

Stockton Unified School District

School Counseling Program Handbook

2024-2025



Stockton Unified School District
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SCHOOL COUNSELING PROGRAM HANDBOOK DEVELOPMENT

This school counseling program handbook was originally designed and developed through a collaborative process in 2020-2021. It serves as both a guide and a resource for school counselors and administrators as they design, implement, evaluate and improve their programs and services for students. The Stockton Unified School District School Counseling Team is to be recognized for their dedication and commitment to the development of a comprehensive school counseling program handbook and for leading the way as advocates for improved programs, policies, practices and outcomes for the students of Stockton Unified School District.

This handbook will assist school counselors with documentation of the school counseling program. Each section contains guiding documents, templates or samples to aid school counselors in developing or identifying school-specific documents that have already been developed. The school counseling program documents can easily be shared with principals and new school counselors to help ease the transition when veteran school counselors leave a school.

One goal of program documentation is to provide a format that allows school counselors to easily share various components of their school counseling program with others. This may include the school and district administration, audit personnel, WASC/on-site review teams, other counselors, families, administrators, central office personnel, and the local school board.

A clearly documented program allows a new school counselor to easily pick up district processes and expectations as well as build upon what already exists to better support student success. School counselors may offer additional resources that represent the school counseling program at individual sites. This guide represents the minimum components of the SUSD Comprehensive School Counseling Program.

STOCKTON UNIFIED SCHOOL DISTRICT ADMINISTRATION

Dr. Michelle Rodriguez — Superintendent

Dr. Susana Ramirez — Assistant Superintendent, Student Support Services

Maryann Santella — Director, Student Support Services

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Stockton Unified School District is Committed to ...



Our mission is to graduate every student college, career, and community ready. In doing so we will lift all youth out of circumstances of poverty and scarcity.

COMPREHENSIVE SCHOOL COUNSELING PROGRAM

OVERVIEW

This section contains the Stockton Unified School District School Counseling Program Guidelines aligned with the [ASCA National Model, 4th Edition \(2019\)](#), [CA Education Code 49600](#), and [SUSD Board Policy 6164.2](#) & [Administrative Regulation 6164.2](#).

I. DEFINE

- 1.1 Three broad **domains of student development** will guide the school counseling program: **Academic, College/Career, and Social/Emotional**.
- 1.2 **ASCA's National Model, ASCA Mindsets and Behaviors Standards, ASCA School Counselor Professional Standards and Competencies, ASCA Ethical Standards for School Counselors, and ASCA Position Statements** will guide the school counselors' program, practice and professionalism within Stockton Unified School District.
- 1.3 **State educational laws and codes** as well as **local strategic plans and guidelines** will guide the school counseling program within Stockton Unified School District.
- 1.4 School counseling program **handbook guidelines** will be **reviewed and modified each year** to establish the priorities and direction for school counseling and support services provided to students in grades K-12.

II. MANAGE

- 2.1 The Stockton Unified School District school counseling program **vision and mission statements** define the vision and focus for managing and implementing a school counseling program for all students.
- 2.2 As members of the school staff, school counselors will assume **planning, calendaring, and management responsibilities** in the school counseling program.
- 2.3 School counselors and support staff will **meet regularly** as **Professional Learning Communities (PLCs)** to review student data and identify, prioritize, and target student needs.
- 2.4 School counselors will **use school and district data** to identify student strengths, needs, equity/access issues, achievement/opportunity gaps, barriers to success, and other systemic issues.
- 2.5 School counselors will **collect process, perception, and outcome data** to progress monitor and evaluate the management, delivery, and assessment of the school counseling program.
- 2.6 School counseling **annual student outcome (SMART) goals** will be reviewed and modified each year to establish the priorities and direction for school counseling and support services provided to students in grades K-12.

- 2.7 School counselors will **develop action plans** for Tier 1 (curriculum, individual student planning, and schoolwide programs and activities) and Tier 2 (data driven interventions and systems change initiatives).
- 2.8 School counselors will **develop high-quality, detailed, engaging written lesson plans** for Tier 1 curriculum and Tier 2 small groups/interventions.
- 2.9 The school counseling program will **engage with families and encourage family collaboration** concerning academic, college/career, and social/emotional development and decision-making for all students in grades K-12.
- 2.10 School counselors and support staff will **collaborate with school administration and site leadership teams** in order to ensure effective implementation of school counseling services.
- 2.11 School counseling departments and administrators will collaborate to determine **hours of operation** which allow adequate opportunities for students and working families to access counseling services both within and outside of the regular school day.
- 2.12 The **student-to-school counselor ratio and assignment of students** to school counselors will be determined by the school counseling department and administration at each school site based on the unique programmatic considerations of the school and student population. These decisions should ensure school counselors equitably address the needs of all students.
- 2.13 School counselors' **use of time** will be determined in mutual agreement by the counselors, site administrators, and the district office in accordance with the Stockton Unified School Counseling program goals.
- 2.14 The **roles and responsibilities** of school counselors will be determined by the counselors, administrators, and district office in accordance with the national frameworks, ethical guidelines, and district priorities.
- 2.15 School counselors and those supporting the school counseling program (i.e. administrators) will be provided **school counseling specific professional learning** opportunities based on individual needs, site needs, and resources available.
- 2.16 School counselors and support staff will provide **information and materials to staff** on topics and issues that impact teaching, learning, and school climate/culture.
- 2.17 School counseling departments at each site will systematically and equitably **provide information to staff, families, and the community via multiple methods** regarding the school counseling program activities, services, and support options available.

III. DELIVER

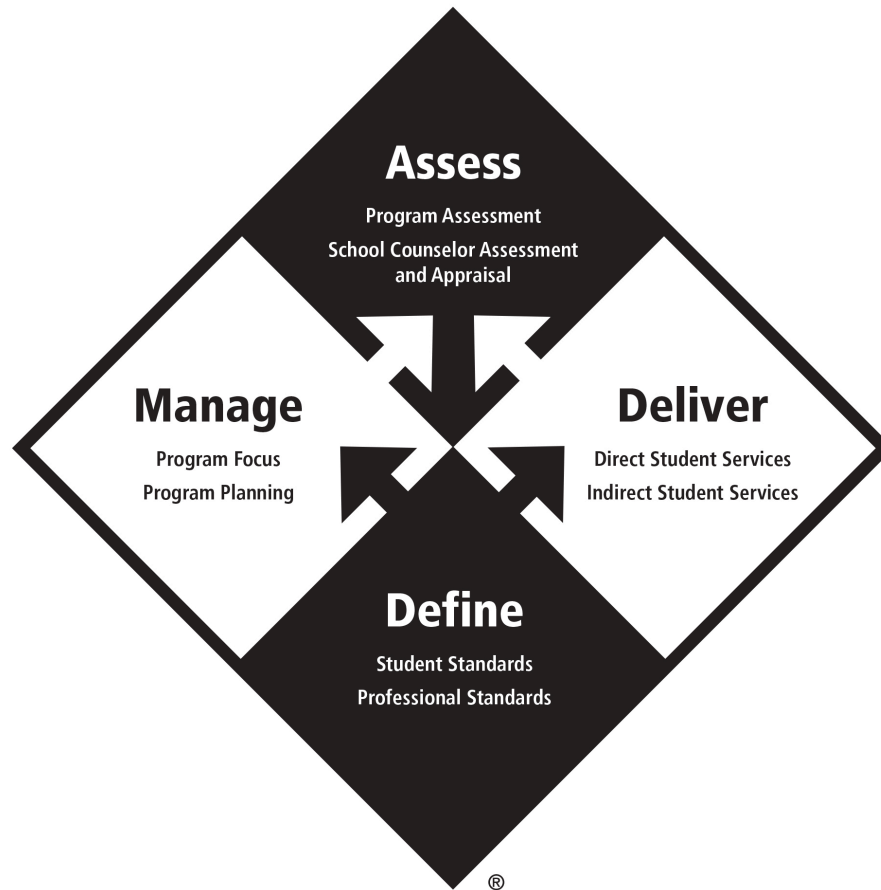
- 3.1 All students (K-12) will be provided age and grade appropriate planned **school counseling curriculum** that promotes attitudes, knowledge, and skills through instruction in academic achievement, college/career readiness, and social/emotional growth.
- 3.2 School counselors will assist students in monitoring and managing their own learning, as well as to **establish personal goals and future plans**.

- 3.3 School counselors will meet with and provide guidance and counseling to all students (grades 6-12) to **develop a six-year graduation plan** beginning in sixth grade, which includes appropriate coursework for successful graduation from high school and transition to postsecondary institutions or to work. School counselors will also make every attempt to consult with families of students at risk of being retained.
- 3.4 School counselors will coordinate **school/district-wide programs and activities** in alignment with the school counseling curriculum to support the academic, college/career, and social/emotional development of students.
- 3.5 School counseling programs and services will be provided to **educate, engage, and increase family participation** in the areas of academic, college/career and social/emotional development and decision making for all students grades K-12.
- 3.6 **Intentional, targeted, data-driven interventions** will be provided to students who need additional support to address academic achievement, college/career readiness, or social/emotional concerns.
- 3.7 School counselors will **utilize site and district resources**, as well as collaborate with local businesses, industries, and agencies to develop community resources, to provide Tier 2 support and increase opportunities for students and families.
- 3.8 School counselors will **consult** with administrators, teachers, staff, families, and other key stakeholders regularly to provide information, professional opinions, and recommendations about students' needs, and to receive feedback on the emerging needs of students.
- 3.9 School counselors will participate in internal school and district committees, teams, partnerships, and advisory boards to **collaborate** on student needs, support programs in the school and community, and gain support for the school counseling program.
- 3.10 **Short-term Tier 3 school counseling** will be provided to students as appropriate during times of crisis, transition, heightened stress, critical change, or other situations in which Tier 2 support is not adequate.
- 3.1 School counselors will **refer to school, district, and community resources** when students' needs extend beyond the role and responsibilities of the school counselor.

IV. ASSESS

- 4.1 School counselors will annually select Tier 1 and Tier 2 activities to **assess their effectiveness** and determine how students are different as a result of these activities, focusing specifically on achievement, behavior and attendance.
- 4.2 School counselors will annually **share the impact of their Tier 1 and Tier 2 activities** with key stakeholders (i.e., Flashlight presentations, one pagers, highlight reels, results reports).
- 4.3 School counselors will annually **complete a program assessment** to determine program strengths and areas of thoughtfulness for improvement (i.e. ASCA School Counseling Program Assessment).
- 4.4 School counselors will annually **self-assess their attitudes, knowledge, and skills** based on the ASCA School Counselor Professional Standards and Competencies Assessment to facilitate professional growth.

- 4.5 Individual school counselor evaluations shall **use the appropriate evaluation tool** developed in conjunction with the District and the Stockton Pupil Personnel Association Bargaining Unit.
- 4.6 School counselors shall serve as **leaders in the school community** to promote and support student success and act as **systems change agents** to create an environment that promotes and supports student success.



[ASCA National Model, 4th Edition \(2019\)](#)

OVERVIEW

The *Define* component includes the *defining* documents of the school counseling profession. The ASCA National Model calls for three sets of standards to help school counselors develop, implement and evaluate the school counseling program. The first are the *ASCA Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student*, which detail the attitudes, knowledge, and skills students need for academic success, college/career readiness, and social/emotional development. The other two types of standards are for school counselors, including the *ASCA School Counselor Professional Standards & Competencies* and the *ASCA Ethical Standards for School Counselors*. Additionally, district, local and state codes, laws, and initiatives guide the development of the school counseling program, including this handbook which is updated annually.

DOMAINS

- 1.1 Three broad **domains of student development** will guide the school counseling program: **Academic, College/Career, and Social/Emotional**.

Within the Stockton Unified School District, three broad domains will guide school counseling activities: academic, college/career, and social/emotional development. Within the academic domain, school counselors support and enhance students' learning environments and equip students with tools to assist them in learning. For college/career development, school counselors assist students in understanding the connection between school and the workforce, while planning for transition from school to the postsecondary pathway of their choice. To address social/emotional development, school counselors help students with the management of self and emotions as well as the application of interpersonal and relational skills.

School counselors operate within all three of these domains to address developmentally appropriate student needs. Oftentimes, elementary school counselors place a greater emphasis on social/emotional development while high school counselors do so with college/career development; however, school counselors at all levels should address all three domains.

NATIONAL STANDARDS

- 1.2 ASCA's National Model, **ASCA Mindsets and Behaviors Standards, ASCA School Counselor Professional Standards and Competencies, ASCA Ethical Standards for School Counselors, and ASCA Position Statements** will guide the school counselors' program, practice and professionalism within Stockton Unified School District.

Student Standards

The [ASCA Mindsets and Behaviors for Student Success](#) are student standards that guide and/or align with the development of the program for all students. They outline what all students should know, understand, and be able to do as a result of participating in a school counseling program. These 35 standards contain six Mindset standards and 29 Behavior standards in three subcategories of Learning Strategies, Self-Management Skills, and Social Skills. The standards are research-based and are organized based on the non-cognitive factors in [Teaching Adolescents to Become Learners \(University of Chicago, 2012\)](#).

Grade-level competencies are the specific, measurable objectives that students attain as they make progress toward a standard. Competencies for the ASCA Mindsets and Behaviors are housed in the online database at www.schoolcounselor.org/studentcompetencies. Student competency attainment assures equitable access to school counseling services for all students, and the selected student standards and competencies are aligned with academic content standards at the state and district level.

School counselors are also encouraged to consider other student standards, such as:

- [Eight Components of College and Career Readiness \(NOSCA\)](#)
- [CASEL Core Competencies](#)
- [Learning for Justice Social Justice Standards](#)
- [National Career Employability Standards](#)
- [National Career Development Standards](#)

Professional Standards

Professional standards ensure school counselors are equipped to meet the demands and rigor of the professional practice. Professional standards outline the attitudes, knowledge, and skills that guide and advise the daily practice of the school counselor. The following foundational documents serve to guide expectations for the school counseling program and the practice and professionalism of the school counselor.

- [ASCA School Counselor Professional Standards and Competencies](#) serve as a guide for school counselor self-evaluation and formulation of professional development plans.
- [ASCA Ethical Standards for School Counselors](#) specify the principles of ethical behavior and serve as standards of accepted practice, guiding the school counselor's decision-making process to protect both the students and school counselor.
- [ASCA Position Statements](#) guide and support the recommended role of the school counselor and are approved each year by the Governing Board of the American School Counselor Association.
- [ASCA National Model Executive Summary](#) is the abbreviated version of the defining publication for the school counseling profession.

STATE & LOCAL GUIDELINES

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|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.3 | State educational laws and codes as well as local strategic plans and guidelines will guide the school counseling program within Stockton Unified School District. |
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In addition to the professional standards outlined in the national framework, state foundational documents also serve to guide expectations for the school counseling program and school counselor’s practice. For example, [CA Ed Code \(49600\)](#), which was revised in 2023, reflects the California legislature’s recommendations for districts with comprehensive school counseling programs. Local school and district board policies and strategic plans also serve as guides for the comprehensive school counseling program and in defining the school counselor’s role. Some districts find it helpful to refer to their union contracts as well for alignment. Ultimately, best practice is for school counseling program activities and interventions to be aligned with all local and state initiatives.

SCHOOL COUNSELING PROGRAM HANDBOOK

1.4	School counseling program handbook guidelines will be reviewed and modified each year to establish the priorities and direction for school counseling services provided to students in grades K-12.
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As districts and counties develop comprehensive school counseling programs, they also develop the school counseling program handbook (this document) to outline the priorities and future direction of the school counseling program. The purpose is to implement common practices with consistency between and among all schools. The handbook is intended to be a living, breathing document that is modified and updated as needed; therefore, it is reviewed and modified annually by a local committee of school counselors and school counselor leaders.

OVERVIEW

The manage component of the ASCA National Model includes program focus and program planning. The vision school counselors have for their students and the program mission they create to reach that vision make up the program focus. Program planning is essential to ensure efficiency and effectiveness in the delivery of activities to address the developmental needs of all students. To assist with program planning, there are tools to help school counselors to organize their programs and assessments to determine if desired results are reached.

As a part of managing their programs, school counselors collaborate with their level specific colleagues throughout the district to ensure agreed-upon “franchised” services (curriculum and interventions) are calendared and provided district wide. School counselors use data to set local priorities and to drive decision-making on the use of time. They also collaborate with school counselors at different levels to plan and support appropriate articulation activities to ensure a smooth school transition process for students. Planning and meeting with colleagues is essential to ensuring school counseling programs are delivered systemically throughout the district.

PROGRAM FOCUS

- 2.1 The Stockton Unified School District-aligned school counseling program **mission statements** define the vision and focus for managing and implementing a school counseling program for all students.

SUSD Mission Statement

Our mission is to graduate every student college, career, and community ready. In doing so, we will lift all youth out of circumstances of poverty and scarcity.

SUSD School Counseling Mission Statement

The mission of the Stockton Unified School District Comprehensive School Counseling Program is to provide, through meaningful partnerships with other educators, families, and the community, equitable access to data-driven academic, college/career, and social emotional services to all students to promote lifelong learning to our diverse student population.

PROGRAM GOALS

Program goals guide the delivery of the program and the development of school counseling core curriculum, targeted and intensive interventions, and closing the gap activities. Goal statements include desirable outcomes for students, are based on data, and focus on opportunity, attainment and achievement gaps. Program goals are aligned with the *Stockton Unified School District Strategic Plan* and the district goals and objectives.

District Yearly Goals and Objectives

1. Implementing support for trauma-informed care and instruction
2. Providing rigorous and engaging instruction at all levels
3. Investing deeply in the development of all employees
4. Ensuring high-quality educational choices and setting for all youth
5. Establishing high, unambiguous expectations for adults and youth

District Counseling Goals and Objectives

- Increase the percent of students who complete A-G requirements
- Increase the percent of students who complete a CTE Pathway
- Increase the percent of students who complete the FAFSA/CA Dream Act
- Increase the percent of students meeting College and Career Indicators (CCI)
- Increase the percent of students graduating with post secondary plans in place

DOMAIN	LCAP GOAL	ACTION ITEMS
ACADEMIC	1.2 Xello	* Students in 9th grade will complete the Study Skills and Habits lesson in Xello
	2.14 School Counselors	* Individual student planning, attendance and progress monitoring * Transcript and credit review * Core classroom lessons that provide the tools to help students develop the attitudes, knowledge, and skills for academic success
COLLEGE/CAREER	1.2 Xello	* Students in grades 6-12 will complete Xello class lessons, interest inventories, and match to careers and college
	1.2 College and Career Readiness	* Focus on completion rates to increase students that submit AND complete * Spotlight reports given to all high school students
	2.14 School Counselors	* College and Career fairs; college tours and virtual events
SOCIAL/EMOTIONAL	2.14 School Counselors	* Provide SEL class lessons, individual, and small group counseling * Restorative conferences and class circles * Responsive services, including crisis and postvention * Wrap-around services for students and their families * Consultation with and referrals to District and community representatives regarding Foster Youth, Homeless Students, English Learners, Students with Disabilities, Behavior Interventions, Mental Health, and accessing resources for basic needs and academic success

PROGRAM PLANNING

- 2.2 As members of the school staff, school counselors will assume **planning, calendaring, and management responsibilities** of the school counseling program.

While school counselors work collaboratively with others and include the voices of stakeholders in their programs, they are ultimately responsible for planning the school counseling program. School counselors plan by using data to drive their programs, tools and assessments to increase the efficiency of the programs, and collaborative processes to implement their programs. SUSD School Counselors use [rubrics and resources](#) to develop the essential components of a comprehensive program.

SCHOOL COUNSELOR MEETINGS / PLCs / DATA TEAMS

- 2.3 School counselors and support staff will **meet regularly as Professional Learning Communities** (PLCs) to review student data and identify, prioritize, and target student needs.

School counselors and support staff will analyze student data with administration during PLCs to drive priorities for school counseling services. Based on student data, school counselors and support staff will develop a plan of action to meet student needs.

In alignment with the Stockton Unified School District SPPA Bargaining Agreement, it is recommended that school counselors utilize the following guidelines for professional development:

- directly related to responsibilities and the needs of the school site
- individuals may be asked to present information from PD at a future school counseling PLC meeting

School Counselor Program Specialists will organize and set agendas based on *the District Counseling calendars* ([K8 Calendar](#) and [HS Calendar](#)) and *Counselor input*. Suggested agendas might include the following:

1. *Information and Announcements* (e.g., discussion about new school or district policies, practices, or procedures, such as a new registration process or new report cards)
2. *Specific Student Concerns* (e.g., individual student issues; questions about handling certain student concerns, such as soliciting suggestions for a mentor of a new foster student; students with high level of risk, such as student who is suicidal)
3. *Program Management* (e.g., climate survey data analysis, finalizing action plans, scheduling groups)
4. *Counselor Concerns* (e.g., how to work with a teacher who appears to be stressed, or how to talk with an angry parent.)
5. *Counselor Collaboration* (e.g. share strategies, develop plans/lessons)

DATA ANALYSIS

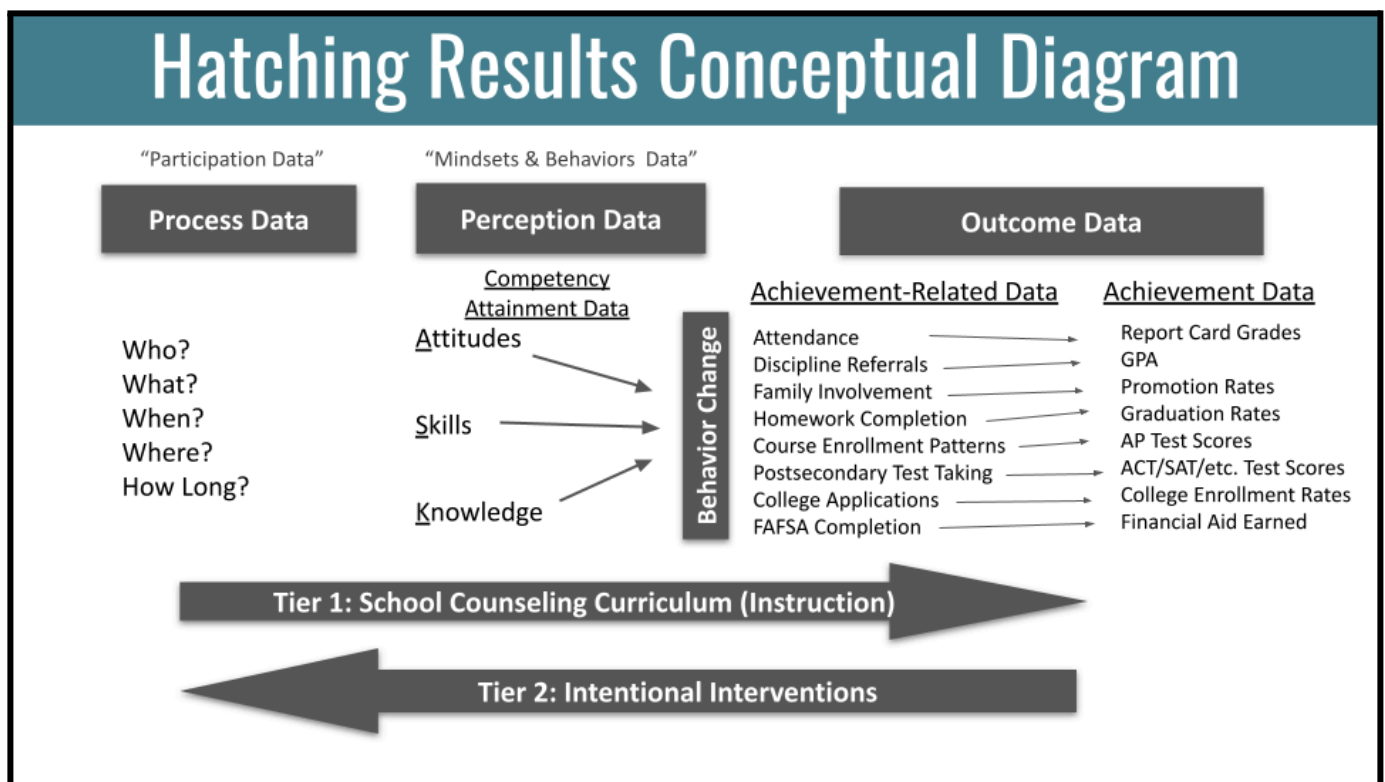
- 2.4 School counselors will **use school and district data** to identify student strengths, needs, equity/access issues, achievement/opportunity gaps, barriers to success, and other systemic issues.

A comprehensive school counseling program is data-driven. School counselors must be able to show that each activity implemented as part of the school counseling program was developed from a careful analysis of student needs, achievement, and related data. School counselors will analyze student data with administration during PLC's to drive priorities for school counseling services.

TYPES OF DATA TO COLLECT

- 2.5 School counselors will **collect process, perception, and outcome data** to progress monitor and evaluate the management, delivery, and assessment of the school counseling program.

Data-responsive school counselors use data to determine the effectiveness of the school counseling program and to make adjustments for future practice. While the manage component guides school counselors in data collection, the assess component helps with the data analysis of program results.



Source: Hatch, T. (Adapted from 2006)

TYPES OF DATA TO COLLECT AND REVIEW			
DOMAIN	STANDARDS AND COMPETENCY DATA ASCA Student Standards & Mindsets (Pre-Post / ASK)	ACHIEVEMENT RELATED DATA Data correlated to academic achievement	ACHIEVEMENT DATA Measures student academic progress and outcomes
ELEMENTARY SCHOOL			
PRIMARY GRADES			
Academic	<ul style="list-style-type: none"> Work Skills Study Habits Attendance Transition to Middle School 	<ul style="list-style-type: none"> Study Habits (Report Card) Homework Completion Parent or Guardian Involvement CELDT and Redesignation Rates 	<ul style="list-style-type: none"> Semester Assessments Benchmark Assessments SBAC 3rd Grade Reading and Math Scores
Social/Emotional	<ul style="list-style-type: none"> Conflict Resolution Skills Character Education School Counseling Resources Empathy (Second Step) Problem Solving 	<ul style="list-style-type: none"> Citizenship (Report Card) Discipline Referrals CHKS Data Office/School Referrals Attendance Rates 	
College/Career	<ul style="list-style-type: none"> Career Assessments Career Exploration Career Interest Inventories 	<ul style="list-style-type: none"> % Students Participating Sparks exploration program 	<ul style="list-style-type: none"> K-5 students Promoting to the Next Grade 1st Quarter Data/Grades
MIDDLE GRADES			
Academic	<ul style="list-style-type: none"> Middle School Transition Time Management Study & Organizational Skills 6 Yr. Plan on File A-G Requirements 	<ul style="list-style-type: none"> CELDT/Redesignation Rates Homework Completion 	<ul style="list-style-type: none"> 1st Quarter & 4th Quarter Grades % Student Attending Summer School % Students Meeting Promotion Requirements SBAC
Social/Emotional	<ul style="list-style-type: none"> School Counseling Resources Conflict Mediation Communication Skills Social-Emotional Skills 	<ul style="list-style-type: none"> Parent/Guardian Involvement Attendance Rates Discipline Referrals CKHS 	*
College/Career	<ul style="list-style-type: none"> Career Assessments Career Exploration Career Interest Inventories College Exploration 	<ul style="list-style-type: none"> % Students visiting high school campuses % Students Completing Career Activities - Xello (Inventories, Searches) 	<ul style="list-style-type: none"> 6th Graders Meeting College Readiness Benchmarks

HIGH SCHOOL			
Academic	<ul style="list-style-type: none"> • Academic Plans on File • Study Skills • Time Management • Transcript Review • Credit Recovery • A-G Requirements 	<ul style="list-style-type: none"> • Course Enrollment • Rigorous Course Enrollment (Honors, AP, IB, Cambridge) • % Students AP Potential • AP Course Enrollment 	<ul style="list-style-type: none"> • 9th Graders Passing Algebra • % Course Failure Rate • AP Passage Rates • % Graduating College Eligible • International Baccalaureate Test Results
Social/Emotional	<ul style="list-style-type: none"> • Conflict Resolution • School Counseling Resources • Attendance 	<ul style="list-style-type: none"> • CHKS • Attendance • Suspensions 	<ul style="list-style-type: none"> • Grades • Attendance • Suspensions
College/Career	<ul style="list-style-type: none"> • % Students Participating in College Visits • % Students Demonstrating College Knowledge • Students Completing Career Surveys • A-G Knowledge 	<ul style="list-style-type: none"> • Scholarship Applications completed • Financial Aid application Completion Rates • College Applications Completed • % of students completing Dual Enrollment Courses • % Students in Employment, Internship, or Job Shadowing • % of students completing CTE Pathways • Seal of Biliteracy 	<ul style="list-style-type: none"> • % Students Completing the A-G Requirements • % Students Earning College Credit in High School • Post-Secondary Enrollment, Persistence, and Completion Rates (2-Year, 4-Year, Industry Certificate) • Scholarship Dollars • College Remediation Enrollment Rates • Scholarship Awarded

ANNUAL STUDENT OUTCOME GOALS

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| 2.6 | School counseling annual student outcome (SMART) goals will be reviewed and modified each year to establish the priorities and direction for school counseling and support services provided to students in grades K-12. |
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[Annual student outcome \(SMART\) goals](#) guide the delivery of the program and the development of school counseling curriculum, targeted and intensive interventions, and closing the gap activities. Goal statements include desirable outcomes for students, are based on data, identify the measurable impact school counselors will make on achievement, attendance, or discipline, and focus on issues related to opportunity, attainment and achievement gaps (see [example SMART goals](#)). These goals are aligned with the Stockton Unified School District Strategic Plan and the district/school goals and priorities.

ACTION PLANS

- | | |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.7 | School counselors will develop action plans for Tier 1 (curriculum, individual student planning, and schoolwide programs and activities) and Tier 2 (data driven interventions and systems change initiatives). |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Action plans assist school counselors in developing effective plans to teach students the developmentally appropriate knowledge, attitudes and skills to impact their achievement, attendance, and/or discipline. These plans ensure there is a systematic approach to providing all students with school counseling program activities.

[School counseling core curriculum](#) includes *equitable learning opportunities for all students through quality and engaging instruction*. Core curriculum lessons are delivered to all students by school counselors through direct instruction in large groups or classrooms. Agreed upon lesson content is comprehensive, preventative, and proactive in nature. The agreed upon district-wide core curriculum designed by Stockton Unified school counselors *promotes continuous improvement* in student knowledge, attitudes and skills in three domain areas: a) academic, b) college/career, and c) social/emotional.

In addition to delivering district-wide agreed upon curriculum, schools may develop additional lessons based on district priorities and/or unique site data-driven needs and demographic considerations.

Action Plans include:

- Grade Level
- Lesson Core Content
- ASCA Domain/Standard/Mindset
- Projected Start/End Dates
- Number of Students Impacted
- Evaluation Methods (Perception and Outcome Data)

Intentional School Counseling (Targeted Intervention) Action Plans

[Intentional School Counseling Action Plans](#) (Tier 2) are designed to provide more intensive services to individuals or groups of students who need academic, college/career and/or social/emotional support. School counselors develop action plans, in collaboration with site administration, to address

predetermined data driven elements in alignment with district priorities and unique site considerations (i.e. staffing, demographics, resources, priorities) and incorporate research-based approaches, program management, and accountability measures. Each school counselor or site team will develop and implement targeted intervention action plans every year.

Intentional School Counseling (Systems Change) Action Plans

Intentional school counseling action plans for systems change are designed to specifically address policies, practices, and procedures that the data reveal may be contributing to gaps among student groups in areas of attendance, behavior, or academic achievement outcomes (see [Closing the Gap Action Plans](#)). Through leadership, advocacy, and collaboration, the school counselor works with others to create new or revise ineffective policies, practices, and procedures.

A primary distinction between the intentional school counseling for *systems* change action plan and either of the previously mentioned plans, is that with the previous plans, the counselor is focused primarily on providing additional direct services to students (small group, etc.) and may or may not address systems change (policy, practice, procedure) issues. *This* action plan is specifically designed to support thoughtfulness in the policy/procedure/system change space.

Abbreviated Action Plan

Grade Level	Core Lesson Content	Curriculum	ASCA Domain	Evaluation Methods How are results measured?
Elementary (K-8)	Study Skills	Second Step	Academic	<ul style="list-style-type: none"> Report Card Review Retention Rates
	College and Career Exploration	Xello and District Created Transition Lessons	College/ Career	<ul style="list-style-type: none"> Pre/Post Tests RE: A-G Presentations Completion of Specified Grade-Level Milestones created collaboratively with the central office, site administrators, and counselors
	Bully Prevention Unit	Second Step	Social/ Emotional	<ul style="list-style-type: none"> California Healthy Kids Survey PLUS Surveys Discipline Data
Grade Level	Core Lesson Content	Curriculum	ASCA Domain	Evaluation Methods How are results measured?
High School (9-12)	Graduation Requirements	District-Created	Academic	<ul style="list-style-type: none"> Transcript Review Graduation Rates Number of 4-Year Plans Completed
	College and Career Exploration	Xello and District Created Transition Lessons	College/ Career	<ul style="list-style-type: none"> Pre/Post Tests RE: A-G Presentations Completion of Specified Grade-Level Milestones A-G Completion Rates
	Problem Solving	District-Created	Social/	<ul style="list-style-type: none"> California Healthy Kids Survey

	Stress/Anxiety		Emotional	<ul style="list-style-type: none"> • PLUS Surveys • Discipline Data
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LESSON PLANS

- 2.8 School counselors will **develop high-quality, detailed, engaging written lesson plans** for Tier 1 curriculum and Tier 2 small groups/interventions.

School counselors develop lesson plans that will support equity in lesson facilitation between and among school counselors across the district. Developing written lesson plans help ensure that the lesson is taught in a way that supports students in learning the intended developmental attitudes, knowledge, and skills required.

High-quality lesson plans include several major components such as measurable objectives, alignment to standards, student engagement strategies, detailed procedures, and a method of assessment (i.e. pre/post test). Detailed lesson plans also ensure that new school counselors, or those transferring into the district, are able to deliver the lesson with minimal training or support from others.



[Link to School Counseling Curriculum Action Plans for ALL Students](#)

FAMILY PARTICIPATION AND ENGAGEMENT

- 2.9 The school counseling program will **engage with families and encourage family collaboration** concerning academic, college/career, and social/emotional development and decision-making for all students in grades K-12.

Research has shown that family engagement can improve student test scores, attendance, and behavior as well as social skills, relationships, and feelings toward school. Involving families can lead to better outcomes for students and schools. (see section 3.5 [Family Education](#))

ANNUAL ADMINISTRATIVE CONFERENCE

- 2.10 School counselors and support staff will **collaborate with school administration and site leadership teams** in order to ensure effective implementation of school counseling services.

The [Annual Administrative Conference](#) and the [Monthly Check In Tool](#) are tools used to improve communication amongst site administrators and school counselors, as well as outline the organization and focus of the school counseling program. Through an articulation meeting in the first month of the school year, the school counselor and administrator discuss the alignment of the program goals alongside the goals of the school, and create a mutual understanding of the school counselor's specific responsibilities, use of time, caseload, and areas for professional development. Other documents include the [K-8 Annual Calendar](#) and [High School Annual Calendar](#), the [Closing the Gap Action Plan](#), and the [Classroom and Group Mindsets and Behaviors Action Plan](#).

Hours of Operation

- 2.11 School counseling departments and administrators will collaborate to determine **hours of operation** which allow adequate opportunities for students and working families to access counseling services both within and outside of the regular school day.

Hours of operation will be determined by the [Stockton Unified School District SPPA Bargaining Agreement](#) contract as well as school/district hours of operation. Schools with College and Career Centers should make every attempt to consider hours of operation that benefit students and family needs. When completing the ASCA Annual Administrative Conference Template, school counselors are encouraged to consult with their administrators regarding the possibility of arranging flexible arrival times, lunchtimes, and afterschool times, to ensure student needs are met.

Ratios and Caseload Assignments

- 2.12 The **student-to-school counselor ratio and caseload assignment of students** to school counselors will be determined by the school counseling department and administration at each school site based on the unique programmatic considerations of the school and student population. These decisions should ensure school counselors equitably address the needs of all students.

School Counselor Assignments (Caseload Options) may be assigned according to:

- Grade Level
- Alpha Listing

Use of Time

- 2.13 School counselors' **use of time** will be determined in mutual agreement by the counselors, site administrators, and the district office in accordance with the Stockton Unified School Counseling program goals.

ASCA recommends that school counselors spend 80% of their time in direct and indirect services to students with the other 20% in program planning and school support. The following chart serves as a guide when determining time spent in each of the areas of the delivery system. ASCA provides a free [Use-of-Time Tracking Tool](#) for use by school counselors. The program percentages are suggested; the individual time a certain counselor spends in each component of the delivery system may vary depending on student needs and staffing considerations.

	ASCA National Model, 4th Edition Component	Elementary School % of Time	Middle School % of Time	High School % of Time	ASCA Recommendation
Direct Services Interactions between school counselors and students	Instruction (Tier 1)	35%	30%	20%	80% or more
	Appraisal and Advisement (Can be Tier 1, 2, or 3)	5%	15%	25%	

	Counseling (Can be Tier 2 or 3)	25%	20%	20%	
Indirect Services Services provided on behalf of students as a result of the school counselor's communications with others	Consultation, Collaboration, and Referrals (Can support Tier 1, 2, or 3)	20%	20%	20%	
Program Planning & System Support	Program Planning, Support, and Assessment (Can support Tiers 1, 2, or 3)	15%	15%	15%	20% or less

Calendars

School counselors develop and publish a master calendar for the year that includes an overview of counseling and support activities. Each spring, the school counseling team is encouraged to spend an entire day designing the next year's calendar using the following guidelines. It is recommended that the calendar be shared with all stakeholders; therefore, school counselors are encouraged to post and share calendars to assist in communication with families, students, administration and staff.



[SUSD K8/Elementary School Counselor Calendar](#)



[SUSD High School Counselor Calendar](#)

Appropriate School Counselor Roles/Position Statements

2.14

The **roles and responsibilities** of school counselors will be determined by the counselors, administrators, and district office in accordance with the national frameworks, ethical guidelines, and district priorities.

The Stockton Unified School District School Counseling Program agrees to utilize the American School Counselor Association (ASCA) [Position Statements](#) as guidelines in recommending the following roles for school counselors.

School counselors provide direct and indirect services to students in the least restrictive environment (as determined by each student's individualized education plan [IEP]) and in inclusive settings when possible (Tarver-Behring, Spagna & Sullivan, 1998). School counselor responsibilities may include, but are not limited to:

- providing school counseling curriculum lessons, individual and/or group counseling to students with special needs within the scope of the comprehensive school counseling program
- providing short-term, goal-focused counseling in instances where it is appropriate to include these strategies as a part of the IEP or 504 plan

- encouraging family involvement in the educational process
- consulting and collaborating with staff and families to understand the special needs of a student and understanding the adaptations and modifications needed to assist the student
- advocating for students with special needs in the school and in the community
- contributing to the school's multidisciplinary team within the scope and practice of the
- comprehensive school counseling program to identify students who may need to be assessed to determine special education or 504 plan eligibility
- collaborating with other related student support professionals (e.g., school psychologists, physical therapists, occupational therapists, special education staff, speech and language pathologists) in the delivery of services
- providing assistance with developing academic, transition and postsecondary plans for students with IEP's and 504 plans as appropriate

Role in Discipline

The school counselor's role in discipline is to provide a comprehensive program that includes systems of prevention and intervention, including class lessons, restorative circles, and [post-suspension restorative conversations](#).

Role in 504, SST, IEP, and BIP Teams

The school counselor's role is to serve as an expert team member at meetings, providing consultation, support, and assistance developing students' intervention plans. School counselors are encouraged to become well educated regarding their appropriate role when attending these meetings.

School counselors should not serve as decision makers or in a supervisory capacity. Instead, school counselors have a responsibility to be a part of designing portions of these plans that relate to the comprehensive school counseling program. It is inappropriate for the school counselor to serve in a supervisory or administrative role such as:

- Making decisions regarding placement or retention
- Serving in any supervisory capacity related to implementation of IDEA
- Serving as the LEA representative for the team writing the IEP
- Coordinating the 504 planning team
- Supervising the implementation of the 504 plan (Hatch, 2014; p. 217; ASCA, 2010a, p. 47)

Role in Annual Class Schedule

School counselors are vital to the annual schedule process and serve as important participants on the schedule team. The annual schedule building is led by school administration, thus ensuring that decisions are made by the individual with the appropriate authority to lead this collaborative work. See references regarding the counselor's role. Every year an annual high school class schedule [planning timeline](#) is created collaboratively with the central office, site administrators, and counselors and is provided to secondary sites. It is important to review the annual class schedule timeline to ensure that school counselor responsibilities are fulfilled.

Appropriate and Inappropriate School Counseling Activities

School counselors and administrators should collaboratively review recommendations for School Counseling and Non-School Counseling Activities. Every effort should be made to create a collaborative

plan to discontinue the performance of non-school counseling activities by school counselors in support of performing the appropriate responsibilities indicated in these guidelines.

Delineation of appropriate roles and responsibilities for Teacher Advisors and College Access Partners who work with students on campus should be clearly delineated in alignment with Ed Code and ASCA Position Statements in order to ensure an appropriate service delivery model in accord with training and certification parameters.

In addition, school counselors are encouraged to collaborate with their administrator to create a list of appropriate work responsibilities for clerks, secretaries, and other non–credentialed staff who support and assist the school counseling program.

Inappropriate administrative or supervisory responsibilities for the school counselor include but are not limited to:

- making singular decisions regarding placement or retention
- serving in any supervisory capacity related to the implementation of the IDEA
- serving as the school district representative for the team writing the IEP
- coordinating, writing or supervising a specific plan under Section 504 of Public Law 93-112
- coordinating, writing or supervising the implementation of the IEP
- providing long-term therapy
- coordinating, writing or supervising a specific Behavior Intervention plan
- facilitating suspension contract meetings with students/parents

The [American School Counselor Association](#) offers guidance regarding appropriate and inappropriate duties:

Appropriate Duties	Inappropriate Duties
Individual student academic program planning	Coordinating paperwork and data entry of all new students
Interpreting cognitive, aptitude and achievement tests	Coordinating cognitive, aptitude and achievement testing programs
Providing counseling to students who are tardy or absent	Signing excuses for students who are tardy or absent
Providing counseling to students who have disciplinary problems	Performing disciplinary actions or assigning discipline consequences
Providing counseling to students as to appropriate school dress	Sending home students who are not appropriately dressed
Collaborating with teachers to present school counseling core curriculum lessons	Teaching classes when teachers are absent
Analyzing grade-point averages in relationship to achievement	Computing grade-point averages

Interpreting student records	Maintaining student records
Providing teachers with suggestions for effective classroom management	Supervising classrooms or common areas
Ensuring student records are maintained as per state and federal regulations	Keeping clerical records
Helping the school principal identify and resolve student issues, needs and problems	Assisting with duties in the principal's office
Providing individual and small-group counseling services to students	Providing therapy or long-term counseling in schools to address psychological disorders
Advocating for students at individual education plan meetings, student study teams and school attendance review boards	Coordinating school-wide individual education plans, student study teams and school attendance review boards
Analyzing disaggregated data	Serving as a data entry clerk

Professional Learning

- 2.15 School counselors and those supporting the school counseling program (i.e. administrators) will be provided **school counseling specific professional learning** opportunities based on individual needs, site needs, and resources available.

Professional development is essential to stay informed of emerging knowledge and to improve the ability of school counselors to help all students achieve the intended results of the school and district. Thoughtful, well-designed professional development will be provided to school counselors through a combination of district, site-based and outside provider opportunities.

RECOMMENDED PROFESSIONAL DEVELOPMENT TOPICS	Kinder-5th Grade	6th-8th Grade	High School
AVID		x	x
Student Data System Procedures	x	x	x
Character Education Programs	x	x	
Career/Technical Pathways and Options		x	x
Meeting the Unique Needs of Special Education Students	x	x	x
Meeting the Unique Needs of English Language Learners	x	x	x
Assessment and Accountability	x	x	x
Intervention Strategies (Behavioral, Social,	x	x	x

Academic)			
Solution Focused Counseling Strategies	x	x	x
Career Exploration Program	x	x	x
Alternative Education Options			x
Community Services	x	x	x
Crisis Intervention	x	x	x
Safe and Drug Free Schools (TUPE)	x	x	x
Anger Management/Restorative Practices	x	x	x
UC/CSU College Board Admission Requirements		x	x
Financial Aid/ Scholarships		x	x
ELPIC and Re-designation	x	x	x
Transcript Analysis	x	x	x
PBIS	x	x	x
DATA (analysis, extrapolating, creating reports, interpreting, sharing)	x	x	x
Parent (engagement , strategies, curriculum)	x	x	x
Digital delivery tools (ex: Screencastify, Flip Grid)			
Technology (social media, law/policies, systems trainings)	x	x	x
San Joaquin Counselor Summit	x	x	x
ASCA National Conference	x	x	x
CASC State Conference	x	x	x
CASC Northern CA Conference	x	x	x

STAFF DEVELOPMENT AND SUPPORT

2.16 School counselors and support staff will provide **information and materials to staff** on topics and issues that impact teaching, learning, and school climate/culture.

At times, school counselors can best support student learning and development by informing and educating their staff regarding various topics. As needed, school counselors deliver staff development or distribute materials to staff.

PROGRAM MARKETING/COMMUNICATION

- 2.17 School counseling departments at each site will systematically and equitably **provide information to staff, families, and the community via multiple methods** regarding the school counseling program activities, services, and support options available.

Communicating with staff, families, businesses, civic organizations and social services to share the programs, activities and outcomes ensures school counselors are communicating about the needs of all students and how the school counseling program impacts student success.

RECOMMENDED COMMUNICATION WITH STAFF:

- Site-level faculty and staff meetings
- Involvement in site Professional Development
- Collaboration
- Faculty Needs/Climate Survey
- Newsletter
- School Counseling Website
- Google Classroom/Digital Platform
- Sharing School Counselor Data (Flashlight)
- Sharing School Counseling Calendar
- Inviting Staff to be part of the School Counseling Advisory Council

RECOMMENDED AVENUES FOR DISTRIBUTION OF INFORMATION

- | | |
|----------------------------------------------------------------|-------------------------------------------------------------------|
| ● School/District Website | ● Parent Handbook |
| ● Flyers | ● Parent Conferences |
| ● School/District Wide Newsletters | ● Back-To-School Nights/Open House |
| ● Message Broadcast: District-adopted automatic dialer program | ● ELAC/DELAC Meetings |
| ● Student and Parent email | ● Town Hall Meetings |
| ● Classroom Lessons | ● AVID, GATE, Parent meetings |
| ● Xello | ● Special Education Individualized Education Plan meetings (IEPs) |
| ● Social Media | ● Registration/Reception Desk |
| ● Registration/orientation packet | ● Student Success Team (SST) |
| ● Staff Meetings | ● LCAP Meetings |

OVERVIEW

The *Deliver* component of the school counseling program is focused on services and strategies provided to and for students. These include interactions with students and others as school counselors seek to promote equity and access to support achievement for all students. **ASCA recommends school counselors spend 80% of their time in the delivery of both direct and indirect student services.**

Direct student services are in-person interactions between students and school counselors; indirect student services are interactions with others within or outside the school setting on behalf of students. Within the fourth edition of the ASCA National Model, indirect student services include collaboration, consultation, and referrals while direct student services include:

- Instruction (Classroom, Small-Group, and Individual);
- Appraisal and Advisement (activities to ensure students develop future goals and plans); and
- Counseling (individual or small group interventions designed to meet students' immediate needs).

MULTI-TIERED, MULTI-DOMAIN SYSTEM OF SUPPORT (MTMDSS)

Multi-Tiered System of Support (MTSS) is a comprehensive framework that addresses the academic and behavioral needs of all students within the educational system. Research shows that schools benefit from having available multiple evidence-based interventions of varying intensity to meet the range of behavioral, social-emotional, and academic needs of all students. While MTSS is focused on two areas (academic and behavioral), school counselors focus on *three* domains: 1) academic, 2) college/career, and 3) social/emotional. To align with the work of the school counselor and other support personnel, a *Multi-Tiered, Multi-Domain System of Supports (MTMDSS)* can be utilized.

Much like MTSS, the MTMDSS framework organizes a continuum of instruction and interventions to meet students' needs with the goals of: 1) Ensuring all students receive developmentally appropriate instruction; 2) Maximizing student achievement; and 3) Increasing the social and behavioral competencies of students. The MTMDSS Model organizes school instruction and intervention services into three levels, or Tiers. As stakeholders in the development of students' academic, college/career, and social/emotional development, school counselors and other support personnel (college access partners, school psychologists, social workers, etc.) provide components of and support in the MTMDSS process.

TIER 1: CORE [UNIVERSAL] PROGRAM FOR ALL STUDENTS (100%)

The core program comprises the delivery of services that all students receive (school counseling curriculum, individual student planning, and school-wide events). **School counseling curriculum** is standards- and competency-based, developmental in nature, preventative and proactive in design, and comprehensive in scope. **Individual Student Planning** includes college and career readiness and 4-6 year planning. **District/school-wide activities** for all students, such as national awareness campaigns, support this work as does family engagement.

TIER 2: TARGETED INTERVENTIONS FOR SOME STUDENTS (20%)

Targeted data driven interventions (small group counseling/instruction, referral to interventions on campus, etc.) are designed for *students* who are identified by pre-scheduled and predetermined data

screening elements. These include, for example, attendance, behavior, work skills and study habits (report card marks), course failure, credit deficiency and/or equity and access issues. Tier 2 includes *short term* progress monitoring and collaboration among teachers, families, and the school counselor until improvement and/or referral to appropriate services can be found and implemented. Tier 2 activities are designed for students who: 1) exhibit barriers to learning; 2) are struggling to achieve academic success; and/or 3) who are identified as deserving of instruction and/or support in addition to Tier 1 curriculum activities (foster youth, dual language learners, historically marginalized student groups, etc.).

TIER 3: INTENSIVE INTERVENTIONS FOR A FEW STUDENTS (5-10%)

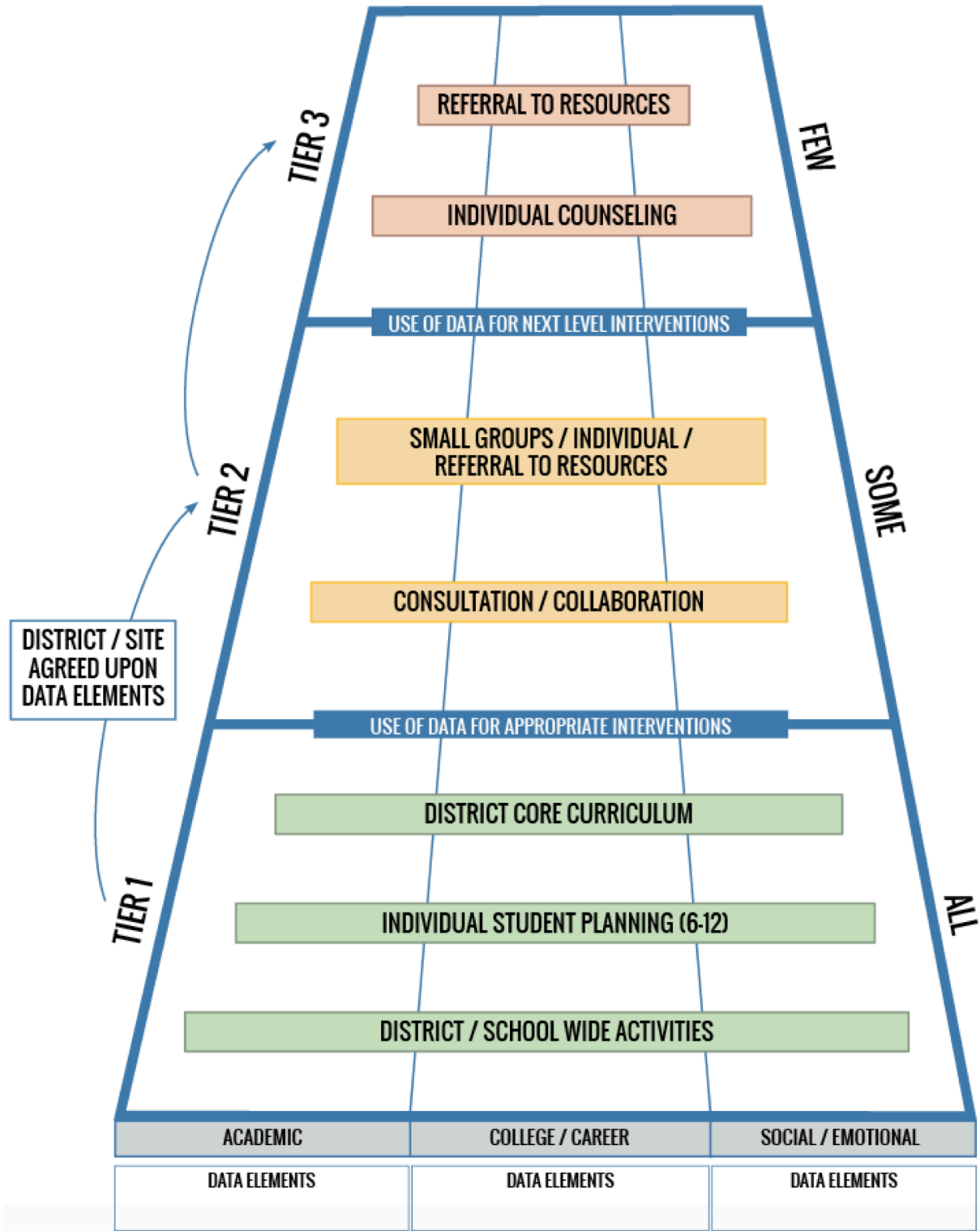
Individualized student interventions are designed for students to address additional needs, including emergency and crisis response events. These include short-term solution focused counseling to address life change events (divorce, death, imprisonment of a family member, etc.) and unresolved challenges unaffected within Tiers 1 and 2. Tier 3 intensive interventions are provided on a limited basis and, if unresolved, lead to referrals to outside services. This includes *short-term* consultation and collaboration among teachers, families, and the school counselor until the concern or crisis is resolved and/or referral to appropriate responsive services can be identified and implemented.

Comparison of MTMDSS and ASCA Model Deliver Language

	Multi-Tiered, Multi-Domain System of Support (MTMDSS)	ASCA Model 4th Edition
Tier 1	School Counseling Curriculum (Direct)	Classroom Instruction (Direct)
	Individual Student Planning (Direct)	Appraisal & Advisement (Direct)
	District/School Wide Activities & Programs (Direct)	Large Group Instruction (Direct)
Tier 2	Small Group (Direct)	Small Group Instruction (Direct) Small Group Counseling (Direct)
	Individual (Direct)	Individual Instruction (Direct) Individual Counseling (Direct)
	Referrals to Resources (Indirect)	Referrals (Indirect)
	Consultation/Collaboration (Indirect)	Consultation/Collaboration (Indirect)
Tier 3	Referral to Resources (Indirect)	Referrals (Indirect)
	Individual Counseling (Direct)	Individual Counseling (Direct)

SUSD Tiered School Counseling Program Supports

**MULTI-TIERED, MULTI-DOMAIN SYSTEM OF SUPPORT
DELIVERY MODEL
(Direct and Indirect Services)**



TIER 1

School Counseling Curriculum for ALL Students

- 3.1 All students (K-12) will be provided age and grade appropriate planned **school counseling curriculum** that promotes attitudes, knowledge, and skills through instruction in academic achievement, college/career readiness, and social/emotional growth.

School counseling curriculum K-12 includes equitable learning opportunities for all students through quality and engaging instruction. Curriculum lessons are delivered to *all* students by school counselors and/or by approved support staff (overseen by school counselors). The curriculum is delivered through direct instruction, ideally in the classroom. Agreed upon lesson content is comprehensive, preventative, and proactive in nature. The agreed upon district-wide curriculum designed by Stockton Unified school counselors promotes continuous improvement in student knowledge, attitudes, and skills in three domain areas: a) academic, b) college/career, and c) social/emotional development.

In addition to delivering district-wide agreed upon curriculum, schools may develop additional lessons based on district priorities and/or unique site data-driven needs and demographic considerations.

School Counseling Curriculum Action Plan (Scope & Sequence) include:

- Grade Level
- Lesson Title
- ASCA Domain(s) & Mindset/Behavior Standards
- Curriculum Content & Materials
- Projected Start/End Dates
- Evaluation Methods (Perception, or “Mindsets and Behaviors” Data, and Outcome Data)



[SUSD Tier 1 Action Plan \(Scope and Sequence\)](#)

Individual Student Planning

- 3.2 School counselors will help students monitor and manage their own learning, as well as to **establish personal goals and future plans.**

School counselors provide counseling to students as needed for the purpose of promoting the development of student academic abilities, college/career readiness, and social/emotional skills. Individual student planning consists of ongoing systematic activities provided by school counselors designed to assist students in establishing personal goals and developing future plans, such as individual learning plans and graduation plans. Individual planning is implemented through appraisal and advisement. [per ED CODE [49600](#)].

- 3.3 School counselors will meet with and provide guidance and counseling to all students (grades 6-12) to **develop a six-year graduation plan** beginning in sixth grade, which includes appropriate coursework for successful graduation from high school and transition to postsecondary institutions or to work. School counselors will also make every attempt to consult with families of students at risk of being retained..

Elementary School Counselors in 6th-8th grade will work with students to discuss pathways, post-secondary plans. Through the use of the Xello students will complete lessons for college and career explorations. In 8th grade, students will begin a 4-year plan prior to high school pre-registration.

High School Counselors will work with all 9th and 10th grade students to develop, review and/or revise their graduation/individual learning plan to reflect high school, college, career technical, and career goals. On an annual basis, high school counselors will conduct conferences with each student to discuss:

- Coursework and academic progress needed for satisfactory completion of high school graduation requirements.
- University of California, California State University, Community College, Private College, and Military admission (A-G) requirements
- Career goals and career and technical education opportunities
- Attendance & disciplinary records

All 11th and 12th grade students will have a conference to review and/or revise their graduation/individual learning plan to ensure students are on-track to meet their goals, graduation, and A-G requirements. Students wishing to change a class that is one of the components of the A-G requirements will have to complete a Program Change Request and obtain parent permission. A template of this form is found [here](#).

Individual Planning for Students At Risk

School Counselors will schedule conferences and meet as needed with students, parents and teachers regarding areas of concern including, but not limited to:

- Attendance
- Behavior
- Academic
- Crisis Intervention
- Students at risk of being [retained](#) (grades TK-8) or [not graduating](#) (grades 9-12)

High school counselors will conduct conferences with each student who is at risk of not graduating with the rest of their class. They will also make multiple attempts to meet with the parents/ guardians of those students if they are not available for the initial student conference. These meetings will be documented in the Student Information System. The following topics can help guide the conversation:

- Programs, courses, grades, college/career-readiness and options available for students needed for satisfactory completion of high school
- Transcripts of the student
- Performance on standardized and diagnostic assessments of the student
- Remediation strategies, high school courses, and alternative education options available to the student

- Information on diverse postsecondary education options including trade schools, community college, 4-year universities, and the military
- Eligibility requirements, including coursework and test requirements, and the progress of the pupil toward satisfaction of those requirements for admission to four-year institutions of postsecondary education, including the University of California and the California State University
- The availability of financial aid for postsecondary education
- Behavioral choices, consequences, interventions/strategies
- Referrals to school-site and outside community resources

School counselors will complete a standardized Stockton Unified District Student Success Form (in Illuminate) during conferences for at-risk K-8 students (academic and/or personal concerns). Student and parent/guardian signatures will be obtained. A copy will be given to the parent/guardian. Schools will use their established filing systems to ensure that a copy of the Student Success Form is placed in the cumulative records of each student.

Tips for Developing Individual Learning Plans

- Ensure that each student has an ILP that connects their career interests and postsecondary goals to coursework and extracurricular activities
- Create a plan for reviewing ILPs annually and determine a plan for engaging families
- To ensure that your school counseling program is equitable and accessible to all students, ensure that *all* students and families are knowledgeable about every postsecondary option and requirement and are aware of all pathway options available at your site
- Connect the ILP process to your course selection process
- Remember, you can help students create ILPs in a small group or classroom lesson, but it is important to determine how you will individually follow up and how often
- See the U.S. Department of Labor site:
<https://www.dol.gov/agencies/odep/program-areas/individuals/youth/individualized-learning-plan>

As of 2016, ILPs had been mandated in 34 states across the country, and an additional 10 states utilized, although did not mandate, ILPs (US Department of Labor, 2016). As suggested in the tips, school counselors are encouraged to look at the ILP mandates for your individual state as mandates look differently from state to state.

A critically important component of the individual learning plan is **course planning**. School counselors (or other school officials) will review each student's transcript and academic plan at least once each year (typically during registration) to validate appropriate course placement. School counselors (or other school officials) will complete a standardized Stockton Unified School District academic review annually, beginning in middle school, where plans for postsecondary options are reviewed, and a signed agreement is reached with student and family for the student's coursework in the upcoming year.

A **standardized electronic version** of the academic review plan or ILP will be developed so that plans can follow the student from one grade level to the next or from one school to another within the district for annual review and modification. School counselors will keep a copy of the academic review form and/or will have access to the form through the approved electronic system. See the ASCA Position Statement on [*The School Counselor and Individual Student Planning for Postsecondary Preparation*](#) for additional information on the school counselor's role in Individual Student Planning.

SAMPLE TIER 1 INDIVIDUAL LEARNING PLAN GUIDE
(create your ILP guide below, then delete this sample)

Who Completes it?	What Tool will You Use?	When?	Method of Delivery?	Content Covered	How do Families Provide Input?	Connecting ILP to Core Curriculum	Corresponding School Wide Activity	Follow Up	Outcomes
<input type="checkbox"/> All students <input type="checkbox"/> Grade level(s): _____ <input type="checkbox"/> Multiple Grade Level(s): _____, _____, _____	<input type="checkbox"/> District-developed tool <input type="checkbox"/> Commercial tool (i.e. Naviance, Career Cruising, Bridges) <input type="checkbox"/> Electronic Paper	<input type="checkbox"/> What month?	<input type="checkbox"/> Assembly <input type="checkbox"/> Classroom instruction <input type="checkbox"/> Small group meeting <input type="checkbox"/> Individual meeting	<input type="checkbox"/> Course selection <input type="checkbox"/> Self-assessment <input type="checkbox"/> Career exploration <input type="checkbox"/> Postsecondary exploration <input type="checkbox"/> Postsecondary planning tasks	<input type="checkbox"/> In-person large group or small group meeting <input type="checkbox"/> In-person individual meeting <input type="checkbox"/> Google hangout, Skype, etc. <input type="checkbox"/> Phone call <input type="checkbox"/> Email <input type="checkbox"/> Other _____	<input type="checkbox"/> Classroom lessons connecting information to ILP (i.e. College Super Match Lesson, Career inventory, course selection meetings)	<input type="checkbox"/> Orientations <input type="checkbox"/> Parent night <input type="checkbox"/> Career day <input type="checkbox"/> College days <input type="checkbox"/> Advisory <input type="checkbox"/> College tours <input type="checkbox"/> Transition events <input type="checkbox"/> FAFSA workshops		<input type="checkbox"/> College enrollment <input type="checkbox"/> College persistence <input type="checkbox"/> Graduation rate <input type="checkbox"/> Scholarship dollars/financial aid dollars earned
6th Grade	Begin development of electronic ILP using district tool that matriculates with them from grade to grade, 6-12	Spring	Classroom and/or large group instruction	6th grade curriculum on postsecondary knowledge and introduction to the course selection process (and ILPs)	Families engaged via multiple modalities (in person workshop, pre-recorded webinar, post to website, robocall, etc.) around course enrollment, postsecondary info, and what the ILP is and how to access it, as well as self-assessment results	Who am I and what difference do I want to make/problem do I want to solve? Service learning and connections to community	College/career fairs/days for all College visits/tours for all Family nights on college knowledge and financial aid	Classroom lesson highlights are posted to the school's website for families to review	GPA Attendance
7th Grade	Continue development of electronic ILP using district tool that matriculates with them from grade to grade, 6-12	Spring	Classroom and/or large group instruction	7th grade curriculum on postsecondary knowledge and the course selection process (and ILPs)	Families engaged via multiple modalities (in person workshop, pre-recorded webinar, post to website, robocall, etc.) around course enrollment, postsecondary info,	Interest and abilities inventories and how they relate to multiple postsecondary pathways World of work	College/career fairs/days for all College visits/tours for all Family nights on postsecondary	Classroom lesson highlights are posted to the school's website for families to review	GPA Attendance Rigorous course enrollment patterns by student populations

					how the ILP and self-assessment results inform decisions about course enrollment and postsec choices		knowledge and financial aid		
8th Grade	Continue development of electronic ILP using district tool that matriculates with them from grade to grade, 6-12	Spring	Classroom and/or large group instruction (school counselors from MS/HS collaborate)	8th grade curriculum on postsecondary knowledge, the course selection process, ILPs, and the transition to high school	Orientation and Course Selection Families' Night	Identifying courses that will open opportunities for them and align to career pathways of interest Strengths Finder Postsecondary exploration	College/career fairs/days for all College visits/tours for all	Classroom lesson highlights are posted to the school's website for families to review	GPA Attendance Rigorous course enrollment patterns by student populations
9th Grade	Continue development of electronic ILP using district tool that matriculates with them from grade to grade, 6-12	Fall/ Spring	Scaffolded classroom lesson(s) School counselors meet briefly 1:1 with students needing additional registration support to validate and finalize course selection decisions	The ILP, course selection process, staying on track, and multiple postsecondary pathways, and alignment to course enrollment	Families are given access to their student's ILP, course enrollment information, and multiple postsecondary pathways information Families are notified to review course selection with student at home and to provide signature	Importance of staying on track freshman year, freshman grades matter, GPA, grad requirements, college entrance requirements, identifying courses that will open opportunities for them and align to career pathways of interest, postsecondary exploration	The Road to Postsecondary Family Night (S1), including financial literacy, multiple postsecondary pathways	Classroom lesson highlights are posted to the school's website for families to review	GPA Attendance Freshman on track rates Pass/failure rates Course enrollment patterns
10th Grade	Continue development of electronic ILP using district tool that matriculates with them from grade to grade, 6-12	Fall/ Spring	Scaffolded classroom lesson(s) Appointments with students and families (via group or individual) to review the ILP and post secondary options (credit deficient students and those needing	The ILP, course selection process, and multiple postsecondary pathways, and alignment to course enrollment	Families are given access to their student's ILP, course enrollment information, and multiple postsecondary pathways information Families are notified to review course selection with student at home and to provide signature	10th grade success is important, choosing extracurriculars wisely, postsecondary exploration, Holland's code and world of work, how their interests, abilities, and values align to postsecondary options, CTE pathways, dual enrollment, internships	The Road to Postsecondary Family Night (S1) Postsecondary tours and fairs Career fairs	Classroom lesson highlights are posted to the school's website for families to review	GPA Attendance Sophomore on track rates Pass/failure rates Course enrollment patterns Dual enrollment rates

			additional support are prioritized and met with individually as appropriate)						
11th Grade	Continue development of electronic ILP using district tool that matriculates with them from grade to grade, 6-12	Fall/ Spring	<p>Scaffolded classroom lesson(s)</p> <p>Appointments with students and families (via group or individual) to review the ILP and post secondary options (credit deficient students and those needing additional support are prioritized and met with individually as appropriate)</p>	The ILP, course selection process, multiple postsecondary pathways planning, and alignment to course enrollment	<p>Families are given access to their student's ILP, course enrollment information, and multiple postsecondary pathways information</p> <p>Families are notified to review course selection with student at home and to provide signature</p>	11th grade tasks, postsecondary testing options and resources, what admissions reps look for in applications, safety/match/reach/fit applications, financial aid options, updated career pathways of interest, stress and time management	<p>The Road to Postsecondary Family Night (S1)</p> <p>Postsecondary tours and fairs</p> <p>Career fairs</p>	Classroom lesson highlights are posted to the school's website for families to review	<p>GPA</p> <p>Attendance</p> <p>Junior on track rates</p> <p>Pass/failure rates</p> <p>Course enrollment patterns</p> <p>Dual enrollment rates</p>
12th Grade	Continue development of electronic ILP using district tool that matriculates with them from grade to grade, 6-12, focusing on developing a concrete postsecondary plan with evidence	Fall/ Spring	<p>Scaffolded classroom lesson(s)</p> <p>School counselors meet briefly 1:1 with students needing additional graduation and postsecondary planning support to validate and finalize decisions</p>	The ILP and multiple postsecondary pathways planning	Families are given access to their student's ILP and multiple postsecondary pathways information	12th grade tasks, developing diverse postsecondary applications aligned to fields of interest (safety, match, reach, fit), financial aid applications, scholarships, impact of social media presence	The Road to Postsecondary Family Night (S1)	Classroom lesson highlights are posted to the school's website for families to review	<p>Graduation rate</p> <p>Postsecondary enrollment</p> <p>Scholarship dollars/financial aid dollars earned</p> <p>College persistence</p>

Individual Learning Plan Decision-Making Guide

Who Completes it?	What Tool will You Use?	When?	Method of Delivery?	Content Covered	How do Families Provide Input?	Connecting ILP to Core Curriculum	Corresponding Schoolwide Activity	Follow Up	Outcomes
<input type="checkbox"/> All students <input type="checkbox"/> Grade level(s): _____ <input type="checkbox"/> Multiple Grade Level(s): _____, _____, _____	<input type="checkbox"/> District-developed tool <input type="checkbox"/> Commercial tool (i.e. Naviance, Career Cruising, Bridges) <input type="checkbox"/> Electronic Paper	<input type="checkbox"/> What month?	<input type="checkbox"/> Assembly <input type="checkbox"/> Classroom instruction <input type="checkbox"/> Small group meeting <input type="checkbox"/> Individual meeting	<input type="checkbox"/> Course selection <input type="checkbox"/> Self-assessment <input type="checkbox"/> Career exploration <input type="checkbox"/> Postsecondary exploration <input type="checkbox"/> Postsecondary planning tasks	<input type="checkbox"/> In-person large group or small group meeting <input type="checkbox"/> In-person individual meeting <input type="checkbox"/> Google hangout, Skype, etc. <input type="checkbox"/> Phone call <input type="checkbox"/> Email <input type="checkbox"/> Other _____	<input type="checkbox"/> Classroom lessons connecting information to ILP (i.e. College Super Match Lesson, Career inventory, course selection meetings)	<input type="checkbox"/> Orientations <input type="checkbox"/> Parent night <input type="checkbox"/> Career day <input type="checkbox"/> College days <input type="checkbox"/> Advisory <input type="checkbox"/> College tours <input type="checkbox"/> Transition events <input type="checkbox"/> FAFSA workshops		<input type="checkbox"/> College enrollment <input type="checkbox"/> College persistence <input type="checkbox"/> Graduation rate <input type="checkbox"/> Scholarship dollars/financial aid dollars earned
6th Grade									
7th Grade									
8th Grade									
9th Grade									
10th Grade									
11th Grade									
12th Grade									

Schoolwide Programs and Activities

- 3.4 School counselors will coordinate **school/district-wide programs and activities** in alignment with the school counseling curriculum to support the academic, college/career, and social/emotional development of students.

School counselors coordinate various school wide events aligning with core curriculum supporting student academic, college/career and social/emotional development. District wide events that occur include:

Elementary Events	High School Events
Red Ribbon Week PLUS Forums Yellow Ribbon/SOS College/Career Events College Spirit Days Unity Day CTE Showcase	Red Ribbon Week PLUS Forums Yellow Ribbon/SOS FAFSA workshops College/Career Events Delta College Outreach

Family Education

- 3.5 School counseling programs and services will be provided to **educate, engage, and increase family participation** in the areas of academic, college/career, and social/emotional development and decision making for all students grades K-12.

School counselors coordinate and participate in parent/family education that aligns with the school counseling core curriculum supporting students' academic, college/career and social/emotional needs. School counselors provide parent/family education through a variety of activities.

Elementary Parents/Families	High School Parents/Families
Back to School Night Parent/Family Workshops (examples include: College readiness /A-G Requirements; Introduction to Xello; attendance; Introduction to Second Step; Signs of Suicide)	8th grade parent/family night Back to School Night Parent/Family Workshops (examples include: College readiness /A-G Requirements; attendance; social/ emotional learning, financial aid; Signs of Suicide)

TIER 2

- 3.6 **Intentional, targeted, data-driven interventions** will be provided to students who need additional support to address academic achievement, college/career readiness, or social/emotional concerns.

Tier 2 of the Stockton Unified School Counseling Program consists of activities to meet the data driven and immediate needs and concerns of students in academic achievement, college/career readiness and social/emotional issues. This component is initiated through data mining (discussed in the Manage component - [Tier 2 Data-Driven Elements](#)), and referrals from students, teachers, parents/guardians, or others. While school counselors have special training and skills to respond to these needs and concerns, the cooperation and support of the entire faculty and staff are necessary for the successful implementation of this component. Tier 2 services are identified through analyzing data to determine student needs, determining the root causes of this need, and delivered through MTSS strategies including: Student Assistance Program (SAP) Process (including Student Study Team meetings), consultation, individual and group counseling, crisis counseling, referrals, and peer mediation/conflict resolution.

Individual/Small Group Counseling

Counseling is provided in small groups or on an individual basis for students expressing academic challenges, difficulties dealing with relationships, personal concerns, or normal developmental tasks. Counselors assist students in identifying problems, causes, alternative options, and possible consequences so that appropriate action is taken. Such counseling is short-term and solution-focused in nature. School counselors do not provide therapy. When necessary, referrals are used to connect students/families to appropriate resources (see sample [Referral form](#)).

Restorative Practices/Conflict Resolution

The techniques of restorative practices and conflict resolution are used to help students learn how to make changes in the way they react to (get along with) others. Students are taught conflict resolution skills to use with fellow students who are having trouble getting along with each other, problem solving, and finding solutions.

Referral to Tier 2 Resources

- | | |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.7 | School counselors will utilize site and district resources , as well as collaborate with local businesses, industries, and agencies to develop community resources, to provide Tier 2 support and increase opportunities for students and families. |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Referrals vary based on student need. School counselors may refer students and families to tutoring for additional academic support, to websites or training for college/career support, to community agencies for social/emotional support, or to internal school site supports such as peer mediation, restorative justice practices and conflict resolution. Additionally, school counselors work within the community to procure additional in-school resources to support students.

Tier 2 Intentional Intervention Tool

Consultation

3.8	School counselors will consult with administrators, teachers, staff, families, and other key stakeholders regularly to provide information, professional opinions, and recommendations about students' needs, and to receive feedback on the emerging needs of students.
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School counselors consult with parents/guardians, teachers, other educators, and community agencies regularly in order to provide information and strategies to address concerns in academic, college/career and social/emotional needs of students. School counselors serve as student advocates to support student achievement, equity, access and success.

School counselors consult with:

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">● Administrative Team● Site School Counseling Team Members● Teachers● Parents● School Psychologist● Special Education Case Managers● School Nurses● Mental Health Clinicians● Classified Employees | <ul style="list-style-type: none">● Athletic Coaches● Program Coordinator(s) (i.e. AVID, IB, ASB, EL, etc.)● School Resource Officer● College Access Partners● Community Agencies● Child Welfare and Attendance (CWA)● School Counselor Interns● Instructional Coaches● Site-Based Health Center support |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Collaboration

3.9	School counselors will participate in internal school and district committees, teams, partnerships, and advisory boards to collaborate on student needs, support programs in the school and community, and gain support for the school counseling program.
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School counselors will have the opportunity to collaborate in a variety of ways to support the school counseling program. Through teaming and partnering, they work with educators, families, and the community to improve resource sharing, provide joint presentations, or form partnerships with a specific focus or agenda. Serving on district committees, school counselors advocate for all students and work to remove barriers to learning, to improve programs, policies and practices supporting access and equity. Selection of committee topics may vary per site.

At a minimum, there should be a school counselor representative on the school leadership team, grade level teams, and Student Support Teams (SSTs).

COMMITTEE PARTICIPATION	ELEMENTARY	HIGH SCHOOL
Academic Department Teams (Professional Learning Communities)	*	*
School Site Council (SSC)	*	*
English Language Advisory Council (ELAC/DLAC)	*	*
MTSS/SAP Teams (including Foster/FIT, CARE, SST, 504, and BIP)	X	X
Individual Education Program (IEP) Team	X	X
Site Leadership Team	X	X
Parent Education/Coffee Hour	X	X
PBIS Site Team	X	X
School Counseling Advisory Council	X	X
AVID Site Team	X	X
Wellness Center Team	X	X

KEY: "X" = School Counselor will participate in this site committee; "*" = it is recommended that a School Counselor participate in this site committee.

NOTE: Site Administrators and School Counselors work together to determine participation.

TIER 3

Short-Term Individual Counseling

- 3.10 **Short-term Tier 3 school counseling supports** will be provided to students as appropriate during times of crisis, transition, heightened stress, critical change, or other situations in which Tier 2 support is not adequate.

Individual counseling assists students in identifying problems, causes, alternative and possible consequences so that appropriate action is taken. Such counseling is normally short-term and solution focused in nature. School counselors do not provide therapy. When necessary, referral sources are used to connect students/families to appropriate resources.

Crisis Response Counseling

Crisis counseling includes prevention, intervention, and follow-up. When a crisis occurs, the site principal (in collaboration with the school counseling team) decides whether or not the site crisis intervention team or the district crisis team will handle the situation. One or both are called into action. Counseling and support are provided to students and families facing emergency situations. When necessary, appropriate resources are utilized.

Referrals to Outside Agencies

- | | |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.11 | School counselors will refer to school, district, and community resources when students' needs extend beyond the role and responsibilities of the school counselor. |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

When a student's needs extend beyond the brief, short-term, targeted approaches provided by school counselors, it is the ethical responsibility of the school counselor to refer the student or family to outside resources for additional assistance. School counselors connect students and families with referral resources, utilizing district agreed upon services with outside agencies to support academic, college/career or social/emotional needs. Examples include dealing with crisis such as suicide ideation, violence, abuse, and terminal illness. These referral resources may include mental health agencies, employment and training programs, juvenile services, and other social and community services. Please reference the [Community Connections](#) website, the [What if List for Teens](#), and the [What If List for Families](#) (English and Spanish) for local resources (**this is not an endorsement of services**). When making referrals to outside agencies it is recommended that you follow best practices.

- When providing medical or mental health referrals avoid providing one resource due to liability and cost. Provide at least three resources.
- When making a referral to an outside agency never make a diagnosis (i.e. Don't say: " I am recommending that you take your child to see a psychiatrist because he/she is depressed.")
- It is always a best practice to consult with another counselor or the district lead counselors or district crisis counselor when dealing with a difficult case.
- Prior to making referrals to outside agencies, find out what resources the student or parent is utilizing.
- If a student has a social worker, it is always best practice to collaborate with the social worker, as they may have access to more resources.
- Determine if the student has private insurance. If they do recommend that they contact their provider.
- If a student is already in therapy, request a release of information to consult with the therapist about potential resources before entering another program that may be duplication of services.
- If the student is in special education there may be additional resources available, such as ERMS services. It is important to communicate with the student's case manager.
- After making recommendations, provide follow up.

Community Partners

Community Partner	Area of Support	MOU in Place?	On Site or Off Site?
San Joaquin County Peacekeepers	Gang prevention	No	Off Site
Stockton Assistance League	Basic Needs	Yes	Off Site
Stockton-San Joaquin Public Library	Academic Support	No	Off Site
San Joaquin Delta College	College Access Partner	Yes	On and Off Site
Stockton Scholars	College Access Partner	No	On and Off Site
YMCA	After School Program	Yes	On Site
Parents By Choice	Mental Health	Yes	On Site
Improve Your Tomorrow	Mentoring	Yes	On Site
Willie B. Atkins	College Access Partner	Yes	On Site
Delta Healthcare	Tobacco Prevention	Yes	On site

MENU OF SERVICES

Districtwide school counseling teams collaborate to develop a standard menu of services offered, based on student need. Note the school counselor's interventions are only some of the options available as it is not the school counselor's responsibility to provide all the interventions, but to know when and where to appropriately refer a student within and outside the school building. School counselors are encouraged to collaborate with other intervention providers to ensure students receive the most appropriate intervention and to avoid overlapping of services or service redundancy.

Services Provided by the District and/or School Site

ELEMENTARY SCHOOLS (TK-8)		
ASSESSMENT SERVICES	INTERVENTION PROCESS	BEHAVIOR SUPPORT
<ul style="list-style-type: none"> Outside Referrals: <ul style="list-style-type: none"> Academic Social/Emotional College/Career Student Success Team (SST) Referrals <ul style="list-style-type: none"> Special Education Speech Mental Health 	<ul style="list-style-type: none"> Student Success Team (SST)-Consultant Foster & Displaced Youth Support Peer Mediation Individual Education Plan Conflict Resolution Individual Education Plan (IEP) - Consultant 	<ul style="list-style-type: none"> Behavioral Conference Post-Suspension Conference Behavior Support Plans Consultant Behavior Contracts Consultant Classroom Behavioral Support

<ul style="list-style-type: none"> ○ Vision ○ Hearing ○ English Language Proficiency ● Threat Inquiry 	<ul style="list-style-type: none"> ● Section 504 Plan - Consultant ● (IEP)/Section 504 Plan-Consultant ● Out-of-District Resources ● Out-of-District Mental Health Services ● Academic Interventions Referral ● Mental Health Referrals ● Academic Tutoring 	<ul style="list-style-type: none"> ● Non-Instructional Time Behavioral Support (Playground, Bus, Hallway)
EDUCATIONAL (SKILLS) COMPONENT	INTEGRATED SUPPORT SERVICES	POSITIVE ACTIVITY OPTIONS
<ul style="list-style-type: none"> ● Core School Counseling Classroom Lessons ● Peer Mediation ● Character Education ● New Student Orientation ● Summer School ● Transition Supports (Kinder Camp & Middle School) ● TUPE 	<ul style="list-style-type: none"> ● School Counseling <ul style="list-style-type: none"> ○ Individual ○ Small Groups ● Study Skills ● Organization ● Time Management ● Social Skills ● Behavior ● Attendance ● Parent Education ● Crisis Intervention ● Conflict Resolution 	<ul style="list-style-type: none"> ● School Club ● Field trips ● College/Career Exploration ● Community Sponsored Events ● Recognition and Award Assemblies ● Motivational Programs ● Leadership Development ● School Wide Positive Character Events/Incentives ● Peer Leaders Uniting Students/Mentor Program ● Attendance Monitoring and Incentives

HIGH SCHOOLS (9-12)		
ASSESSMENT SERVICES	INTERVENTION PROCESS	BEHAVIOR SUPPORTS
<ul style="list-style-type: none"> ● Outside Referrals: <ul style="list-style-type: none"> ○ Academic ○ Social/Emotional ○ College/Career ● Student Success Team (SST) Referrals <ul style="list-style-type: none"> ○ Special Education ○ Speech ○ Mental Health 	<ul style="list-style-type: none"> ● Student Success Team (SST)-Consultant ● Homeless Education ● Foster Youth Support ● Conflict Management ● Individual Education Plan (IEP) ● Section 504 Plan 	<ul style="list-style-type: none"> ● Behavioral Conference ● Post-Suspension Conference ● Behavior Contract Consultant ● Progress Reports ● On-Campus Intervention ● Classroom Behavioral

<ul style="list-style-type: none"> ○ Vision ○ Hearing ○ English Language Proficiency ● Threat Inquiry 	<ul style="list-style-type: none"> ● Alternative Education ● Outside Community Resources ● After School Programs ● Mental Health Referrals ● Academic Tutoring ● Health Services ● After-School Programs 	<p>Support</p> <ul style="list-style-type: none"> ● Parent Involvement ● Community Outreach ● Check-In/Check-Out (BEP) ● Community Resource Referrals
EDUCATIONAL (SKILLS) COMPONENT	INTEGRATED SUPPORT SERVICES	POSITIVE ACTIVITY OPTIONS
<ul style="list-style-type: none"> ● Core School Counseling Classroom Lessons ● Conflict Management ● Alcohol, Tobacco, and Other Drug Education ● New Student Orientation ● Summer School ● Transition Supports ● Intervention Classes ● AVID ● Honors/IB/AP (<i>varies by site</i>) ● Community Organizations ● College & Career Center ● College & Career Readiness Programs and Events ● Career Technical Education 	<ul style="list-style-type: none"> ● School Counseling <ul style="list-style-type: none"> ○ Individual ○ Small Groups ● Study Skills ● Organization ● Time Management ● Social Skills ● Behavior ● Attendance ● Parent Education ● Crisis Intervention ● Conflict Resolution 	<ul style="list-style-type: none"> ● School Clubs ● Field Trips ● College/Career Exploration ● Community Sponsored Events ● Recognition & Award Assemblies ● Motivational Programs ● Leadership Development ● School Wide Positive Character Events/Incentives ● Peer Leaders Uniting Students/Mentor Program ● Attendance Monitoring & Incentives

OVERVIEW

The fourth component of the comprehensive school counseling program calls for the school counselor to assess program effectiveness. School counselors collect and analyze school and school counseling program data to determine how students are *different* as a result of their activities and interventions. School counselors use data to show the contributions of the school counseling program as it affects student attendance, behavior and achievement. School counselors analyze program assessments to guide future action and improve results for all students. The performance of the school counselor is evaluated on standards of practice expected of school counselors implementing a comprehensive school counseling program.

DATA REVIEW AND PROGRAM RESULTS

- 4.1 School counselors will annually select Tier 1 and Tier 2 activities to **assess their effectiveness** and determine how students are different as a result.

A school counseling program must answer the question, “How are students different as a result of the school counseling program?” School counseling programs will collect and use data that links school counseling program activities to competency attainment and student outcomes. This component focuses on data analysis, program results, evaluation and improvement. Sample results reports: [Closing the Gap, Classroom/Groups Results Reports](#), [Hatching Results Tier 1 Results Report](#), [Hatching Results Tier 2 Results Report](#)

Measuring results is vital to the school counseling program for several important reasons:

1. Professional and program evaluation: What works? What doesn't?
2. Professional and program improvement: How do we improve?
3. Program advocacy: Ensuring program sustainability
4. Student advocacy: Promoting equity and access
5. Systemic change: Promoting improved policies, practices and procedures

- 4.2 School counselors will systematically **share the impact of their Tier 1 and Tier 2 activities** with key stakeholders (i.e., Flashlight presentations, one pagers, highlight reels, results reports).

The program review is used to assess the school counseling program in comparison with ASCA's National Model for School Counseling Programs. Reviews are first performed when a school counseling program is being designed and then yearly to appraise the progress of the program development. Using the findings of both program implementation and results, strengths and areas of improvement are determined, and goals are created for the following school year.

SCHOOL COUNSELING PROGRAM ASSESSMENT

- 4.3 School counselors will annually **complete a program assessment** to determine program strengths and areas of thoughtfulness for improvement (i.e. [ASCA School Counseling Program Assessment](#)).

The program assessment is used to assess the school counseling program's progress toward full implementation of a comprehensive school counseling program in alignment with the ASCA National Model. Assessments are first performed when a school counseling program is being designed and then yearly to appraise the progress of the program development. The findings of both program assessment and results guide future actions within the program by identifying strengths and areas of thoughtfulness where improvement may be needed.

SCHOOL COUNSELOR SELF-APPRAISAL

- 4.4 School counselors will annually **self-assess their attitudes, knowledge, and skills** based on the [ASCA School Counselor Professional Standards and Competencies Assessment](#) to facilitate professional growth.

School counselors may utilize the assessment for self- assessment, to set personal goals, and to drive professional development. It is recommended that school counselors complete a self-appraisal annually to determine needed areas of growth.

SCHOOL COUNSELOR PERFORMANCE EVALUATION

- 4.5 The **school counselor performance evaluation tool** will reflect the duties and responsibilities expected of school counselors, as defined by the ASCA National Model, ASCA School Counselor Professional Standards and Competencies, ASCA Ethical Guidelines, and the Stockton Unified School District School Counseling Program Handbook (this document).

An appropriate [evaluation tool](#) developed in conjunction with the District and the Stockton Pupil Personnel Association Bargaining Unit will be used. The duties and responsibilities expected of school counselors will reflect the ASCA Professional Standards and Competencies, ASCA Ethical Guidelines, and the Stockton Unified School District School Counseling Handbook.

SOCIAL JUSTICE (LEADERSHIP, ADVOCACY, & SYSTEMIC CHANGE)

- 4.6 School counselors serve as **leaders in the school community** to promote and support student success and act as **systems change agents** to create an environment that promotes and supports student success.

As trained leaders who are skilled at counseling, advocacy, team building and collaboration, school counselors use data to promote the success of all students. As an outcome, school counselors seek to ensure all students receive equitable access to services, interventions and academic opportunities. By taking the lead to collect and analyze school and/or district level data, school counselors identify existing

gaps in student achievement. Implemented strategies and supports not only address existing gaps in achievement, but advocate for necessary systemic change.

[ASCA Ethical Standards for School Counselors](#) include the following:

- A.3.b. Provide students with a comprehensive school counseling program that ensures equitable academic, career and social/ emotional development opportunities for all students.
- A.4.c. Identify gaps in college and career access and the implications of such data for addressing both intentional and unintentional biases related to college and career counseling.
- A.13.i. Conduct school counseling program assessments to determine the effectiveness of activities supporting students' academic, career and social/emotional development through accountability measures, especially examining efforts to close information, opportunity and attainment gaps.
- B.2.d. Provide leadership to create systemic change to enhance the school.
- B.2.i. Advocate for equitable school counseling program policies and practices for all students and stakeholders.

Systems change issues include but are not limited to:

- Disproportionate discipline rates for boys, students of color, and students with disabilities
- Low enrollment of student groups in advanced courses
- Race, social class, gender, and ability gaps in students meeting graduation requirements
- Identifying course enrollment patterns and potential gate-keeping practices that prevent open access to courses

School counselors are encouraged to participate in discussions regarding policies and practices that promote equity and access for all students.



DEFINE

- [ASCA National Model Executive Summary](#)
- [ASCA National Model, 4th Edition \(2019\)](#)
- [ASCA Student Standards: Mindsets and Behaviors for Student Success](#)
- [ASCA Ethical Standards for School Counselors](#)
- [ASCA School Counselor Professional Standards and Competencies](#)
- [ASCA Position Statements](#)
- [8 Components of College and Career Readiness](#)
- [Guidance vs. School Counseling](#)
- [CA Education Code 49600](#)
- [SUSD Board Policy 6164.2](#) & [Administrative Regulation 6164.2](#).

MANAGE

- [Annual Administrative Conference Template](#)
- [Student Data Summary](#)
- [Monthly Check In Tool](#)
- [SAP Referral](#)
- [CARE Form](#) and SST Forms ([SST](#) & [Follow-up](#))
- [Tier 1 Action Plans \(Core Curriculum\)](#)
- [Tier 2 Data-Driven Action Plans \(Intervention\)](#)
- [Closing the Gap, Classroom/Groups Results Reports](#)

DELIVER

- [Graduation and College Entrance Requirements](#)
- [Stockton Unified Course Catalog](#)
- [Individual Learning Plan 12th grade sample](#)
- [4-Year Graduation Plan sample](#) *
- [Important Dates for Seniors](#)
- [Preparing For College and Career checklist](#)
- [A-G Flowchart and Documentation](#)
- [A-G Monitoring](#)
- [Student Success Form sample](#)
- [Restorative Conversation form \(post-suspension\)](#)
- [Second Step core lessons sequence](#)
- [Xello Lessons grades 6-12](#)
- School Counseling Program Calendars ([K8](#) & [HS](#))

ASSESS

- [ASCA School Counseling Program Assessment](#)
- [ASCA School Counselor Professional Standards and Competencies Assessment](#)
- [ASCA Ethical Standards for School Counselors](#)
- SUSD School Counselor [evaluation tool](#)

OTHER

- Guaranteed School Counseling Services brochures: [English](#) [Spanish](#)
- [2024-25 School Counselors By Site](#)

SUSD Nondiscrimination Statement/Notice

District programs, activities, and practices shall be free from unlawful discrimination, harassment, intimidation, and bullying in its educational programs or employment. Stockton Unified School District does not discriminate against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics, including affiliation with the designated youth groups including Boy Scouts of America and other groups protected by law or regulation. The following employees have been designated to handle questions and complaints of alleged discrimination:

SUSD Constituent Service Department

Stockton Unified District Office: 56 S. Lincoln Street Stockton, CA 95203

Joanne Castillo, Director of Constituent Services/Title IX Coordinator

(209) 933-7037 Ext. 2195, jcastillo@stocktonusd.net

Melissa Sigars, Director of Curriculum/Professional Development; Title II Coordinator

(209) 933-7040 ext. 2330, yaissa@stocktonusd.net

Jennifer Robles, School Counselor Program Specialist/Section 504 Coordinator

(209) 933-7130 ext. 2617, jrobles@stocktonusd.net

Los programas, actividades y prácticas del distrito estarán libres de discriminación, acoso, intimidación y acoso ilegal en sus programas educativos o empleo. El Distrito Escolar Unificado de Stockton no discrimina a un individuo o grupo por motivos de raza, color, ascendencia, nacionalidad, origen nacional, estado migratorio, identificación de grupo étnico, origen étnico, edad, religión, estado civil, embarazo, estado parental, discapacidad física o mental, sexo, orientación sexual, género, identidad de género, expresión de género o información genética; una percepción de una o más de dichas características; o asociación con una persona o grupo con una o más de estas características reales o percibidas, incluida la afiliación con los grupos juveniles designados, incluidos Boy Scouts of America y otros grupos protegidos por ley o reglamento. Los empleados mencionados anteriormente han sido designados para manejar preguntas y quejas de presunta discriminación.