning the prestigious **Recognized ASCA Model Program (RAMP)** national designation from the American School Counselor Association (ASCA).

This distinguished national honor highlights exemplary school counseling programs that meet the highest professional standards. Earning the RAMP designation is a rigorous achievement, signaling that a school has fully implemented a comprehensive, data-driven counseling program aligned with the ASCA National Model to foster positive, equitable outcomes for all students.

### Leading the Way for "RAMP 30x30"

The inclusion of these outstanding schools in the RI School Counseling Framework marks a monumental step forward for the state's **"RAMP 30x30" initiative**. This statewide effort aims to strengthen and elevate the school counseling profession by expanding the number of Rhode Island schools earning national RAMP recognition to 30 by the year 2030.

These three schools serve as shining models of systemic excellence across the Ocean State:

- **Ponaganset High School** (Foster-Glocester Regional School District)
- **Smithfield High School** (Smithfield Public Schools)
- **Gallagher Middle School** (Smithfield Public Schools)

### Why the RAMP Designation Matters

RAMP recognition is more than an award; it is a reflection of a systemic commitment to student support. By utilizing comprehensive data to evaluate student needs, these programs effectively bridge achievement and opportunity gaps. Their data-driven frameworks ensure that academic, social-emotional, and career-readiness supports are robustly integrated. This work directly reinforces Rhode Island's Readiness-Based Graduation Requirements, which establish college- and career-ready coursework and robust Individualized Learning Plans (ILPs) as the baseline expectation for every student.

### Commending Our Counseling Champions

We extend our deepest congratulations to the visionary school counselors, dedicated administrators, students, families, and community members of Ponaganset High School, Smithfield High School, and Gallagher Middle School. Through your rigorous self-evaluation, collaborative spirit, and unwavering focus on positive student outcomes, you have set a benchmark of excellence for districts statewide. Thank you for leading the way!

See the Press Release announcing the RAMP winners [here](#).

School counselors play a critical role in preparing Rhode Island students for college and career readiness by helping them navigate academic choices, explore postsecondary options, and develop essential life skills. RIDE is committed to supporting school counselors as they work to empower students to make informed decisions and successfully transition from school to careers and beyond.

**ANGÉLICA INFANTE-GREEN**, Rhode Island Education Commissioner



Ponaganset High School Counseling Team



Smithfield High School Counseling Team



Gallagher Middle School Counseling Team

# Appendices

For additional tools, templates, and examples to support implementation, please see the [Rhode Island School Counseling Framework website](#) and RIDE's [School Counseling Resource Hub](#).

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## APPENDIX A.

# RIDE Initiatives Connected to School Counseling

## Multi-tiered System of Supports (MTSS)

### What is MTSS?

Rhode Island defines [Multi-tiered System of Supports](#) (MTSS) as a continuous school improvement framework that uses data-based decision-making to support students at all levels. It aligns academic standards, behavioral expectations, and social-emotional competencies to ensure all students, including multilingual and differently-abled students, receive the necessary support to meet their outcomes.

MTSS includes three tiers of student supports:

- **Tier 1:** Access to strong grade-level core instruction for all students with high-quality curriculum and differentiated practices.
- **Tier 2:** Additional instruction and evidence-based interventions for students needing extra support.
- **Tier 3:** Intensive, individualized interventions and additional evidence-based group interventions for students needing extra support .

For more information, visit [BRIDGE-RI](#) and the [Rhode Island MTSS Practice District Profile](#).

### School Counseling Programs

- Deliver Tier 1 school counseling curriculum to all students.
- Support the implementation of Universal Screeners.
- Collect and analyze data to identify students in need.
- Provide and coordinate targeted Tier 2 interventions.
- Provide short-term intensive interventions or counseling.
- Advocate for students needing additional support.
- Collaborate with educators, student services, and families for support.
- Make necessary referrals for medical, counseling, and other services.

## Attendance Matters Rhode Island

### What is Attendance Matters RI?

[Attendance Matters RI](#) is a nationally and internationally recognized statewide initiative to combat chronic absenteeism (when students miss 10% or more of the school year) and its negative effects, such as lower achievement, disengagement from school, course failure, and an increased risk of dropping out.

The initiative includes:

- **Support for LEAs:** Using RIDE's [Attendance Nudge](#) tool to communicate with families about attendance concerns.
- **Data Tools:** Publishing a real-time [attendance leaderboard](#), a [community dashboard](#) displaying absenteeism trends by neighborhood and census tract, and other interactive data tools.
- **Partnerships:** Collaborating with federal, state, and municipal leaders, LEAs, and community organizations to prioritize attendance.

### School Counseling Programs

- Conduct professional development on the importance of attendance.
- Set Annual Student Outcome Goals related to attendance.
- Identify and address the root causes of attendance issues.
- Contribute to a positive school climate to enhance student connection.
- Foster collaboration among educational partners and community members around attendance solutions.
- Connect students and families to resources like transportation.
- Support schoolwide attendance initiatives by implementing targeted attendance interventions such as small groups, check-ins, and mentoring programs.

## Individual Learning Plans (ILPs)

### What are Individual Learning Plans (ILPs)?

An ILP is a student-driven academic and career planning tool that personalizes educational and training pathways starting in middle school. The ILP's portfolio lives on an electronic platform and follows students from grades 6–12. The [Rhode Island ILP Development and Implementation Toolkit](#) defines the ILP program through two interlinking components:

- **ILP curriculum:** Lessons aligned with the [ASCA Student Standards](#) to support academic, career, and social-emotional development through self-exploration, college and career exploration, and planning and goal-setting.
- **ILP process:** Steps for delivering ILP content and facilitating activities, with key grade-level benchmarks for academic, career, and social-emotional development.

Counselors and teachers support these components with lessons aligned to the ASCA standards.

For more information, visit [PREPARE RI's Counseling + Individual Learning Plans \(ILPs\) webpage](#) and the "Individual Learning Plans" section of [RIDE's PreK–12 School Counseling webpage](#).

### School Counseling Programs

- Coordinate school-level ILP efforts and lead the ILP committee.
- Define ILP program responsibilities with administrators.
- Participate in ongoing ILP training.
- Drive ILP conversations and activities with students.
- Deliver ILP curriculum through classroom lessons, co-teaching, or videos.
- Engage in goal-setting conversations with students.
- Collaborate with educators on students' college and career plans.
- Become knowledgeable with available CTE programming, both within the district and externally.

## Readiness-Based Graduation Requirements

### What are the Readiness-Based Graduation Requirements?

On November 15, 2022, the Rhode Island Council on Elementary and Secondary Education unanimously voted to adopt RIDE's [Readiness-Based Graduation Requirements](#). These updated statewide graduation requirements, which take effect with the graduating Class of 2028, ensure all students have access to course offerings with high-quality curriculum and instruction as essential components of a rigorous education that prepares every student for success in college and their career. The Readiness-Based Graduation Requirements aim to equip students with the necessary skills and knowledge to create their own futures and achieve their postsecondary goals.

RIDE has identified three main priority areas for the Readiness-Based Graduation Requirements:

- **Priority One:** Prepare graduates to create their own future.
- **Priority Two:** Increase engagement through real-world, relevant learning experiences.
- **Priority Three:** Change how we support our children and families.

For more information, visit [RIDE's Readiness-Based Graduation Requirements](#) webpage.

### School Counseling Programs

- Assist with career planning and course selection by offering students, families, and educators critical guidance to align academic planning with students' college and career goals.
- Provide classroom lessons, workshops, small groups, and one-on-one support related to graduation requirements, FAFSA, and student resume completion.
- Develop students' mindsets, skills, and behaviors for college and career readiness.
- Analyze data on attendance, discipline, and achievement to support students' academic and behavioral needs.
- Engage students in [ILPs](#) and relevant applications.
- Provide students, families, and educators with proactive information on graduation requirements, work-based learning opportunities, and other opportunities aligned with students' college and career aspirations.
- Advocate for and support the identification of relevant support and flexibility for students with specific needs, including caregiving youth and working students, through short-term counseling and family and community outreach.
- Collaborate with teachers and families to support students' needs.
- Assist students with earning and communicating indicators of college and career readiness including, but not limited to:
  - Advanced Placement (AP)
  - Dual and Concurrent Enrollment
  - Commissioner's Seal
  - Seal of Biliteracy
  - Industry Recognized Credentials
  - Diploma Endorsements

## Career and Technical Education and Work-Based Learning

### What is Career and Technical Education and Work-Based Learning?

Career and Technical Education (CTE) programs help students explore career interests, build technical and professional skills, and identify educational pathways aligned to their goals. Through sequenced coursework connected to real-world industries, CTE prepares students for success in postsecondary education, training, and the workforce.

CTE programs integrate rigorous academics with hands-on learning and are designed to support students pursuing a wide range of futures – including college, industry credentials, apprenticeships, or direct entry into high-skill, high-demand careers.

Work-Based Learning (WBL) is a core component of a high-quality CTE. WBL connects classroom instruction to real workplace experiences through activities such as internships, job shadowing, industry projects, service-learning, and apprenticeships. These experiences allow students to apply learning in authentic settings, develop employability skills, and gain exposure to professional expectations. Together, CTE and WBL support career awareness, skill development, and informed postsecondary decision making, helping students graduate prepared for both college and careers.

RIDE's [Readiness-Based Graduation Requirements](#) include a requirement for all high schools to implement a policy that recognizes WBL for academic credit. WBL opportunities for academic credit are available to all students, regardless of whether they are enrolled in a CTE program.

For more information, visit [RIDE's CTE website](#) or reach out to [CTE@ride.ri.gov](mailto:CTE@ride.ri.gov).

### School Counseling Programs

- Facilitate ILP lessons that engage students in career exploration.
- Inform and encourage students to participate in local career fairs and industry events, emphasizing early exposure at the middle school level.
- Provide information on diverse postsecondary options, including beyond traditional college pathways.
- Identify and advise on career pathways based on student interests.
- Use ILP data to plan career fairs and related opportunities.
- Advocate for programming that aligns with students' career interests.
- Support all students with the opportunity to access and secure successful WBL placements and support the attainment of academic credit.
- Network with employers to understand the benefits of CTE and the opportunities it provides for postsecondary success.
- Support CTE students in meeting program requirements and achieving program completion.

## Social and Emotional Learning

### What is Social and Emotional Learning?

Social and Emotional Learning (SEL) is a process that helps children and adults develop essential life skills, including emotional regulation, empathy, relationship-building, responsible decision-making, and ethical problem-solving. Research shows that quality SEL instruction leads to better academic performance, improved attitudes and behaviors, fewer negative behaviors, and reduced emotional distress.

Effective SEL programs are multi-year, interactive, and integrated into the school's culture rather than being peripheral add-ons. SEL instruction can be delivered explicitly or embedded into teaching practices and academic content, with schoolwide practices providing a supportive environment for promoting SEL skills.

For more information, visit:

- [RIDE's SEL website](#)
- ASCA's ["The School Counselor and Social/Emotional Development"](#)
- ASCA's ["The School Counselor and Student Mental Health"](#)
- [The Collaborative for Academic, Social, and Emotional Learning \(CASEL\) website](#)

### School Counseling Programs:

- Foster collaboration between administrators and school counselors to plan the implementation of [RI SEL Standards: Competencies for School and Life Success](#) across all grade levels.
- Facilitate/provide ongoing professional learning opportunities for educators to integrate SEL as part of strong Tier 1 instruction.
- Advocate for [SEL Standards](#) across all grades, adapting SEL skills to various age/grade spans using [SEL Indicators](#).
- Use evidence-based, inclusive, and trauma-informed curricula for SEL interventions.
- Strengthen collaboration between school counselors, school-based mental health professionals, and classroom teachers to deliver SEL lessons through direct instruction, team teaching, lesson plans, or support.
- Provide targeted, multi-tiered approaches to address the SEL needs of individual students and small groups

## School-Based Mental Health

### What is School-Based Mental Health?

School-Based Mental Health (SBMH) is a RIDE initiative focused on supporting students' and educators' mental well-being by using principles of trauma-informed care. It includes prevention, early intervention, and targeted services from school social workers, psychologists, school counselors, and community partners. These services enhance access to care and create supportive learning environments, promoting better academic and behavioral outcomes.

For more information, visit [RIDE's School-Based Mental Wellness webpage](#) and [The Well Initiative](#).

### School Counseling Programs:

- Develop and implement a comprehensive school counseling program supporting academic, social-emotional, and career development.
- Deliver lessons based on the ASCA Student Standards, offering tiered support according to student data.
- Provide short-term counseling for immediate issues.
- Provide strategies and training on emotional health and coping strategies to staff during faculty meetings and professional learning.
- Organize parent/guardian events on student support topics.
- Refer students to external mental health services as needed.
- Refer students to Tier 2 or Tier 3 services.
- Foster collaboration to identify entry and exit requirements for SBMH Tier 2 and Tier 3 services
- Strengthen collaboration between school counselors and other SBMH providers, such as school social workers and school psychologists, on interdisciplinary approaches to support students

## Multilingual Learners

### Who are Multilingual Learners?

RIDE refers to students identified in federal policy as English Learners (ELs) as Multilingual Learners (MLLs). This term emphasizes the asset-based approach of recognizing the broad linguistic repertoires these students bring to Rhode Island schools. All educators in Rhode Island are responsible for providing high-quality instruction to help MLLs successfully learn English, master grade-level content, and prepare for college, careers, and life. [RIDE's Blueprint for Multilingual Learner Success](#) outlines the evidence-based practices necessary for MLLs' success and serves as the policy framework for the [Strategic Plan for MLL Success](#). In alignment with the Blueprint for MLL Success and the Strategic Plan, the Regulations Governing the Education of Multilingual Learners 200-RICR 20-30-3 have been updated and include specific requirements for School Counselors, including training (see items 3.11 and 3.12.) In addition, the regulations further define Language Instruction Educational Programs (LIEPs) (see 3.2.A.5 and 3.2.A.6.)

For more information, visit [RIDE's MLL webpage](#), in particular:

- [MLL Blueprint and Implementation Support, implementation requirements](#)
- [MLL Proficiency and Awareness, Access the new MLL Awareness Course\\*](#) and ASCA's "[How School Counselors Can Support English Learners.](#)"

### School Counseling Programs:

- Ensure proper course placement for MLL students, balancing rigor with individual needs.
- Connect MLL students with clubs and extracurricular activities.
- Pair MLL students with a student representative fluent in their native language for orientation and support.
- Support the identification of MLL students appropriately for special education services, ensuring they receive both English language and special education support when needed.
- Organize small groups to aid positive school adjustment, such as conversation groups for practicing English and college groups to navigate U.S. college systems.
- Include MLL families in school conversations and provide them with resources and translated materials.
- Arrange for interpreters during meetings with MLL families and ensure all communications are respectful, inclusive, and able to be translated.

## Special Education

What is Special Education?

Rhode Island is dedicated to providing all students, including differently-abled students, the opportunity to achieve high educational standards. For students with disabilities, this commitment includes ensuring access to a free, appropriate public education tailored to meet their individual needs and access to rigorous learning options. RIDE has released the Blueprint and Strategic Plan for Differently-Abled Students' Success, which sets out a bold vision for the education of our differently-abled students.

For more information, visit [RIDE's Special Education webpage](#) and ASCA's "[The School Counselor and Students with Disabilities](#)."

### School Counseling Programs:

- Differentiate school counseling classroom instruction to accommodate all students, including those with IEPs or 504 plans.
- Provide short-term, goal-focused counseling as part of an Individualized Education Plan (IEP) or 504 plan.
- Encourage family involvement in the educational process.
- Consult with teachers on how to effectively differentiate instruction and modify lessons to support student needs identified in IEP or 504 plans.
- Consult with staff and families to understand and implement necessary accommodations and modifications.
- Support students in building their advocacy skills and promoting their self determination skills.
- Contribute to the multidisciplinary team planning and supporting students with IEPs or 504 plans.
- Identify students for assessment to determine eligibility for special education or 504 plans.
- Strengthen collaboration between school counselors and school-based mental health professionals (e.g., school psychologists, therapists, special education staff) in service delivery.
- Assist in developing academic, transition, and postsecondary plans for students with IEPs and 504 plans.

## Alternative Learning Plans (ALPs)

### What are Alternative Learning Plans (ALPs)?

In July 2011, the Rhode Island General Assembly passed revised compulsory attendance legislation requiring students to remain in school until they turn 18. For 16- and 17-year-old students at high risk of dropping out – and who have exhausted all other support and intervention options – a collaborative Alternative Learning Plan (ALP) can be developed between the student, their parent/guardian, and the enrolled high school team. This plan outlines the necessary services to support the student in earning a Rhode Island high school diploma or its equivalent.

For more information, visit [EnrollRI](#), RIDE's [Adult Education & GED](#) page, and RIDE's [ALP Frequently Asked Questions](#).

### School Counseling Programs:

- Support students and families with questions about ALPs.
- Guide discussions around alternative pathways to ensure the ALP aligns with the student's goals.
- Strengthen active collaboration between school counselors, school and district administrators, families, and ALP providers throughout the ALP process.
- Support families and students in understanding the ALP process and selecting an appropriate RIDE-approved ALP provider and program early in the process.

## APPENDIX B.

# Phased Implementation Guide

This phased implementation plan guides schools in creating a comprehensive school counseling program using the RI School Counseling Framework and aligned with the ASCA National Model. The length of time to move from Phase 1 varies from school to school. Time frames may be influenced by a variety of factors, including knowledge and understanding of the RI School Counseling Framework aligned with the ASCA National Model, priorities, persistence, and peer and district support. All templates and tools can be found on RIDE's website for the [School Counseling Framework](#).

At a minimum, all schools should be integrating Phase 1 activities into their school counseling program. All schools should aim to have a plan to get to Phase 1 implementation within two years. Comprehensive school counseling, when fully implemented, has all of Phase 3 completed.

| Phase 1                                                            | Phase 2                                                            | Phase 3                                                                                    |
|--------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Essential Level:<br>Building<br>the Foundation                     | Thriving Level:<br>Expanding Impact                                | Excelling Level:<br>Transformational Excellence                                            |
| Activities/Documents to Complete                                   |                                                                    |                                                                                            |
| <input type="checkbox"/> School Counseling Program Assessment      | <input type="checkbox"/> School Counseling Program Data Priorities | <input type="checkbox"/> School Counseling Program Data Priorities                         |
| <input type="checkbox"/> School Counseling Program Data Priorities | <input type="checkbox"/> Achievement Gap Plan and Results Report   | <input type="checkbox"/> Achievement Gap Plan and Results Report                           |
| <input type="checkbox"/> Achievement Gap Plan and Data Report      | <input type="checkbox"/> Use of Time- Fall and Spring              | <input type="checkbox"/> Use of Time- Fall and Spring                                      |
| <input type="checkbox"/> Use of Time- Fall and Spring              | <input type="checkbox"/> Annual Calendar                           | <input type="checkbox"/> Annual Calendar                                                   |
| <input type="checkbox"/> Annual Calendar                           | <input type="checkbox"/> ILP Scope and Sequence                    | <input type="checkbox"/> ILP Scope and Sequence                                            |
| <input type="checkbox"/> ILP Scope and Sequence                    | <input type="checkbox"/> ASCA Student Standards Delivery Plan      | <input type="checkbox"/> ASCA Student Standards Delivery Plan                              |
|                                                                    | <input type="checkbox"/> Annual Administrator Conference           | <input type="checkbox"/> Annual Administrator Conference                                   |
|                                                                    | <input type="checkbox"/> Lesson Plan and Data Report               | <input type="checkbox"/> Lesson Plan and Data Report                                       |
|                                                                    |                                                                    | <input type="checkbox"/> Small-Group Lesson Plan and Data Report                           |
|                                                                    |                                                                    | <input type="checkbox"/> Advisory Council (1st semester & 2nd semester) Agenda and Minutes |

Once the RI School Counseling Framework is fully implemented, schools can consider applying to become a [Recognized ASCA Model Program \(RAMP\)](#) school. RAMP designation signifies a school's commitment to delivering exemplary school counseling programs aligned with the ASCA National Model Framework. The RAMP designation also demonstrates to administrators, school boards, families, and the community at large that a school is committed to supporting the mission of the school and district. To date, more than 1,300 schools nationwide have earned the RAMP designation. As of this writing, 3 schools in Rhode Island (Ponaganset High School, Smithfield High School, and Gallagher Middle School) received the RAMP designation in 2026.

To find more tools and resources, visit the [Rhode Island School Counseling Framework webpage](#).

## APPENDIX C.

# References and Other Resources

American School Counselor Association. (2025). *The ASCA national model: A framework for school counseling programs* (5th ed.).

American School Counselor Association. (2025). *ASCA school counselor professional standards & competencies*. <https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>

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College Board. (2021). *Enhancing the principal-school counselor relationship: A toolkit: Collaborating for equity and student outcomes*. <https://counselors.collegeboard.org/pdf/enhancing-principal-school-counselor-relationship-toolkit.pdf>

Dimmitt, C., & Wilkerson, B. (2012). *Comprehensive school counseling in Rhode Island: Access to services and student outcomes*. *Professional School Counseling*, 16(2), 125–135. doi: 10.1177/2156759X001600205

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Gysbers, N. C. (2010). [\*Remembering the Past, Shaping the Future: A History of School Counseling\*](#). Alexandria, VA: American School Counselor Association.

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# Rhode Island Framework for Comprehensive PreK–12 School Counseling Programs

THE RHODE ISLAND DEPARTMENT OF  
ELEMENTARY AND SECONDARY EDUCATION



## Tools and Resources



**RIDE** Rhode Island  
Department  
of Education

# Example Templates

The American School Counselor Association (ASCA) provides various templates and tools to help school counselors implement comprehensive, data-driven school counseling programs that align with the ASCA National Model. These templates serve as guides for developing, managing, and assessing school counseling programs. The templates are described in detail in the “Manage” and “Assess” components of the [Rhode Island School Counseling Framework](#).

The following are completed examples of many of the templates. Note that each school has unique needs and each school will complete the templates differently to meet those needs. The example templates should only serve as guides to help you in your implementation of the ASCA National Model. In addition to the examples, a library of videos is available to provide assistance as you work to complete the templates. ASCA updates the templates frequently to meet the ever-changing needs of students and the profession. The most up-to-date templates can be found on [Rhode Island’s School Counseling Framework webpage](#). The following section includes examples of these completed templates:

School Counseling Program Data Priorities ..... 3

Achievement Gap Plan and Results Report ..... 4

Lesson Plan.....13

Annual Administrative Conference .....17

Minutes from Administrator Conference ..... 19

Use-of-Time Calculator.....20

Annual Calendar .....22

1-Pager .....31

# School Counseling Program Data Priorities

|             |                    |
|-------------|--------------------|
| School Name | RIDE Middle School |
| School Year | 2025–2026          |

Understand your school’s data story by reviewing the school improvement plan and school data reports.

- RIDE MS School Improvement Plan Priorities:
- Priority One: Overall student body to improve Math RICAS scores from 25% of students meeting or exceeding proficiency in 2023, to at least 28% of students meeting or exceeding proficiency in 2026.
  - Priority Two: Overall student body to improve ELA RICAS scores from 39% of students meeting or exceeding proficiency in 2023, to at least 47% in 2026.
  - Priority Three: Overall student body to improve Science NGSA scores from 27% of students meeting or exceeding proficiency in 2023, to at least 36% in 2026.

If you are not familiar with School Improvement Plan (SIP) goals, talk with administrators and check documents that identify annual goals the school set.

| Achievement Data Priorities                                                                                   |                                                                                                                                                                                                      |                                                                                                                                                                                                                      |                                     |
|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Review goals/priorities found in the school improvement plan, strategic plan, district and state initiatives. |                                                                                                                                                                                                      |                                                                                                                                                                                                                      |                                     |
|                                                                                                               | A. List all student achievement goals/priorities in school/district/state plan(s)                                                                                                                    | B. Achievement Data Point(s)                                                                                                                                                                                         | C. Will Address                     |
| 1.                                                                                                            | Priority One: Overall student body to improve Math RICAS scores from 25% of students meeting or exceeding proficiency in 2023, to at least 28% of students meeting or exceeding proficiency in 2026. | 1. 30 current 7th grade students scored below proficiency on the 2025 Math RICAS and, of those, 15 failed math for the 24–25 SY.<br><br>10 8th grade students failed math on the first quarter report card in 25–26. | <input checked="" type="checkbox"/> |
| 2.                                                                                                            | Priority Two: Overall student body to improve ELA RICAS scores from 39% of students meeting or exceeding proficiency in 2023, to at least 47% in 2026.                                               | 2. 20 current 8th grade students scored at meeting the RICAS proficiency for ELA and of those 10 Failed ELA for the SY 24–25.                                                                                        | <input type="checkbox"/>            |
| 3.                                                                                                            | Priority Three: Overall student body to improve Science NGSA scores from 27% of students meeting or exceeding proficiency in 2023, to at least 36% in 2026                                           | 3. 15 8th grade students failed science as 7th graders in the 24–25 SY.                                                                                                                                              | <input type="checkbox"/>            |
| 4.                                                                                                            |                                                                                                                                                                                                      | 4.                                                                                                                                                                                                                   | <input type="checkbox"/>            |

This should not be a restatement of the SIP goal, which may have a broad focus. Instead, it should identify a need for a specific subset of students.

Next: Develop an achievement gap plan for each data point the school counseling program will address.

# Achievement Gap Plan and Results Report

|                                                                                                                                                                                                          |                                                                      |                    |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|--------------------|-----------|
| <b>School Name</b>                                                                                                                                                                                       | RIDE Middle School                                                   |                    |           |
| <b>School Counselor</b>                                                                                                                                                                                  | Riley Delaney                                                        | <b>School Year</b> | 2025–2026 |
| <b>School Counseling Data Priority</b>                                                                                                                                                                   |                                                                      |                    |           |
| 30 current 7th grade students scored below proficiency on the 2025 Math RICAS and, of those, 15 failed math for the 24–25 SY                                                                             |                                                                      |                    |           |
| <b>Achievement Gap Goal</b>                                                                                                                                                                              |                                                                      |                    |           |
| <b>1. End date</b>                                                                                                                                                                                       |                                                                      |                    |           |
| By May 15, 2026                                                                                                                                                                                          |                                                                      |                    |           |
| <b>2. Descriptors</b>                                                                                                                                                                                    |                                                                      |                    |           |
| Descriptor 1:                                                                                                                                                                                            | Grade 7 Students                                                     |                    |           |
| Descriptor 2:                                                                                                                                                                                            | Scored below proficient on the 2025 administration of the Math RICAS |                    |           |
| Descriptor 3:                                                                                                                                                                                            | Failed Math for the 24–25 School Year                                |                    |           |
| <b>3. Achievement metric to decrease/increase</b>                                                                                                                                                        |                                                                      |                    |           |
| Number of Math Failures                                                                                                                                                                                  |                                                                      |                    |           |
| <b>4. Baseline to projected final data</b>                                                                                                                                                               |                                                                      |                    |           |
| 15 to 9                                                                                                                                                                                                  |                                                                      |                    |           |
| <b>5. Achievement goal</b>                                                                                                                                                                               |                                                                      |                    |           |
| By May 15, 2026, Grade 7 Students who scored below proficient on the 2025 administration of Math RICAS and failed math for the 24–25 School Year will decrease the number of math failures from 15 to 9. |                                                                      |                    |           |

This comes from the School Program Data Priorities and should be tied to SIP goals.

This must be related to achievement.

Put together parts 1–4, write your goal as a sentence in #5.

| What Contributing-Factors Data May Impact the Strategies to Reach this Goal?                                     |                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Attendance Data</b> (Use "NA" if no data applies.)                                                            |                                                                                                                                                                                                                                                         |
| 6 of the 15 7th graders are chronically absent. In the first quarter there were 95 absences for the 15 students. |                                                                                                                                                                                                                                                         |
| <b>Discipline Data</b> (Use "NA" if no data applies.)                                                            |                                                                                                                                                                                                                                                         |
| N/A                                                                                                              |                                                                                                                                                                                                                                                         |
| <b>Student/Partner Perspectives</b>                                                                              |                                                                                                                                                                                                                                                         |
| Students                                                                                                         | Students in this cohort report that math is hard and they were never good at it. They don't know why they need to learn it. They don't see a connection to their future goals. They don't like doing homework for math.                                 |
| Family                                                                                                           | Parents of students in this cohort report that their student has always struggled with math. They don't know how to help them. Students say they don't have any homework. They don't know when work is due or how to check.                             |
| Teacher(s)                                                                                                       | Teachers report that students in this cohort have missing homework and give up easily when they don't understand the concepts. They don't attend extra help.                                                                                            |
| School counselor(s)                                                                                              | Students in this cohort have missing assignments in their classes. They don't connect why math is important for them to get their goals. They don't ask a lot of questions or seek help to understand things they are struggling with.                  |
| Administrator                                                                                                    | N/A                                                                                                                                                                                                                                                     |
| Other insights                                                                                                   | N/A                                                                                                                                                                                                                                                     |
| Systemic Barriers<br>(Use "NA" if no data applies.)                                                              | The extra help sessions for math are held after school making it difficult for students who have obligations or can't stay due to transportation issues (there are no late buses). Advocating for extra help to be built into the day would be helpful. |
| <b>Which contributing factors will you address?</b> (Use "NA" if not applicable.)                                |                                                                                                                                                                                                                                                         |
| Attendance                                                                                                       |                                                                                                                                                                                                                                                         |

Seeking relevant information from students and educational partners is an essential part of the process. Doing so helps guide the selection of Student Standards to address.

This portion is critical to advocacy and encourages **systemic thinking**. If you have difficulty with this section, brainstorm with others about potential factors that maintain inequalities and how they could be addressed.

If there was data in the Attendance or Discipline area that seems to be impacting students, indicate so here that you will address this as part of your goal work.

| ASCA Student Standards, Objectives and Assessments                            |                                                                                                                             |                                                                                 |
|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Behavior Standard(s) from<br>ASCA Student Standards                           | Learning Objective(s)                                                                                                       | Pre-/Post-Assessment<br>Statements                                              |
| BSMS 6 Ability to Identify<br>Overcome Barriers                               | 1. Students will reframe negative<br>thinking.                                                                              | 1. I change negative thoughts<br>into positive thoughts.                        |
|                                                                               |                                                                                                                             | 2.                                                                              |
|                                                                               | 2. Students will determine when<br>help from others is needed.                                                              | 1. I ask for help with my<br>schoolwork when I do not<br>understand it.         |
|                                                                               |                                                                                                                             | 2.                                                                              |
| BLS 7 Long- and Short-term<br>academic, career and social/<br>emotional goals | 1. Students will connect<br>current schoolwork to future<br>opportunities.                                                  | 1. I have enrolled in courses<br>that will support my post-<br>secondary goals. |
|                                                                               |                                                                                                                             | 2.                                                                              |
|                                                                               | 2. Students will construct a goal<br>plan, with observable behavioral<br>steps, that moves them toward<br>goal achievement. | 1. I have a clear academic goal<br>and goal plan.                               |
|                                                                               |                                                                                                                             | 2.                                                                              |

Ensure that each standard has at least 1 learning objective to operationalize it. Each learning objective should be measured in a pre/post assessment statement. This should be given to students before interventions are started and then again after completed.

| Strategies that Support Achieving the Goal                                                                                                   |                                                                                                                                                                           |                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Direct Student Service                                                                                                                       | Setting                                                                                                                                                                   | Describe the strategy                                                                                                                  |
| 1. <input checked="" type="checkbox"/> Instruction<br><input type="checkbox"/> Appraisal & Advisement<br><input type="checkbox"/> Counseling | <input checked="" type="checkbox"/> Small Group<br><input type="checkbox"/> Individual                                                                                    | Small Group focused on Growth Mindset, asking for help when needed, identifying obstacles and creating strategies for overcoming them. |
| 2. <input checked="" type="checkbox"/> Instruction<br><input type="checkbox"/> Appraisal & Advisement<br><input type="checkbox"/> Counseling | <input type="checkbox"/> Small Group<br><input checked="" type="checkbox"/> Individual                                                                                    | Individual sessions focused on goal setting, steps, and connection to coursework on future goals                                       |
| 3. <input type="checkbox"/> Instruction<br><input type="checkbox"/> Appraisal & Advisement<br><input type="checkbox"/> Counseling            | <input type="checkbox"/> Small Group<br><input type="checkbox"/> Individual                                                                                               |                                                                                                                                        |
| 4. <input type="checkbox"/> Instruction<br><input type="checkbox"/> Appraisal & Advisement<br><input type="checkbox"/> Counseling            | <input type="checkbox"/> Small Group<br><input type="checkbox"/> Individual                                                                                               |                                                                                                                                        |
| Indirect Student Service                                                                                                                     | Describe the strategy                                                                                                                                                     |                                                                                                                                        |
| 1. <input type="checkbox"/> Referral<br><input type="checkbox"/> Consultation<br><input checked="" type="checkbox"/> Collaboration           | Work with math teachers to check on progress, share goals and strategies students are working on. Collaborate on ways to support students.                                |                                                                                                                                        |
| 2. <input type="checkbox"/> Referral<br><input type="checkbox"/> Consultation<br><input checked="" type="checkbox"/> Collaboration           | Collaborate with parents in monthly phone contact regarding progress, goals, strategies to use at home. Share emails with steps for using the Student information System. |                                                                                                                                        |
| 3. <input type="checkbox"/> Referral<br><input type="checkbox"/> Consultation<br><input type="checkbox"/> Collaboration                      |                                                                                                                                                                           |                                                                                                                                        |
| 4. <input type="checkbox"/> Referral<br><input type="checkbox"/> Consultation<br><input type="checkbox"/> Collaboration                      |                                                                                                                                                                           |                                                                                                                                        |

Use the learning objectives to help guide what you will work on with students.

Reminder: Administer pre-assessment before delivering strategies.

**END OF PLAN**

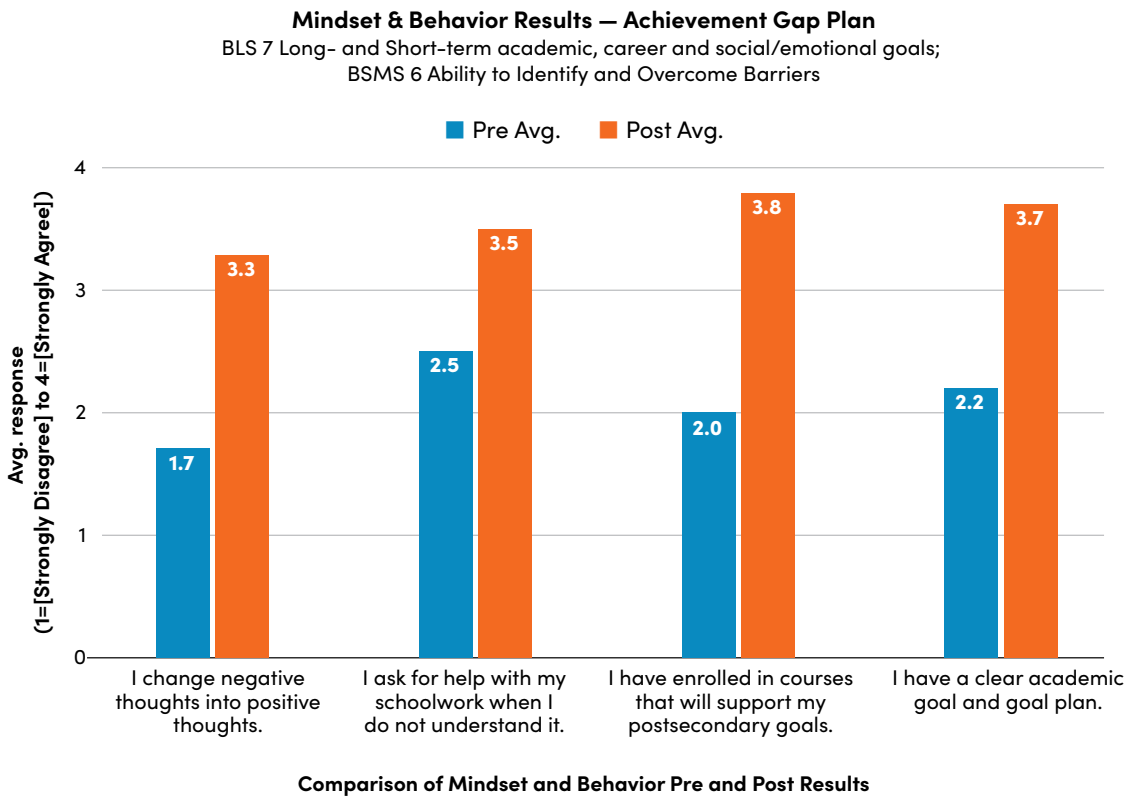
Achievement Gap Data Report

| ACCESS                                                                                                 |                                        |
|--------------------------------------------------------------------------------------------------------|----------------------------------------|
| Participation Data Results                                                                             |                                        |
| Number of students at beginning of plan:                                                               | 15                                     |
| Number of students at end of plan:                                                                     | 14                                     |
| If number of students changes from beginning to ending of plan, provide an explanation for the change. | 1 student moved during the school year |

Graphs

| LIFE-READINESS GRAPH           |                                                                           |
|--------------------------------|---------------------------------------------------------------------------|
|                                | ASCA Students Standards Data Results                                      |
| Behaviors Standards Addressed: | 1. BSMS 6 Ability to Identify and Overcome Barriers                       |
|                                | 2. BLS 7 Long- and Short-term academic, career and social/emotional goals |

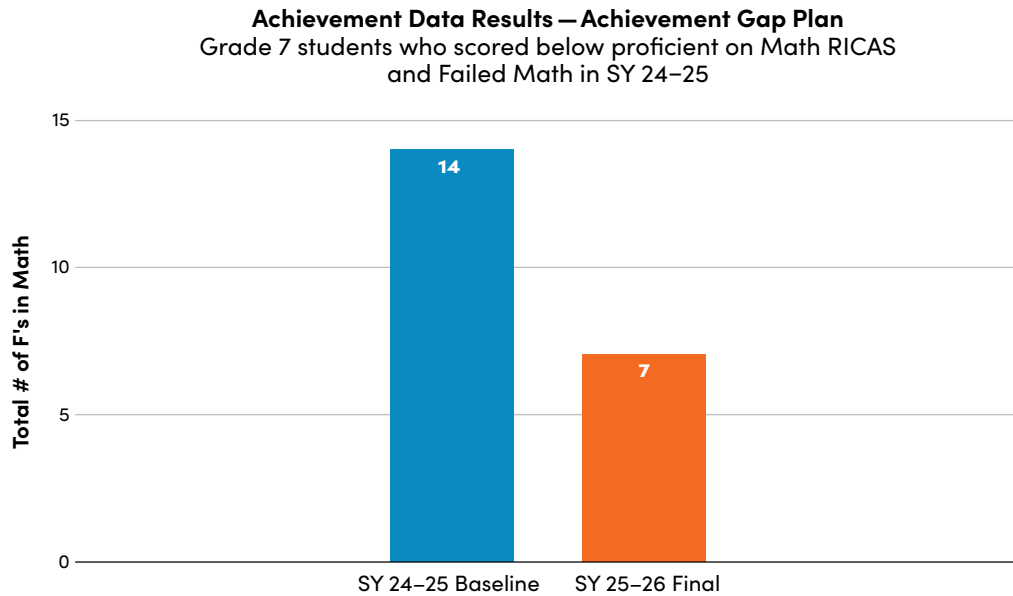
Insert graph for data from the ASCA Student Standards pre- and post-assessment results for this plan.



## ACADEMIC SUCCESS GRAPH

### Achievement Data Results

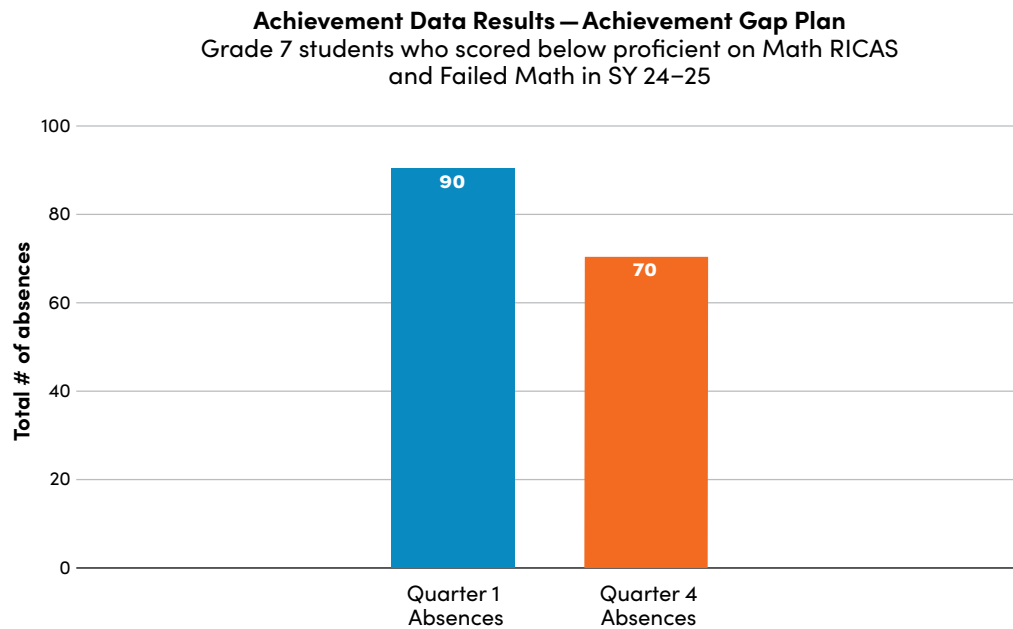
*Insert graph for data reported in the baseline and final achievement data results for this plan.*



### Comparison of Failing Grades — Before and After Interventions

### Contributing-Factors Results Graphs (if applicable)

*When appropriate, insert graph(s) of baseline and final data such as attendance and discipline.*



### Comparison of Absences — Before and After Interventions

## REFLECTION

### Systemic Focus

What did you learn about any systemic barriers (new or previously identified)? Consider:

1. The specific impact of the stated issue on the students in this goal
2. Challenges and barriers that became more evident as you addressed this issue
3. What might change in your school if this issue were successfully resolved

What strategies can you use to address the barrier(s), such as leadership, advocacy, collaboration? Consider:

1. Ways in which school counselors have addressed the identified systemic barrier(s) in the school
2. The impact or result of school counselors' work toward eliminating the systemic barrier

Some students do not have transportation after school, and most math extra-help sessions are offered at that time. Because there is no late bus, a number of students in this group were unable to access additional support. The school counselor brought this issue to the attention of the administration, noting its impact on students who need extra help. In response, administrators explored alternative ways to provide support, including incorporating extra help into the school day and offering virtual options.

### Plan Improvement

How can you improve your achievement gap plan? Consider timing, number and type of strategies, culturally sustaining practice, student access and identified barriers.

The small group was 5 sessions long. The students would have benefited from more sessions to continue to practice strategies. In the future we will adjust this to 8 sessions allowing for more time to practice and process.

## Optional Data Organizer (Required for RAMP)

| ACCESS                                                                                                 |                                                                                                       |
|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <b>Baseline Participation Data</b><br><i>Number of students expected to participate in the lesson:</i> | <b>Final Participation Data</b><br><i>Number of students who actually participated in the lesson:</i> |
| 15                                                                                                     | 14                                                                                                    |

The “Making Data Work” or “ASCA National Model Implementation Guide: Student Standards” books provide information about how to calculate Likert scale averages.

| LIFE-READINESS                                                                              |                                                                                           |
|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <b>Baseline ASCA Student Standards Data</b><br>ASCA Student Standard Pre-Assessment Results | <b>Final ASCA Student Standards Data</b><br>ASCA Student Standard Post-Assessment Results |
| 1. 1.7                                                                                      | 1. 3.3                                                                                    |
| 2. 2.5                                                                                      | 2. 3.5                                                                                    |
| 3. 2.0                                                                                      | 3. 3.8                                                                                    |
| 4. 2.2                                                                                      | 4. 3.7                                                                                    |

You will not have Post-Assessment Data or Achievement Data Results until after you implement the intervention. Once you have the pre- and post-assessment data, baseline data, and outcome data results, create graphs. The visual representation of the data helps to clearly convey student change.

| ACADEMIC SUCCESS                                                                                   |                                                                                                                    |
|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <b>Baseline Achievement Data</b><br>This data matches baseline achievement data in goal statement. | <b>Final Achievement Data</b><br>Report actual final achievement data (may be different from projected final data) |
| 15 Failing grades in math. This is adjusted to 14 due to one student moving.                       | 7 Failing Grades in Math at the end of SY 25-26                                                                    |
|                                                                                                    | <b>Percent Change from Baseline to Final Data:</b>                                                                 |
| 14 Failing Grades in Math                                                                          | % 50                                                                                                               |

Use a Percent Change Calculator to help calculate this number.

| CONTRIBUTING-FACTORS DATA—WHAT OTHER DATA HAS IMPACTED THROUGH THIS PLAN |                                                   |
|--------------------------------------------------------------------------|---------------------------------------------------|
| <b>Baseline Attendance Data</b><br>(when applicable)                     | <b>Final Attendance Data</b><br>(when applicable) |
| 95 absences for the first quarter                                        | 70 absences for the last quarter                  |
| <b>Baseline Discipline Data</b><br>(when applicable)                     | <b>Final Discipline Data</b><br>(when applicable) |
| N/A                                                                      | N/A                                               |

# Student Standards Delivery Plan

The ASCA Student Standards: Mindsets & Behaviors for Student Success guide the planning and delivery of all student activities and interventions. The ASCA Student Standard Delivery plan provides an overview of the delivery of the specific standards that will be delivered in Tier 1 and Tier 2 settings. This plan presents the topics addressed, as well as who it is delivered to and when.

## Lesson and Group Sessions

| School Name        | Date Created | Revision Date |
|--------------------|--------------|---------------|
| RIDE Middle School | 8/10/2025    | 12/12/2025    |

| ASCA Student Standards<br>Choose only one standard per lesson or session |                        |               | Delivery Plan                                                                                                                          |                           |                                                                                 |         |                                                                                                                             |
|--------------------------------------------------------------------------|------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------------------------------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------|
| Learning Strategies                                                      | Self-Management Skills | Social Skills | Title of lesson or group session<br>List each only once. Include brief explanation of unique titles.                                   | Delivery Tier 1 or Tier 2 | Participants                                                                    | Start   | Programs/events for families, students and/or partners that support the Tier 1 activity and standard (if applicable)        |
| B-LS 2. Creative approach to learning, tasks and problem solving         |                        |               | Exploring Problem-Solving Models: lesson on ways to problem-solve and find solutions                                                   | Tier 1                    | All 7th Grade Students                                                          | (4) Oct |                                                                                                                             |
| B-LS 3. Time-management, organizational and study skills                 |                        |               | Academic Support Group focused on organizational and study skills                                                                      | Tier 2                    | 7th and 8th Grade Students with 2 or more Fs                                    | (5) Nov |                                                                                                                             |
| B-LS 4. Self-motivation and self-direction to learning                   |                        |               | Writing Personal Vision Statements: Understanding the Connection Between School and Future Opportunities                               | Tier 1                    | All Grade 6 students                                                            | (5) Nov |                                                                                                                             |
| B-LS 4. Self-motivation and self-direction to learning                   |                        |               | Motivation Small Group focused on connecting the relevance of school work to students' lives and how it can support their future goals | Tier 2                    | 6th grade students with a failing grade and 6 or more absences in first quarter | (6) Dec |                                                                                                                             |
| B-LS 6. High-quality standards for tasks and activities                  |                        |               | Doing Your Personal Best: lesson on what quality work is and strategies to complete it well and on time                                | Tier 1                    | All Grade 8 Students                                                            | (5) Nov |                                                                                                                             |
| B-LS 7. Long- and short-term academic, career and social/emotional goals |                        |               | How to Succeed in Middle School: lesson on why we set goals and how to set goals                                                       | Tier 1                    | All Grade 6 Students                                                            | (4) Oct | Supporting your students transition to middle school-Organization, strategies and opportunities — A Community Conversation. |

You should have at least 1 program/ events for families, students that support Tier 1 Activity and Standard.

| Learning Strategies                                                      | Self-Management Skills                                      | Social Skills                                                                | Title of lesson or group session<br>List each only once. Include brief explanation of unique titles.                                                          | Delivery<br>Tier 1 or Tier 2 | Participants                                                                                         | Start    | Programs/events for families, students and/or partners that support the Tier 1 activity and standard (if applicable) |
|--------------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------|
| B-LS 7. Long- and short-term academic, career and social/emotional goals |                                                             |                                                                              | Goal-Setting for High School: lesson on looking at future interests and creating goals to help students achieve their postsecondary aspirations               | Tier 1                       | All Grade 8 Students                                                                                 | (3) Oct  |                                                                                                                      |
| B-LS 7. Long- and short-term academic, career and social/emotional goals |                                                             |                                                                              | High School CTE options and course planning                                                                                                                   | Tier 1                       | All Grade 8 Students                                                                                 | (5) Nov  | CTE Night at the High School                                                                                         |
|                                                                          | B-SMS 1. Responsibility for self and actions                |                                                                              | Learning Agreements (written in September, reviewed in January and May): lesson on process, why and how to write agreements and track progress                | Tier 1                       | All Students Grades 6–8                                                                              | (3) Sep  |                                                                                                                      |
|                                                                          | B-SMS 6. Ability to identify and overcome barriers          |                                                                              | Small Group focused on Growth Mindset, asking for help when needed, identifying obstacles and creating strategies for overcoming them. (Achievement Gap Plan) | Tier 2                       | Grade 7 Students who scored below proficient on the Spring 25 Math RICAS and Failed Math in SY 24–25 | (4) Oct. |                                                                                                                      |
|                                                                          | B-SMS 8. Balance of school, home and community activities   |                                                                              | Setting a Schedule: lesson focused on strategies for organizing your time                                                                                     | Tier 2                       | All Grade 6 students                                                                                 | (6) Dec  |                                                                                                                      |
|                                                                          |                                                             | B-SS 1. Effective oral and written communication skills and listening skills | What is Effective Listening and Why it Matters                                                                                                                | Tier 1                       | All Grade 8 Students                                                                                 | (8) Feb  |                                                                                                                      |
|                                                                          |                                                             | B-SS 4. Empathy                                                              | What is Empathy and Why It Matters                                                                                                                            | Tier 1                       | All Grade 6 students                                                                                 | (9) Mar  |                                                                                                                      |
|                                                                          | B-SMS 4. Delayed gratification for long-term rewards        |                                                                              | "If/Then" Understanding Benefits/Costs of Immediate vs. Delayed Gratification                                                                                 | Tier 1                       | All Grade 7 Students                                                                                 | (8) Feb  |                                                                                                                      |
|                                                                          | B-SMS 5. Perseverance to achieve long- and short-term goals |                                                                              | Writing SMART Goals                                                                                                                                           | Tier 1                       | All Grade 8 Students                                                                                 | (6) Dec  |                                                                                                                      |
|                                                                          | B-SMS 7. Effective coping skills                            |                                                                              | Effective Coping Small Group focused on teaching strategies for dealing with strong emotions                                                                  | Tier 2                       | All students (6) Dec with 3 or more discipline referrals and course grades of 75 or below            | (6) Dec  |                                                                                                                      |

Link each activity to only one Student Standard. It is not expected that all 30 Standards will be met in one school year. However, this tool can be used to identify gaps in instruction.

Provide sufficient information about the activity for educational partners to understand. Try to avoid lesson topics that do not describe the activity.

## Lesson Plan

|                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                            |       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <b>School Name</b>                                                                                                                                                                                                                                          | RIDE Middle School                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                            |       |
| <b>School Counselor Name</b>                                                                                                                                                                                                                                | Riley Delaney                                                                                                                                                                                                                                                                                                                                                                                                              | <b>School Year</b>                                                                                                                                                                                                                                         | 25–26 |
| <b>Lesson Title/Topic</b>                                                                                                                                                                                                                                   | Writing Personal Vision Statements: Understanding the Connection Between School and Future Opportunities                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                            |       |
| <b>Participants</b>                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                            |       |
| <b>Setting</b><br>Lesson(s) will be delivered in:                                                                                                                                                                                                           | <input checked="" type="checkbox"/> Classroom (Tier 1 whole-class instruction or Tier 2 specific classroom)<br><input type="checkbox"/> Large Group (grade-level or multi-class instruction)<br><input type="checkbox"/> Small groups (single session delivered to a group of students, ex., junior planning conferences)<br><input type="checkbox"/> Individual (one-on-one student instruction) ex. senior credit checks |                                                                                                                                                                                                                                                            |       |
| <b>Reason for this lesson:</b><br>Select from each:<br><ul style="list-style-type: none"> <li>• <a href="#">Life-Readiness</a> – select no more than one category</li> <li>• <a href="#">Academic Success</a> – select any category that applies</li> </ul> | <b>Life-Readiness</b><br><input checked="" type="checkbox"/> Learning Strategies<br><input type="checkbox"/> Self-Management Skills<br><input type="checkbox"/> Social Skills                                                                                                                                                                                                                                              | <b>Academic Success</b><br><input checked="" type="checkbox"/> Improve academic performance<br><input type="checkbox"/> Meet benchmarks<br><input type="checkbox"/> Improve test scores<br><input type="checkbox"/> Meet promotion/graduation requirements |       |
| <input checked="" type="checkbox"/> Single Lesson                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                            | <input type="checkbox"/> Unit of Lessons: Lesson _____ of _____                                                                                                                                                                                            |       |

Using the lesson plan template ensures all the necessary components are included and guides the thoughtful development of effective lessons. It is recommended that school counselors write at least three lesson plans per year to slowly create a repository of classroom and small group lessons.

| ASCA Student Standards, Objectives and Assessments Items for Lesson |                                                                                    |                                                                     |
|---------------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| Behavior Standard from <a href="#">ASCA Student Standards</a>       | Learning Objectives                                                                | Pre-/Post-Assessment Statements                                     |
| B-LS 4 Self-motivation and self-direction to learning               | Students will develop a personal vision statement for their desired life outcomes. | 1. I have a personal vision statement.                              |
|                                                                     |                                                                                    | 2. My personal vision statement describes my desired life outcomes. |
|                                                                     | Students will understand what a personal vision statement is.                      | 1. I know what a personal vision statement is.                      |
|                                                                     |                                                                                    | 2.                                                                  |

Pre/Post Assessments should include 3–5 items. Using a 4-point Likert scale often works best.

|                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Materials:</b>                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>• Mindfulness Activity Card: Let's Breathe "Power Breath" card</li> <li>• Poster paper</li> <li>• Poster markers</li> <li>• Pencils</li> <li>• Lined paper</li> <li>• Construction paper</li> <li>• Markers</li> <li>• Stickers</li> </ul> |

The following resources and ideas can be used to help create effective lesson plans:

- [What Works Clearinghouse](#)
- [The Center for School Counseling Outcome Research & Evaluation \(CSCORE\)](#)
- [SCALE Research Center](#)
- [Cult of Pedagogy](#)

| Steps:                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Administer pre-assessment.</li> <li>2. Record pre-assessment data. Optional data organizer can be used for this information (baseline data column under Life-Readiness.)</li> </ol> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Describe how you will:                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>1. Introduce lesson and objective:</b>                                                                                                                                                                                     | <p>All lessons begin with a grounding mindful moment – today’s mindful moment is a “Let’s Breathe” activity called “Power Breath” because it is an empowering, energizing, and confidence-boosting activity perfect for today’s lesson.</p> <p>The lesson topic is about the importance of school attendance and understanding how attending school can impact future opportunities. The lesson will focus on writing a vision statement that describes students’ desired life outcomes and steps to make that vision a reality.</p> <p>The lesson objective is for students to “develop a personal vision statement for their desired life outcomes.” (post and announce)</p>                                                                                                                                                               |
| <b>2. Teach content:</b>                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Define “vision statement” and write the key elements of a vision statement on the poster paper (future-oriented, best possible outcome, focused on their personal life goals).</li> <li>• Ask students to share some words or phrases they might include in their vision statement and write them on another piece of poster paper (continue to emphasize the key elements of a vision statement).</li> </ul> <p>Work together to write a class vision statement allowing students to take turns adding words or phrases to the class vision statement. This will be facilitated with a talking stick so that each student has a chance to share. A jar at the front of the class will also be provided for students to add in words or phrases they think are important as they think of them.</p> |
| <b>3. Practice content:</b>                                                                                                                                                                                                   | <p>Each student will write a personal vision statement that describes their desired life outcomes. If time allows, students may use construction paper, markers, and stickers to turn their vision statement into a piece of art to be hung in the classroom. Students will have an option to use a variety of graphic organizers to help then put their thoughts together.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>4. Summarize:</b>                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Ask students if anyone would like to share their vision statement with the class.</li> <li>• Ask students to reflect on steps that would impact their vision becoming a reality – “Turn and talk to your neighbor about one thing you can do today to help your vision become a reality.”</li> <li>• Discuss how decisions made today (including coming to school) can impact goals in life.</li> <li>• Close the lesson by restating the lesson topic/focus and the learning objective and leaving students with a challenge to do “the next right thing” to make their vision a reality.</li> </ul>                                                                                                                                                                                               |

Announce lesson content/title; identify the need and reason for the lesson; clarify the purpose, goals, and criteria for success; provide a hook to increase engagement.

Deliver organized, focused instruction utilizing inquiry-based instruction and metacognitive strategies. Try to incorporate technology, music, humor, and movement.

Provide opportunities for guided practice, cooperative learning, independent practice, or simulations and games.

Return to essential question or goal of the lesson and ask students for a one sentence summary of the lesson. End with reminders (quotes, challenges, goals, assignments) and a preview of coming attractions.

## END OF PLAN

## Lesson Plan Data Report

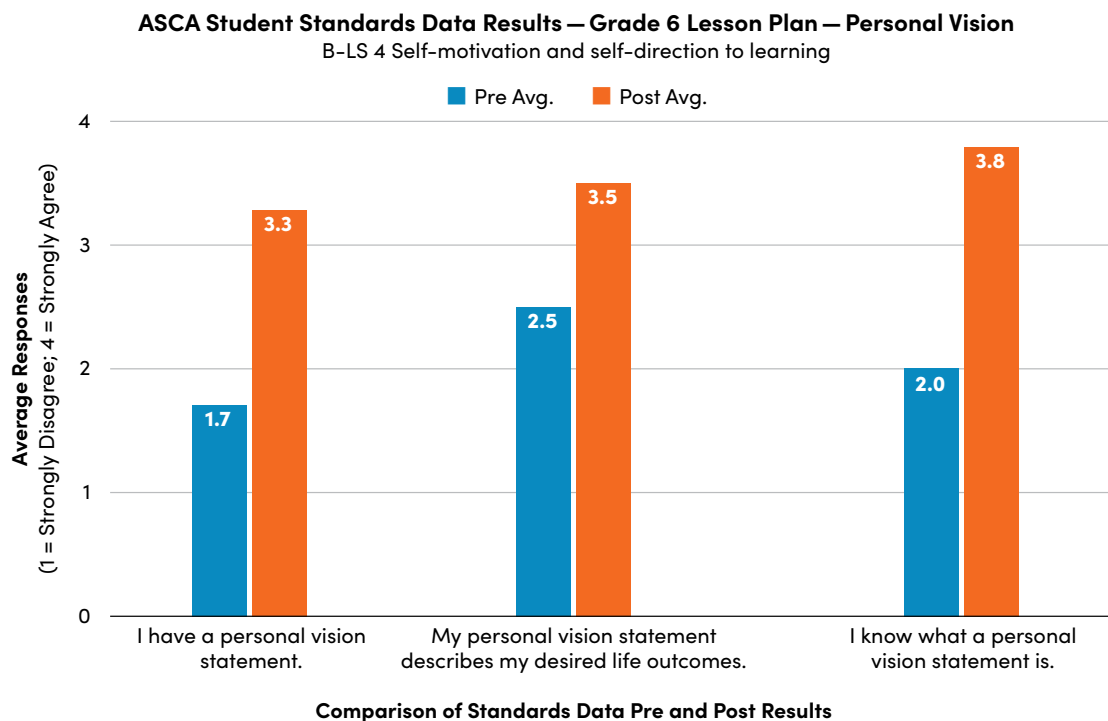
| ACCESS                                                                                                 |                                       |
|--------------------------------------------------------------------------------------------------------|---------------------------------------|
| Participation Data Results                                                                             |                                       |
| Number of students at beginning of plan:                                                               | All 6th grade students (150 students) |
| Number of students at end of plan:                                                                     | 148 grade 6 students                  |
| If number of students changes from beginning to ending of plan, provide an explanation for the change. | 2 students moved                      |

## Graphs

If needed, use optional data organizer on the final page to organize the data.

| LIFE-READINESS GRAPH                 |                                                       |
|--------------------------------------|-------------------------------------------------------|
| ASCA Students Standards Data Results |                                                       |
| Behavior Standard Addressed:         | B-LS 4 Self-motivation and self-direction to learning |

Insert graph for data from the ASCA Student Standards pre- and post-assessment results for this plan.



| Reflection                                                            |                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What strategies facilitated inclusion and supported diverse learners? | This lesson is about hearing from each student and what is important to them. Using the talking stick, graphic organizers and various modes of communication helped to facilitate each student sharing their thoughts. Having a variety of examples and a trusting space allowed students to feel comfortable to try and share. |
| What components of the lesson could be improved?                      | Additional time on examples of visions, getting ideas from class and allowing students to think through their vision.                                                                                                                                                                                                           |

## Optional Data Organizer (Required for RAMP)

| ACCESS                                                                                          |                                                                                                |
|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Baseline Participation Data<br><i>Number of students expected to participate in the lesson:</i> | Final Participation Data<br><i>Number of students who actually participated in the lesson:</i> |
| 150                                                                                             | 148                                                                                            |

| LIFE-READINESS                                  |     |                                                   |     |
|-------------------------------------------------|-----|---------------------------------------------------|-----|
| Baseline ASCA Student Standards Data            |     | Final ASCA Student Standard Data                  |     |
| ASCA Student Standard<br>Pre-Assessment Results |     | ASCA Student Standard<br>Post-Assessment Results: |     |
| 1.                                              | 1.7 | 1.                                                | 3.3 |
| 2.                                              | 2.5 | 2.                                                | 3.5 |
| 3.                                              | 2.0 | 3.                                                | 3.7 |
| 4.                                              |     | 4.                                                |     |

| CONTRIBUTING-FACTORS DATA-WHAT OTHER DATA HAS IMPACTED THROUGH THIS PLAN |  |                                                      |  |
|--------------------------------------------------------------------------|--|------------------------------------------------------|--|
| Baseline Attendance Data<br><i>(when applicable)</i>                     |  | Final Participation Data<br><i>(when applicable)</i> |  |
| N/A                                                                      |  | N/A                                                  |  |
| Baseline Discipline Data<br><i>(when applicable)</i>                     |  | Final Attendance Data<br><i>(when applicable)</i>    |  |
| N/A                                                                      |  | N/A                                                  |  |

The "Making Data Work" or "ASCA National Model Implementation Guide: Student Standards" books provide information about how to calculate Likert Scale Averages.

# Annual Administrative Conference

|                   |                    |
|-------------------|--------------------|
| School Counselor: | Riley Delaney      |
| School:           | RIDE Middle School |
| School Year:      | 2025–2026          |

If you are at a school with more than one school counselor, each school counselor should complete their own template. However, some pieces will be the same or similar and the meeting can be held with the entire school counseling team and administrator(s).

| School Counseling Program Plans                                                                                                             |                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| Share these documents and discuss significant information with the principal and administrators in charge of the school counseling program. |                                      |
| 1                                                                                                                                           | ASCA Student Standards Delivery Plan |
| 2                                                                                                                                           | Achievement Gap Plan                 |

| Achievement Gap Goal(s) |                                                                                                                                                                                                          |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                       | By May 15, 2026, Grade 7 Students who scored below proficient on the 2025 administration of Math RICAS and failed math for the 24–25 School Year will decrease the number of math failures from 15 to 9. |
| 2                       |                                                                                                                                                                                                          |

One goal is sufficient.

| School Counselor Use-of-Time                                                                                                            |                           |                             |                                      |                              |
|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-----------------------------|--------------------------------------|------------------------------|
| A minimum of 80% of time is recommended for direct and indirect student services and 20% or less in program planning and school support |                           |                             |                                      |                              |
| Previous school year<br>Average of two use-of-time 5-day calculators from previous year.                                                |                           |                             |                                      |                              |
| Recommended 80% or more                                                                                                                 |                           | 20% or less                 |                                      | Non-school-counseling duties |
| Direct student services                                                                                                                 | Indirect student services | Program planning activities | Fair-share school support activities |                              |
| 42%                                                                                                                                     | 16%                       | 25%                         | 7%                                   | 10%                          |
| Planned Use-of-Time for Current Year<br>Indicate your planned time allocations for this school year                                     |                           |                             |                                      |                              |
| Recommended 80% or more                                                                                                                 |                           | 20% or less                 |                                      | Non-school-counseling duties |
| Direct student services                                                                                                                 | Indirect student services | Program planning activities | Fair-share school support activities |                              |
| 60%                                                                                                                                     | 20%                       | 15%                         | 5%                                   | 0%                           |

| Ratio and Caseload                                                                                              |                                               |                                    |
|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------|------------------------------------|
| The American School Counselor Association's recommended ratio is one school counselor per 250 students (1:250). |                                               |                                    |
| I Am:                                                                                                           | <input checked="" type="checkbox"/> Full Time | <input type="checkbox"/> Part Time |
| My Ratio<br>One school counselor                                                                                | 450 students                                  |                                    |
| My Caseload (choose one)                                                                                        |                                               |                                    |
| <input checked="" type="checkbox"/> All Students                                                                | Number of students:                           | Grades 6–8 –450 students           |
| <input type="checkbox"/> Alpha                                                                                  | Last names beginning with:                    | to                                 |
| <input type="checkbox"/> Grade Level                                                                            | Students in grades:                           |                                    |
| <input type="checkbox"/> Other                                                                                  | Describe                                      |                                    |

Each of these documents should be attached and discussed during this portion of the Annual Administrative Conference. If you have not completed the pieces included here, make a note that they are in progress and discuss with your administrator your plan to work on these pieces in the future.

Think of this form as a guide to the discussion that you have with your administrator to start the school year. School counselors should complete the template before the meeting but allow for discussion and possible updates to the template during the meeting with school counselor(s) and administrator(s).

## Advisory Council

The school counseling advisory council will meet to provide feedback and input on the school counseling program.

|                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| First Semester Meeting Date:                  | October 17, 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Second Semester Meeting Date:                 | April 27, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Proposed Members: (names and member position) | <ul style="list-style-type: none"> <li>• Dirk O'Neil, School Board Member</li> <li>• Shelby Jones, Data Team Leader</li> <li>• Marissa Griffin, Assistant Principal</li> <li>• Mike Williams, 6th Grade Teacher</li> <li>• Melinda Karty, 8th Grade Special Education Teacher and Coach</li> <li>• Michael Smith, Teaching Assistant</li> <li>• Wilson Underwood, Small Business Owner and Parent of 7th grader</li> <li>• Cara Conrady, Parent of 8th grader, 6th grader, and 4th grader</li> <li>• O.C., 6th grade student</li> <li>• I.G., 8th grade student and class president</li> <li>• Riley Delaney, School Counselor</li> </ul> |

## Professional Development

I plan to participate in the following professional development based on my professional needs and/or professional standards from the ASCA School Counselor Professional Standards & Competencies checklist.

| Date(s)          | Topic                                                                      | Cost    |
|------------------|----------------------------------------------------------------------------|---------|
| October 29, 2025 | Rhode Island School Counselor Association Conference in Warwick            | \$85    |
| July 2026        | American School Counselor Association Annual Conference in New Orleans, LA | \$2,000 |
| Ongoing          | ASCA U Data Specialist Training                                            | \$99    |
| 2025–2026        | RIDE RI School Counseling Framework Training Cohort                        | Free    |

This can be aligned with your Professional Growth Goal as part of the Rhode Island Evaluation Model for Support Professionals. Think about the areas you want to grow to improve services delivered to students and consider those as the focus of your professional growth goal.

## School, District, State and National Committees and Professional Work

| Group                   | My Role          | Timeframe          |
|-------------------------|------------------|--------------------|
| School Improvement Team | Committee Member | 1 hour per quarter |
| MTSS Committee          | Committee Member | 1 hour per week    |
| Attendance Team Meeting | Committee Member | 1 hour per week    |

## School, District, State and National Committees and Professional Work

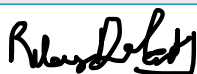
| Audience                              | Title of Presentation               | Date     |
|---------------------------------------|-------------------------------------|----------|
| RI School Counselors-RISCA Conference | Bringing Career Exploration to life | 10/28/24 |
|                                       |                                     |          |

## Budget Materials and supplies

|                                |                                                                                                                                                                                                |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Materials and supplies needed: | <ul style="list-style-type: none"> <li>• RULER Approach Training/Curriculum</li> <li>• Poster markers, poster board</li> <li>• Pencils, markers, crayons, scissors, and glue sticks</li> </ul> |
| Annual budget:                 | \$500                                                                                                                                                                                          |

| School Counselor Availability/Office Organization                             |                                                             |
|-------------------------------------------------------------------------------|-------------------------------------------------------------|
| The school counseling office will be open for students/parents/teachers from: | <u>7:30</u> to <u>3:30</u> (if flexible scheduling is used) |
| My hours will be:                                                             | <u>7:30</u> to <u>3:30</u> (if flexible scheduling is used) |
| The career center will be open from:                                          | <u>N/A</u> to _____ (if flexible scheduling is used)        |

| Other Staff and Volunteers             |                                            |
|----------------------------------------|--------------------------------------------|
| Choose all that apply.                 |                                            |
| Role/Responsibility                    | Person Assigned<br>(no signature required) |
| School Counseling Department Assistant | N/A                                        |
| Attendance Assistant/Clerk             | Mark Smith                                 |
| Data Manager/Registrar                 | Denise Cook                                |
| College and Career Center Assistant    | N/A                                        |
| Other Staff                            | N/A                                        |
| Volunteers                             | N/A                                        |

| Signatures of School Counselor and Principal                                               |                                                                                    |
|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Must be within the first two months of school.                                             |                                                                                    |
| School Counselor Signature                                                                 |   |
| Riley Delaney                                                                              |                                                                                    |
| Administrative Signature                                                                   |  |
| Lori Kesler                                                                                |                                                                                    |
| Administrator in charge of the school counseling program:<br>(if different from principal) |                                                                                    |
| First Day of School                                                                        | September 2, 2025                                                                  |
| Date of Conference                                                                         | September 30, 2025                                                                 |

For RAMP this should be an actual signature on paper.

## Minutes from Administrator Conference

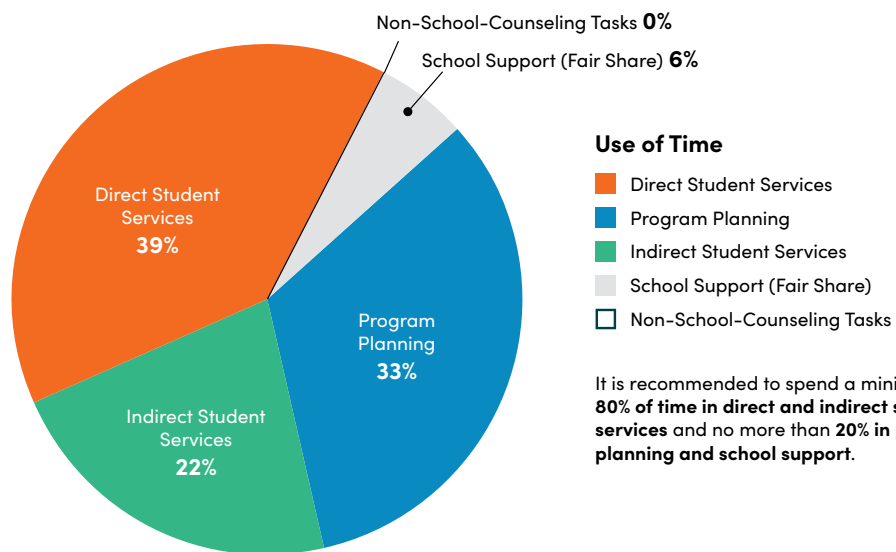
| Summary of discussion and decisions from the administrator conference                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Meeting held 9/30 with Lori Kesler and Riley Delaney. Reviewed the Achievement Gap Plan and Mrs. Kesler liked the focus on math as this is an important goal for the school. She would like Ms. Delaney to discuss the work at the School Improvement Team meeting. Mid Year Ms. Delaney will share progress on the goal.</p> <p>Discussed use of time and how to increase the direct student services. Specifically Mrs. Kesler would like to see an additional Goal plan for another group of students providing direct services. Mrs. Kesler will work to relieve Ms. Delaney of some duties to allow for the time to do this.</p> |

# Use-of-Time Calculator

|                          |                                                               | Direct Student Services                         | Indirect Student Services              | Program Planning                         | School Support                       | Non-School-Counseling Tasks |
|--------------------------|---------------------------------------------------------------|-------------------------------------------------|----------------------------------------|------------------------------------------|--------------------------------------|-----------------------------|
| School Counselor Name:   | Riley Delaney                                                 | Instruction, Appraisal & Advisement, Counseling | Referrals, Consultation, Collaboration | Defining, Managing, Assessing Activities | Fair-Share Responsibility Activities | Non-School-Counseling Tasks |
| Date (M/D/Y):            | 10/21/24                                                      |                                                 |                                        |                                          |                                      |                             |
| Contract start/end time: | 7:30–3:30                                                     |                                                 |                                        |                                          |                                      |                             |
| Time frame               | Activity or Task                                              |                                                 |                                        |                                          |                                      |                             |
| 7:00–7:15 a.m.           |                                                               |                                                 |                                        |                                          |                                      |                             |
| 7:16–7:30 a.m.           |                                                               |                                                 |                                        |                                          |                                      |                             |
| 7:31–7:45 a.m.           | Greeting Students and Families                                |                                                 |                                        |                                          | X                                    |                             |
| 7:46–8:00 a.m.           | Check in with student returning from inpatient facility       | X                                               |                                        |                                          |                                      |                             |
| 8:01–8:15 a.m.           | Return Parent and Teacher Emails About Students               |                                                 | X                                      |                                          |                                      |                             |
| 8:16–8:30 a.m.           | Return Parent and Teacher Emails About Students               |                                                 | X                                      |                                          |                                      |                             |
| 8:31–8:45 a.m.           | Small Group with First Gen College Students                   | X                                               |                                        |                                          |                                      |                             |
| 8:46–9:00 a.m.           | Small Group with First Gen College Students                   | X                                               |                                        |                                          |                                      |                             |
| 9:01–9:15 a.m.           | Work on Presentation for Family Night                         |                                                 |                                        | X                                        |                                      |                             |
| 9:16–9:30 a.m.           | Work on Presentation for Family Night                         |                                                 |                                        | X                                        |                                      |                             |
| 9:31–9:45 a.m.           | Work on Presentation for Family Night                         |                                                 |                                        | X                                        |                                      |                             |
| 9:46–10:00 a.m.          | Work on Presentation for Family Night                         |                                                 |                                        | X                                        |                                      |                             |
| 10:01–10:15 a.m.         | Small Group with 6th Graders with 6 or more absences          | X                                               |                                        |                                          |                                      |                             |
| 10:16–10:30 a.m.         | Small Group with 6th Graders with 6 or more absences          | X                                               |                                        |                                          |                                      |                             |
| 10:31–10:45 a.m.         | Analyze Pre-Assessment Data from Small Groups                 |                                                 |                                        | X                                        |                                      |                             |
| 10:46–11:00 a.m.         | Analyze Pre-Assessment Data from Small Groups                 |                                                 |                                        | X                                        |                                      |                             |
| 11:01–11:15 a.m.         | Check in with new student (transition difficulties)           | X                                               |                                        |                                          |                                      |                             |
| 11:16–11:30 a.m.         | Check in with new student (transition difficulties)           | X                                               |                                        |                                          |                                      |                             |
| 11:31–11:45 a.m.         | Consult with 7th grade teachers (ways to support new student) |                                                 | X                                      |                                          |                                      |                             |
| 11:45 a.m–12:00 p.m.     | Consult with 7th grade teachers (ways to support new student) |                                                 | X                                      |                                          |                                      |                             |
| 12:01–12:15 p.m.         | Passing Time Hall Duty                                        |                                                 |                                        |                                          | X                                    |                             |
| 12:16–12:30 p.m.         | Small Group with 8th Graders on Goal Setting                  | X                                               |                                        |                                          |                                      |                             |
| 12:31–12:45 p.m.         | Small Group with 8th Graders on Goal Setting                  | X                                               |                                        |                                          |                                      |                             |
| 12:46–1:00 p.m.          | Catch up on emails                                            |                                                 |                                        | X                                        |                                      |                             |
| 1:01–1:15 p.m.           | Return Phone Call to New Student's Parents                    |                                                 | X                                      |                                          |                                      |                             |
| 1:16–1:30 p.m.           | Catch up on emails                                            |                                                 |                                        | X                                        |                                      |                             |
| 1:31–1:45 p.m.           | Meeting with Assistant Principal about SIP                    |                                                 |                                        | X                                        |                                      |                             |
| 1:46–2:00 p.m.           | Meeting with Assistant Principal about SIP                    |                                                 |                                        | X                                        |                                      |                             |

The Use-of-Time Calculator should be used once in the Fall and once in the Spring. The template calculates the totals for you if used correctly. Be sure and review the definitions for the types of services so that you categorize them correctly. It is also important to provide specific details of the activity/task. For example: Emailing parents about students would be Collaboration while catching up on emails and clearing out your inbox would be Program Planning.

|                                 |                                                                  | Direct Student Services                         | Indirect Student Services              | Program Planning                         | School Support                       | Non-School-Counseling Tasks |
|---------------------------------|------------------------------------------------------------------|-------------------------------------------------|----------------------------------------|------------------------------------------|--------------------------------------|-----------------------------|
| <b>School Counselor Name:</b>   | Riley Delaney                                                    | Instruction, Appraisal & Advisement, Counseling | Referrals, Consultation, Collaboration | Defining, Managing, Assessing Activities | Fair-Share Responsibility Activities | Non-School-Counseling Tasks |
| <b>Date (M/D/Y):</b>            | 10/21/24                                                         |                                                 |                                        |                                          |                                      |                             |
| <b>Contract start/end time:</b> | 7:30–3:30                                                        |                                                 |                                        |                                          |                                      |                             |
| <b>Time frame</b>               | <b>Activity or Task</b>                                          |                                                 |                                        |                                          |                                      |                             |
| 2:01–2:15 p.m.                  | Data analysis for Annual Student Outcome Goal Plan               |                                                 |                                        |                                          | X                                    |                             |
| 2:16–2:30 p.m.                  | Data analysis for Annual Student Outcome Goal Plan               |                                                 |                                        |                                          | X                                    |                             |
| 2:31–2:45 p.m.                  | Check in with student returning from inpatient facility          | X                                               |                                        |                                          |                                      |                             |
| 2:46–3:00 p.m.                  | Collaboration with 6th Grade Team                                |                                                 | X                                      |                                          |                                      |                             |
| 3:01–3:15 p.m.                  | Classroom Instruction: Surviving the Transition to Middle School | X                                               |                                        |                                          |                                      |                             |
| 3:16–3:30 p.m.                  | Classroom Instruction: Surviving the Transition to Middle School | X                                               |                                        |                                          |                                      |                             |
| 3:31–3:45 p.m.                  | Classroom Instruction: Surviving the Transition to Middle School | X                                               |                                        |                                          |                                      |                             |
| 3:46–4:00 p.m.                  | Classroom Instruction: Surviving the Transition to Middle School | X                                               |                                        |                                          |                                      |                             |
| 4:01–4:15 p.m.                  | MTSS Committee                                                   |                                                 | X                                      |                                          |                                      |                             |
| 4:16–4:30 p.m.                  | MTSS Committee                                                   |                                                 | X                                      |                                          |                                      |                             |
| 4:31–4:45 p.m.                  |                                                                  |                                                 |                                        |                                          |                                      |                             |
| 4:46–5:0 p.m.                   |                                                                  |                                                 |                                        |                                          |                                      |                             |
| <b>TOTALS</b>                   |                                                                  | <b>8</b>                                        | <b>10</b>                              | <b>10</b>                                | <b>2</b>                             | <b>0</b>                    |
| <b>% per category</b>           |                                                                  | 39%                                             | 22%                                    | 33%                                      | 6%                                   |                             |



It is recommended to spend a minimum of **80% of time in direct and indirect student services** and no more than **20% in program planning and school support**.

# Annual Calendar

|                    |                    |
|--------------------|--------------------|
| <b>School Name</b> | RIDE Middle School |
| <b>School Year</b> | 2025–2026          |

| Month                   | Delivering                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ongoing Services</b> | <ul style="list-style-type: none"> <li>Classroom Instruction one time per month</li> <li>Deliver ILP lessons</li> <li>Small groups as needed</li> <li>Individual support as needed</li> <li>Crisis response as needed</li> <li>Restorative Circles</li> <li>Mindful Morning Assemblies (weekly on Monday)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                |
| <b>August</b>           | <ul style="list-style-type: none"> <li>Postcards to new students</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>September</b>        | <ul style="list-style-type: none"> <li>"Meet the School Counselor" table at Open House on 9/17</li> <li>Check-in with all new students during the first week of school</li> <li>New Student Small Group — starts September 22</li> <li>"How to Succeed in Middle School" classroom instruction for 6th Grade Students— Week of September 8</li> <li>6th Grade Parent/Guardian education night on the transition to middle school — 9/8</li> <li>"Curriculum Night" on 9/30 (introduce SEL curriculum)</li> <li>"Learning Agreements" assembly — 9/15</li> <li>"Writing Personal Vision Statements" classroom instruction for 6th grade students Weeks of September 15–29</li> </ul> |
| <b>October</b>          | <ul style="list-style-type: none"> <li>Bullying prevention month schoolwide assembly 10/6</li> <li>Academic support small group — Starts 10/14</li> <li>Motivation small group — Starts 10/21</li> <li>Grade 8 High School CTE options and course planning lessons — Week of 10/27</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>November</b>         | <ul style="list-style-type: none"> <li>"The Power of Yet" classroom instruction for 6th grade students — Weeks of 11/3 &amp; 11/10</li> <li>"Growth Mindset" classroom instruction for 7th grade students — Weeks of 11/10 &amp; 11/17</li> <li>"Doing Your Personal Best" classroom instruction for 8th grade students — Week of 11/24</li> </ul>                                                                                                                                                                                                                                                                                                                                  |
| <b>December</b>         | <ul style="list-style-type: none"> <li>"Setting a Schedule" Classroom Instruction for 6th Grade Students — Weeks of 12/1 &amp; 12/8</li> <li>"Exploring Problem-Solving Models" Classroom Instruction for 7th Grade Students — Weeks of 12/8 and 12/15</li> <li>"Effective Listening" Classroom Instruction for 8th Grade Students — Weeks of 12/8 &amp; 12/15</li> </ul>                                                                                                                                                                                                                                                                                                           |
| <b>January</b>          | <ul style="list-style-type: none"> <li>"Learning Agreements" assembly — 1/8</li> <li>"Great Kindness Challenge" assembly — 1/13</li> <li>"Effective Coping" small group — Starts 1/12</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>February</b>         | <ul style="list-style-type: none"> <li>"Empathy" classroom instruction for 6th grade students — Week of 2/2</li> <li>"If/Then" classroom instruction for 7th grade students — Week of 2/9</li> <li>"Writing SMART Goals" classroom instruction for 8th grade students — Week of 2/9</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>March</b>            | <ul style="list-style-type: none"> <li>Visits from 5th grade students to learn about Middle School — 3/5</li> <li>Grade 7 planning for High School lesson (CTE and Course Planning) — Week of 3/9</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>April</b>            | <ul style="list-style-type: none"> <li>"Emotional Competence" Classroom Instruction for 7th Grade Students — Week of 4/6</li> <li>8th Grade Parent/Guardian education night on the transition to high school — 4/6</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>May</b>              | <ul style="list-style-type: none"> <li>"Mental Health Awareness" Assembly — 5/1</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>June</b>             | <ul style="list-style-type: none"> <li>"Goal setting for High School" Classroom Instruction for 8th Grade Students — Week of 6/1</li> <li>"Learning Agreements" Assembly — 6/4</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

When describing the activity, provide enough information that all educational partners could understand each listing, avoiding vague language or acronyms. When appropriate, include the topics, dates, and times. Never include anything that would be confidential.

The Annual Calendar can be adjusted and modified throughout the year as needed.

The Annual Calendar should be shared and posted so that educational partners are aware of the school counseling program priorities and program events

## Small Group Plan and Data Report

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |           |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------|
| School Name                | RIDE Middle School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |             |           |
| School Counselor Name      | Riley Delaney                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | School Year | 2025–2026 |
| Small Group Title or Focus | Motivation Small Group                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |             |           |
| Number of Sessions         | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |             |           |
| Reason for this group      | <p>Students in group need support with: (check all that apply)</p> <p><b>Life-Readiness</b></p> <p><input checked="" type="checkbox"/> Learning Strategies</p> <p><input type="checkbox"/> Self-Management Skills</p> <p><input type="checkbox"/> Social Skills</p> <p><b>Academic Success</b></p> <p><input checked="" type="checkbox"/> Failing grades</p> <p><input type="checkbox"/> Meeting benchmarks</p> <p><input type="checkbox"/> Meeting promotion/graduation requirements</p> <p><input type="checkbox"/> Low test scores</p> |             |           |

A Small Group should have a minimum of four sessions and 3-12 students.

### ACHIEVEMENT DATA FOR STUDENT SMALL GROUP

For the issues checked above, indicate the baseline achievement data for students in the small group.

| Issue          | Number of Students       |
|----------------|--------------------------|
| Failing grades | Eight 6th grade students |
|                |                          |
|                |                          |
|                |                          |

### WHAT CONTRIBUTING-FACTORS DATA SUPPORTS THE NEED FOR THE SMALL GROUP?

#### Attendance Data (Use "NA" if no data applies.)

6 or more absences in first quarter

#### Discipline Data (Use "NA" if no data applies.)

NA

#### Other Data (Use "NA" if no data applies.)

NA

| SESSION PLANS |                                                      |                                                |                                                                               |                                                                            |
|---------------|------------------------------------------------------|------------------------------------------------|-------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Session       | Behavior Standard(s) from the ASCA Student Standards |                                                | Learning Objectives                                                           | Pre-/Post-Assessment Statements                                            |
| 1             | B#                                                   | Self-motivation and self-direction to learning | Students will define motivation.                                              | 1. I can define motivation.                                                |
|               | B-LS 4.                                              |                                                |                                                                               | 2.                                                                         |
| 2             | B#                                                   | Self-motivation and self-direction to learning | Students will connect their personal vision statement to future goals.        | 1. I have a personal vision statement.                                     |
|               | B-LS 4.                                              |                                                |                                                                               | 2. My personal vision statement is connected to my future goals.           |
| 3             | B#                                                   | Self-motivation and self-direction to learning | Students will understand the connection between school work and future goals. | 1. I understand the connection between my school work and my future goals. |
|               | B-LS 4.                                              |                                                |                                                                               | 2.                                                                         |
| 4             | B#                                                   | Self-motivation and self-direction to learning | Students will create a short- term and long-term plan for their future goals. | 1. I have a short- term plan for my future goals.                          |
|               | B-LS 4.                                              |                                                |                                                                               | 2. I have a long- term plan for my future goals.                           |
| 5             | B#                                                   |                                                | Students will                                                                 | 1.                                                                         |
|               |                                                      |                                                |                                                                               | 2.                                                                         |
| 6             | B#                                                   |                                                | Students will                                                                 | 1.                                                                         |
|               |                                                      |                                                |                                                                               | 2.                                                                         |

Each standard should be operationalized by a learning objective. The learning objectives describe the knowledge, attitude and skills you want students to attain by the end of the group.

Each session should have only 1 standard that is focused on.

| Session 1 Focus:                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Describe the teaching content for this session.  | <p>The session will focus on what motivation is and how to define motivation. Motivation is defined as “the reason or drive that makes us want to do something or keep going, even when it is hard.” Ask students to think about the last time they pushed through something difficult. Ex. learning something for a sport, leveling up in a video game, practicing an instrument. Discuss how they got through this?</p> <ul style="list-style-type: none"> <li>• What is something you do just because you want to, even if it requires a lot of effort? Share the definition of motivation with students and break it down.</li> <li>• What is the drive – or reason for doing the thing you want to do?</li> <li>• Why do you think the definition includes the phrase ‘even when it is hard’?</li> <li>• If something is incredibly easy—like eating your favorite candy—do you really need a lot of motivation to do it?”</li> </ul> |
| Describe how students will practice the content. | <p>Students will engage in an activity where they get scenario cards of hard situations famous people have been through. After each one, ask:</p> <ul style="list-style-type: none"> <li>• <i>What might be motivating the person?</i></li> <li>• <i>How would you feel in their situation?</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

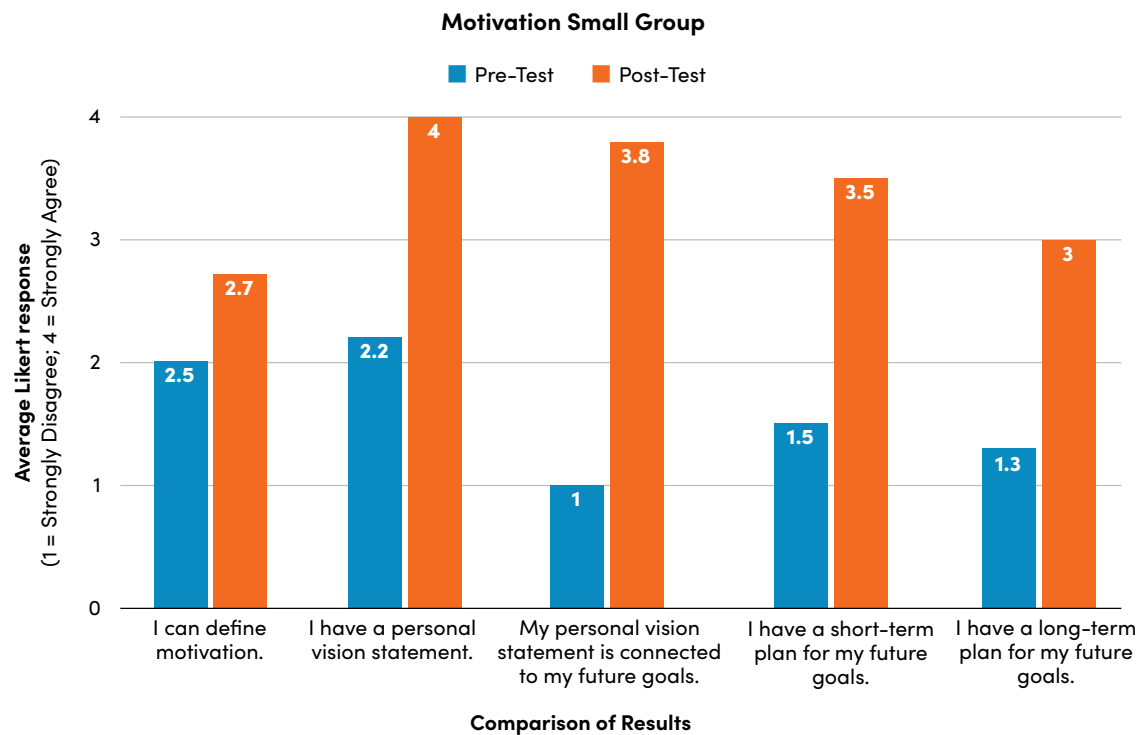
| Session 2 Focus:                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Describe the teaching content for this session.  | <p>The session will focus on connecting their personal vision statement (that they wrote during a classroom lesson) to future goals. Share a sample vision statement: "I want to be a creative leader who uses technology to help others and stays healthy and active."</p> <ol style="list-style-type: none"> <li>1. Circle the anchor words in the statement, such as creative, technology, and healthy.</li> <li>2. Discuss with students the anchor words and how we can use them to help think about our future goals.</li> <li>3. Share sample goals such as: 'To practice skateboarding three times a week,' <ul style="list-style-type: none"> <li>• Does that connect to their vision?</li> <li>• Which anchor word does it support?" (Answer: Healthy/active)</li> <li>• What if their goal is to finish a video game? They are using technology, but does it connect with helping others?</li> <li>• What might some goals be that you can think of for this student with this vision?</li> <li>• Ask students to share potential goals and how they connect.</li> </ul> </li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Describe how students will practice the content. | Students will review their vision statement from the classroom lesson about vision statements. Students will also list out future goals and connect each goal to their vision statement (or revise vision statement to align with future goals).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Session 3 Focus:                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Describe the teaching content for this session.  | <p>The session will focus on understanding the relevance of school work and how school connects to their future goals. When you watch pro athletes practice, why do they spend hours running through plastic cones or lifting weights? Are there plastic cones on the court during a real championship game? If the cones aren't in the real game, why do they do it? (To build agility, speed, and muscle memory). The cones are just tools to build the skill. A lot of times, school work feels like running through plastic cones. You might think, 'When am I ever going to use this specific worksheet in real life?' The answer is you might not. But you will use the mental muscle that the worksheet is building. Today, we are going to figure out what muscles you are actually building for your future game.</p> <ol style="list-style-type: none"> <li>1. Draw on the board a chart of the four core subjects: Math, ELA, Science, and Social Studies.</li> <li>2. Describe some of the things that you do in class for each of these on the chart; ask the class to help populate the chart (ex. Math: solve for x, addition, fractions; ELA: analyze poems, literature, learn grammar; Science: Learn parts of a cell, write lab reports; Social Studies: learn about history, dates, wars, events, law).</li> <li>3. Ask the class to help you with the third column of the chart - Hidden skills that you will use later. Here you will discuss how these things can help with future goals. For example: Math: Problem-Solving &amp; Logic: Spotting patterns, budgeting your money, coding, and making sure you don't lose out on money. ELA: Communication &amp; Persuasion: Writing an email that actually gets a response, convincing a boss to give you a raise, expressing yourself clearly. Science: Critical Thinking: Figuring out if a TikTok trend is fake, troubleshooting a broken tech device, trial-and-error resilience. History: Strategy &amp; Human Nature: Understanding why people do what they do, learning from past mistakes, analyzing trends.</li> </ol> |
| Describe how students will practice the content. | Looking at the future goals listed in the previous session, students will brainstorm how classes they are currently enrolled in could be connected to each goal. The group will create a chart with two columns—one titled "School Today" and another titled "Future Me" and list the skills they are learning in school today and how they might be connected to future goals.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

| Session 4 Focus:                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Describe the teaching content for this session.  | <p>The session will focus on how to create short- term and long-term plans for future goals.</p> <ol style="list-style-type: none"> <li>1. Share definitions of short and long-term goals and how to backwards plan. Long-Term Plan: Something that takes a lot of time, effort, and smaller steps to achieve. Usually 1 to 5+ years away (e.g., graduating high school, getting into a specific college, landing a dream job). Short-Term Plan: 1- 6 months. Actionable steps you can complete now, this week, this month, or during this school grading period. These are the building blocks.</li> <li>2. Discuss how the easiest way to make a plan is to start at the finish line and walk backward to today. <ul style="list-style-type: none"> <li>• Why can't a short-term goal be 'become a famous influencer by next Friday?</li> <li>• If someone had a long-term goal to be a social media influencer, what would they need to do to get there?</li> <li>• What are some short-term goals or steps?</li> </ul> </li> </ol> |
| Describe how students will practice the content. | <p>Students will participate in a Goal Mapping Activity. Each student will complete a Goal Map with three sections:</p> <ol style="list-style-type: none"> <li>1. My Long-Term Goal (1–5 years): Something meaningful but realistic</li> <li>2. My Short-Term Goals (Next 1–6 months): 3–5 small, specific steps that move them toward the long-term goal</li> <li>3. My Action Plan: <ul style="list-style-type: none"> <li>• One thing I can start this week</li> <li>• One obstacle I might face</li> <li>• One person or resource that can help me</li> </ul> </li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Session 5 Focus:                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Describe the teaching content for this session.  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Describe how students will practice the content. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Session 6 Focus:                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Describe the teaching content for this session.  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Describe how students will practice the content. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## END OF PLAN

## Small-Group Data Report

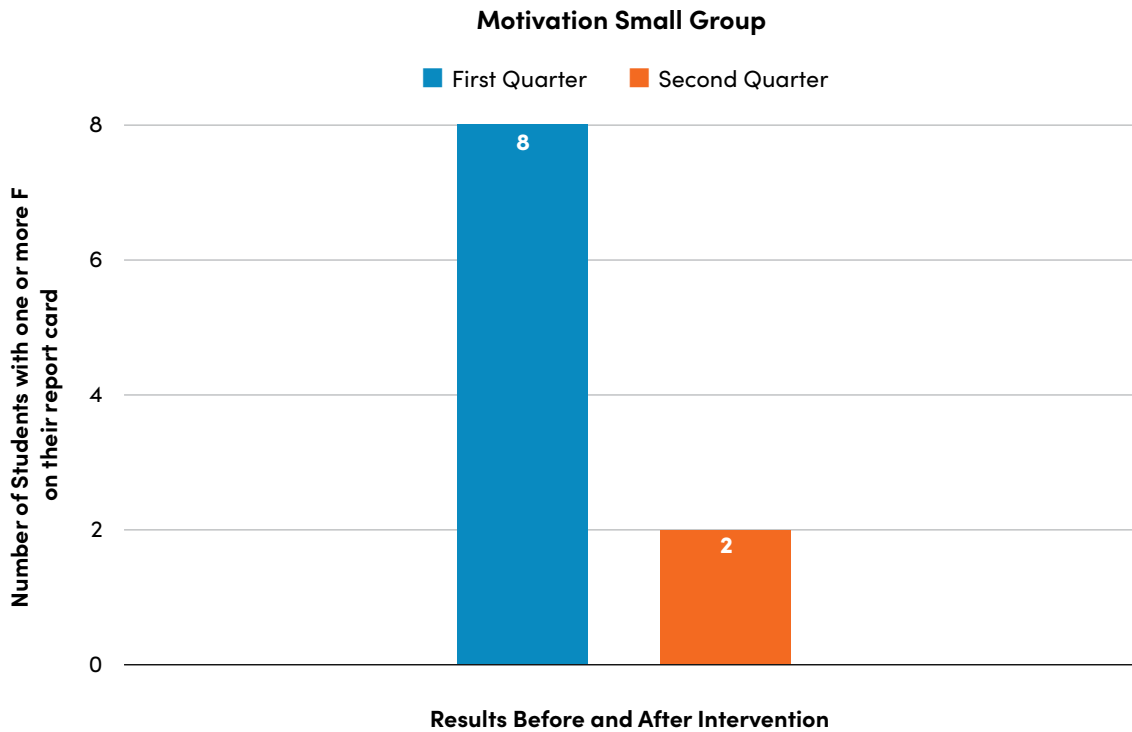
| ACCESS                                                                                                 |                                                           |
|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| Participation Data Results                                                                             |                                                           |
| Number of students at beginning of plan:                                                               | Eight                                                     |
| Number of students at end of plan:                                                                     | Seven                                                     |
| If number of students changes from beginning to ending of plan, provide an explanation for the change. | One student moved schools after the first session         |
| LIFE-READINESS GRAPH                                                                                   |                                                           |
|                                                                                                        | ASCA Students Standard(s) Data Results                    |
| Behavior Standards Addressed:                                                                          | 1. B-LS 4. Self-motivation and self-direction to learning |
|                                                                                                        | 2.                                                        |



## ACADEMIC SUCCESS GRAPH

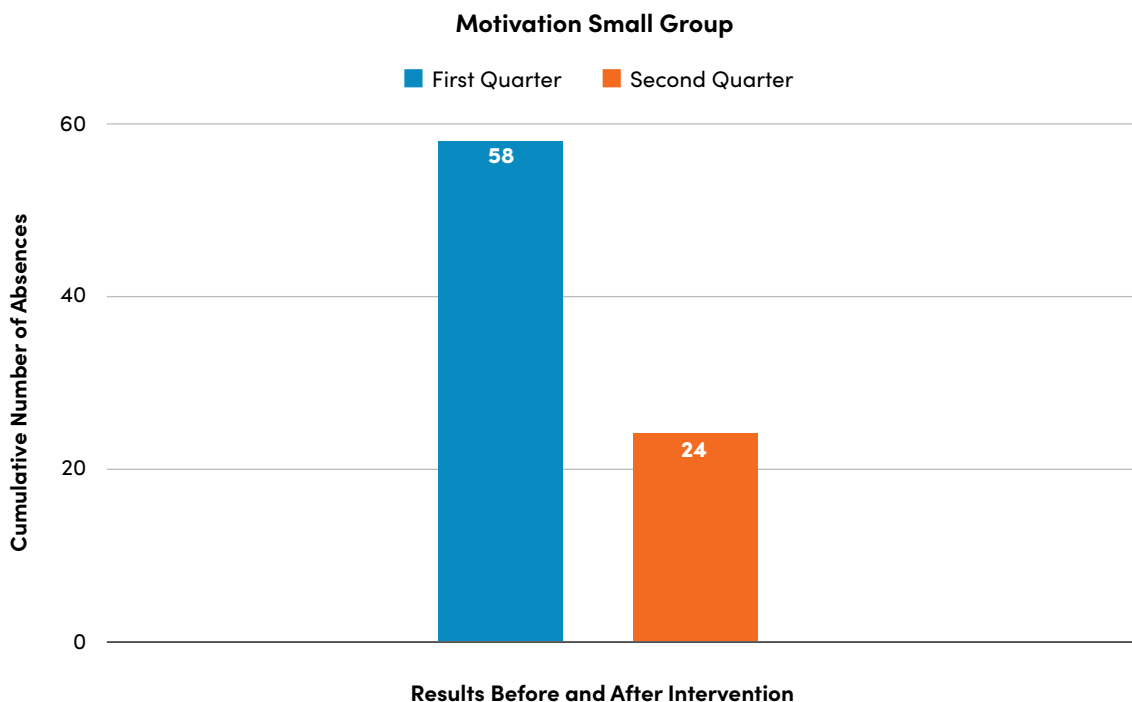
### Achievement Data Results

*Insert graph for data reported in the baseline and final achievement data results for this plan.*



### Contributing-Factors Results Graphs (if applicable)

*When appropriate, insert graph(s) of baseline and final data such as attendance and discipline.*



| REFLECTION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>How can you improve your small group?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Consider timing, number and type of strategies, cultural responsiveness, student access and identified barriers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| This small group could be improved by making the sessions more culturally responsive. The materials, examples, and activities should reflect students' lived experiences, identities, and cultural values. The sessions did not incorporate student voice, honor multiple perspectives, or use inclusive language as much as they could. This would help build trust and belonging. The school counselors could also be more reflective about their own assumptions and adapt practices to meet the cultural and community context of the students.                                                                                         |
| <b>How do the results inform future small groups or the school counseling program?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Both cumulative number of Fs and absences decreased after this group. Because the topic was motivation and not specifically about failing grades or attendance, the students stated that they did not feel targeted or as if they were selected for the group because they were "in trouble." This seemed to increase engagement and enthusiasm about the topic. Keeping this in mind as we plan future small groups will ensure that we target ASCA Student Standards that will help students gain the life-readiness skills they need in order to have academic success without making students feel as though small groups are negative. |

## Optional Data Organizer (Required for RAMP)

| ACCESS                                                                                                      |     |                                                                                                            |     |
|-------------------------------------------------------------------------------------------------------------|-----|------------------------------------------------------------------------------------------------------------|-----|
| <b>Baseline Participation Data</b><br><i>Number of students expected to participate in the small group:</i> |     | <b>Final Participation Data</b><br><i>Number of students who actually participated in the small group:</i> |     |
| 8 students                                                                                                  |     | 7 students (one student moved)                                                                             |     |
| LIFE-READINESS                                                                                              |     |                                                                                                            |     |
| <b>Baseline ASCA Student Standards Data</b><br>ASCA Student Standards Pre-Assessment Results                |     | <b>Final ASCA Student Standards Data</b><br>ASCA Student Standards Post-Assessment Results                 |     |
| 1                                                                                                           | 2.5 | 1                                                                                                          | 2.7 |
| 2                                                                                                           | 2.2 | 2                                                                                                          | 4.0 |
| 3                                                                                                           | 1.0 | 3                                                                                                          | 3.8 |
| 4                                                                                                           | 1.5 | 4                                                                                                          | 3.5 |
| ACADEMIC SUCCESS                                                                                            |     |                                                                                                            |     |
| <b>Baseline Achievement Data</b><br>This data matches baseline achievement data in small group              |     | <b>Final Achievement Data</b><br>Report actual final achievement data                                      |     |
| 8 6th grade students with an F in first quarter                                                             |     | 2 6th grade students with an F in second quarter                                                           |     |
|                                                                                                             |     | Percent Change from Baseline to Final Data:                                                                |     |
|                                                                                                             |     | 75%                                                                                                        |     |

## CONTRIBUTING-FACTORS DATA-WHAT OTHER DATA HAS BEEN IMPACTED THROUGH THIS PLAN?

| Baseline Attendance Data<br>(when applicable)                 | Final Attendance Data<br>(when applicable)                                                |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| The 8 6th graders had 58 cumulative absences in first quarter | The 7* 6th graders had 24 cumulative absences in second quarter<br><br>*one student moved |
| Baseline Discipline Data<br>(when applicable)                 | Final Discipline Data<br>(when applicable)                                                |
| NA                                                            | NA                                                                                        |



## 1-Pager

It is recommended that school counselors create a 1-pager at the end of the year to share their data as a concise, visually appealing way to communicate the impact of their work to key educational partners, such as administrators, families, school boards, and community members. A well-designed 1-pager highlights the Annual Student Achievement Gap Plan, Standards Data, and Contributing Factor Data such as attendance and discipline, using graphs and brief narratives.

The 1-pager helps advocate for the school counseling program, demonstrates alignment with schoolwide goals, and reinforces the value of a comprehensive, data-driven school counseling program.

# RIDE Middle School School Counseling Program

## Achievement Gap Goal

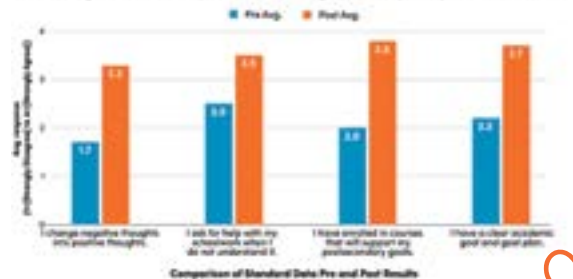
By May 15, 2026, Grade 7 Students who scored below proficient on the 2025 administration of Math RICAS and failed math for the 24-25 School Year will decrease the number of math failures from 15 to 9.



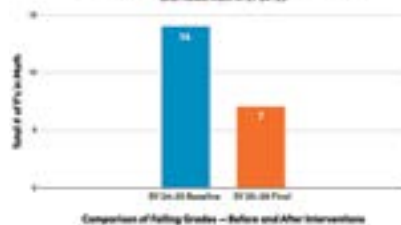
## Interventions used to achieve the goal

- Individual Instruction
- Small Groups
- Classroom Instruction
- Teacher Collaboration
- Teacher Professional Learning
- Parent Collaboration
- Parent Workshops

SBCT Student Standard Data – Achievement Gap Plan – Grade 7 students Failing Math and below proficient on Math RICAS



Achievement Data Results – Achievement Gap Plan  
Grade 7 students who scored below proficient on Math RICAS and failed Math in SY 24-25





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