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### School Counseling Model and Standards Policy 5.103

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#### The Background:

This item presents a revision of the recently adopted *Tennessee Comprehensive School Counseling Model of Practice* to provide guidance for districts on the phase-in timeline of adopting the new expectations for developing effective, research-based school counseling programs. This item also presents added clarity around school counselor roles and responsibilities.

Revision of the attached model has been underway for more than a year, with extensive expert stakeholder input. Since approval on first reading at the January meeting, the department received several questions from district leadership about the implementation timeline and specifics for the standards revisions. Currently in the policy, there are no dates listed for implementation. The attached item includes a one-year phase in timeline for planning, with full implementation of new standards in the 2018-19 school year.

Since first reading, several district stakeholders have expressed concern about the existing language limiting school counselors from participating in some school-based activities. To alleviate this concern, additional language changes have been made in sections (f) and (g) to provide context and allow increased flexibility for schools where needed.

- **Page 4:** Under section (f) Use of Time, part (ii) clarifies the expectations of how school counselors should spend their time. The 80/20 time breakdown is further explained, indicating that the 20 percent of time includes program planning, management, and accountability, all of which are part of the counseling model. Finally, the changes clarify that the 80/20 time breakdown is reflective of the counseling program delivery over the course of a school year.
- **Page 4-5:** Under section (f), part (iii), the responsibilities in the table are further defined to give greater clarity and understanding of the expectations.
- **Page 5:** Under section (g) Appropriate School Counseling Activities, part (ii), the roles and responsibilities have been separated into two parts so that further clarification could be added.
- **Page 5:** Under section (g), part (iii), language has been added to clarify that school counselors can assist with testing during the actual testing period, but they shall not be responsible for the management or organization of the testing program.

To ensure that comprehensive school counseling programs are of high quality, the Department of Education will provide LEAs with guidance to address program expectations and professional development. This will include an implementation guide containing templates and recommendations as well as a resource guide containing lesson plans and local counselor-created materials. These documents will be reviewed annually by the department and will be updated as necessary for dissemination to local boards of education.

**The Fiscal Analysis Impact:**

This item has no financial impact on an LEA.

**The Recommendation:**

The Department of Education recommends adoption of this item on final reading. The SBE staff concurs with this recommendation.