

R277-464-3: Incorporation of School Counselor Services Document

School Counselor Direct and Indirect Services

School counselors provide activities and services to students and for students. Delivery of services consists of two broad categories: direct and indirect student services.

- **Direct student services** are in-person interactions between school counselors and students. Through the direct services of classroom instruction, career literacy, dropout prevention, social and emotional supports, and individual student planning, school counselors help students develop knowledge, attitudes, and skills to enhance academic achievement and college and career readiness.
- **Indirect student services** are services provided on behalf of students as a result of effective program implementation and school counselor's interactions with others. Through indirect services of program management, advocacy and outreach, collaboration, consultation, and referral, school counselors enhance student achievement and promote equity and access for all students.

Direct Student Services

Direct student services include activities that promote a whole child approach to academic, career, and social/emotional development for all students. School counselors review access, attainment, and achievement data to inform their decisions about what activities they will deliver to create the most significant impact on student outcomes.

Direct student services are delivered in several ways: instruction, individual student planning, dropout prevention, and academic and nonacademic supports. Through each of these direct services, the school counselor and students work together toward a specific goal. The following are examples of direct student services:

- **Plan for College and Career Readiness** ([53E-2-304](#)) means a plan developed by a student and the student's parent, in consultation with the school counselor that:
 - is initiated at the beginning of grade 7;
 - identifies a student's skills and objectives;
 - maps out a strategy to guide a student's course selection; and
 - links a student to post-secondary options, including higher education and careers.

Through the Plan for College and Career Readiness process, school counselors help students explore educational, career and social/emotional opportunities, expectations or requirements. This includes support and recommendations for exploring services and opportunities available at the school and community, making appropriate course selection and changes to course schedule, determining meaningful educational goals and selecting programs of study that support the student's 4-year and next-step plans.

- **Collaborative Classroom Instruction** includes teaching the school counseling curriculum in alignment with Utah Core Standards and College and Career Readiness Student Mindset and Competencies. The school counseling curriculum is a planned, written instructional program that is comprehensive in scope, preventative in nature, and developmental in design. Examples include:
 - Academic lessons on topics such as study skills; goal setting long-term planning; self-motivation; and balancing school, home and activities.
 - Career lessons on topics such as building self-awareness of skills and interests, exploring careers and understanding connections between lifestyle and career choices.
 - Social/emotional lessons on topics such as self-discipline, peer relationships, and coping skills.
- **Systemic Approach to Dropout Prevention with Social/Emotional Supports** is assistance and support provided to a student or small group of students during times of transition, critical change or other situations impeding

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student success. It is short-term and based on evidence-based practices that are effective in a school setting to promote academic, career and social/emotional development. Services are proactive as well as responsive and helps students identify problems, causes, potential consequences and benefits, alternatives and outcomes so they can make informed decisions and take appropriate actions.

Indirect Student Services

School counselors provide indirect student services to effectively implement a comprehensive school counseling program and promote equity and access for all students through consultation, collaboration, and referrals. Indirect student services are delivered through the following strategies:

- **Systemic Program Management** consists of management activities that establish, maintain, and enhance the implementation of the school counseling program. Some activities include:
 - **Program management and operations:** This includes the planning and management tasks needed to support activities implemented in a school counseling program.
 - **Management activities:** In order to effectively manage a school counseling program, school counselors oversee and maintain the following: budget, policies and procedures, annual calendaring, research and resource development, and data analysis.
 - **Professional development:** School counselors are regularly involved in updating and sharing their professional knowledge and skills through professional development in such areas as evidence-based practices, data analysis, and curriculum development. They also provide professional development in the school counseling curriculum and other areas of expertise to the school and community.
 - **Professional association membership:** As the school counseling profession continues to change and evolve, school counselors can maintain and improve their level of competence by attending professional conferences and meetings.
 - **State, district, school and community committees:** By serving on site, district, department, and curriculum committees as well as advisory boards, school counselors assist in generating school-wide and district support for the school counseling program and student needs.
 - **Advocacy and outreach** are the actions in which school counselors promote equity and access for all students by identifying and removing systemic barriers that impede the academic success of students. Advocacy and outreach help stakeholders understand how the school counseling program is integral to student achievement and college and career readiness through the following:
 - **Collaboration** is the process in which multiple individuals work toward a common goal and share responsibility for the associated tasks. It occurs in a variety of situations, including teaming and partnering, faculty and leadership meetings, community partnerships, and crisis response.
 - **Consultation** is the process of providing and seeking information and recommendations to or from individuals who can support the student's need. School counselors both provide and seek consultation to identify strategies to promote student success.
 - **Referral** occurs when students' needs extend beyond the training and/or responsibilities of the school counselor role. School counselors provide instructional, advisement and counseling services through brief, targeted approaches. When a student needs support beyond short-term services or counseling, it is a school counselors' ethical duty to refer students and parents to school or community resources for additional assistance or information.

School Counselor Time Allocations

To achieve the most effective delivery of a school counseling program, a minimum of counselor time should reflect at least 85% in direct services to students, with a maximum of 15% of counselor time in indirect services to students. The

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time percentages are designed to be programmatic, not counselor specific, but each counselor also maintains a balance of services, even though he or she may have areas of expertise. Counselors are encouraged to allot times based on program priorities and needs. A time/task analysis is charted annually by each counselor (e.g. one day each week or one week per month – at least ten sample days) to determine total school counselor time spent in direct and indirect student services.

Use of time with the 85% may be allocated differently from school to school based on needs identified in school data. All components of direct and indirect student services are necessary for a program to be considered a school counseling program, but decisions about specific time allocation are based on student needs as demonstrated in analysis of school and program data and in alignment with school and annual student outcome goals. Time spent in indirect student services should not exceed 15 percent of school counselor time.

Recommended Distribution of Total School Counselor Time			
Program Delivery Area	Elementary School Percent of Time	Middle School Percent of time	High School Percent of Time
Plan for College and Career Readiness <i>(Direct Services)</i>	5-10%	35-45%	45-55%
Collaborative Classroom Instruction <i>(Direct Services)</i>	35-45%	25-35%	15-25%
Systemic Approach to Dropout Prevention with Social/Emotional Supports <i>(Direct Services)</i>	30-40%	25-30%	15-20%
Systemic Program Management <i>(Indirect Services)</i>	10-15%	10-15%	10-15%

Adapted from Gysbers, N.C. & Henderson P. (Eds.) (2000). *Developing and managing your school guidance program* (3rd ed.), Alexandria, VA: American School Counseling Association.

Figure 7.2

Use of Time: Appropriate and Inappropriate School Counseling Activities

School counselors' duties are focused on the overall delivery of the school counseling program – direct and indirect student services, program management, and school support. Administrators are encouraged to eliminate or reassign inappropriate tasks, allowing school counselors to focus on the prevention and intervention needs of their program.

Non-School Counseling Duties

Non-school counseling duties are identified by "The ASCA National Model: A Framework for School Counseling Programs" as inappropriate to the school counselor's role and take away valuable time from implementing a school counseling program that meets the needs of students. This includes activities such as test coordination and administration, master schedule building, student discipline, and substitute teaching. The focus of the school counselor's work must be on leadership, advocacy, consultation, collaboration, referral, and systemic change. In order for the school counselor to maintain focus, it is critical to define appropriate and inappropriate activities.

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APPROPRIATE ACTIVITIES (direct and indirect student services)	INAPPROPRIATE ACTIVITIES (non-school counseling duties)
Interpreting cognitive, aptitude, and achievement tests	Administering cognitive, aptitude, and achievement tests. School counselors should not be organizing and administering standardized tests, including AP testing.
Giving input to administrators on the master schedule	Building the master schedule
Individual student academic program planning, including support and guidance in course selection, course scheduling, and class changes that support the student’s educational and postsecondary goals	Data entry and registering (main office in-take) all new students
Providing short-term individual and small/large-group counseling services to students that promotes a whole child approach to academic, career, and social/emotional development	Providing long-term counseling in schools to address psychological disorders in a therapeutic, clinical mode
Counseling students who are tardy, absent, or have disciplinary problems	Disciplining students who are tardy, absent, or have disciplinary problems
Collaborating with teachers to present school counselor curricula lessons	Teaching classes when teachers are absent
Interpreting student records	Maintaining student records
Collaborating with teachers regarding building classroom connections, effective classroom management, and the role of noncognitive factors in school success	Supervising classrooms or common areas
Protecting student records and information per state and federal regulations	Keeping clerical records
Advocating for students at individual education plan meetings, 504 meetings, student study teams, response to intervention plans, MTSS and school attendance review boards, as necessary	Coordinating schoolwide individual education plans, 504 plans, student study teams, response to intervention plans, MTSS and school attendance review boards
Analyzing disaggregated schoolwide and school counseling program data	Doing data entry
In leadership collaboration, assisting the school principal with identifying and resolving student issues, needs, and problems	Assisting with duties in the principal’s office

Adapted from American School Counseling Association (2019). *The ASCA National Model: A Framework for School Counseling Programs*, Fourth Edition. Alexandria, VA: Author.

Fair Share Responsibilities

As a team member within the educational system, school counselors perform “fair share” responsibilities that align with and are equal in amount to the fair share responsibilities provided by other educators on the school site. For example, if the school site is administering the ACT to all juniors, counselors may be asked to perform “fair share” duties on that day that is in equal amount to other educators on site. However, counselors should not routinely be assigned sole responsibility for test coordination and administration, master schedule building, or other non-school counseling duties.

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Note: As per board rule [R277-462](#), approved school counseling programs are required to implement the [Utah College and Career Readiness School Counseling Model Second Edition, 2016](#).