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**School Counseling Model and Standards Policy 5.103**

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**The Background:**

In 1997, the *Tennessee School Counseling Program: A Framework for Action* was developed and distributed to all school systems. The document was intended to serve as a model to assist systems in evaluating their existing counseling programs and designing and implementing comprehensive school counseling programs based on specific local need. In 2005, a committee of counselors, administrators and counseling educators revised the document in an effort to align more closely to the American School Counseling Association (ASCA)'s national model and provide for the current needs of students, families and schools throughout our state, creating *The Tennessee Model for Comprehensive School Counseling* (2005). Currently, State Board of Education Policy 5.103 includes this model and sets explicit guidance for the development of comprehensive school counseling programs in all Tennessee public K-12 schools.

Since the adoption of *The Tennessee Model for Comprehensive School Counseling* in 2005, the national model and standards have been revised twice. This item presents a revision of the existing model to create the *Tennessee Comprehensive School Counseling Model of Practice* to provide guidance for districts in developing effective, research-based school counseling programs.

Revision of the attached model has been underway for nearly a year. The following stakeholders provided input and feedback during the revision of the model and standards: hundreds of practicing Tennessee school counselors (via regional meetings, digital surveys, and conference working sessions), Tennessee School Counseling Advisory Council members, Tennessee School Counselor Association, Tennessee Association of Counseling Educators and Supervisors, National Consortium for School Counseling and Postsecondary Success, postsecondary partners and pre-service school counseling preparation programs, and the following teams at the Tennessee Department of Education: Student Readiness and Early Postsecondary, Coordinated School Health, Special Populations, Safe and Supportive Schools, and Career and Technical Education (including Work-Based Learning and STEM, specifically).

The department is preparing to support roll-out of revised model and standards, if approved, with regional collaboratives, state-led regional professional development sessions, and conference presentations across the state.

**The Fiscal Analysis Impact:**

Tenn. Code Ann. § 49-1-212 requires that the Department of Education prepare a fiscal analysis of any policy, rule or regulation proposed to the State Board of Education. This item has no financial impact on an LEA.

**The Recommendation:**

The Department of Education recommends acceptance of this item on first reading. The SBE staff concurs with this recommendation.