



Department of Defense Education Activity **REGULATION**

NUMBER 2946.1
JUL 13 2009

EDUCATION DIRECTORATE

SUBJECT: School Counseling Services

- References:
- (a) DoDEA Regulation 2946.1, "School Counseling Services," September 8, 2003 (hereby canceled)
 - (b) DoDEA Manual 2946.2, "School Counseling Services," January 30, 2006
 - (c) The American School Counselor Association's National Model: A Framework for School Counseling Programs, March 15, 2005

1. **PURPOSE.** This Regulation reissues Reference (a) to update policy and responsibilities for the data-driven comprehensive school-based counseling services that support the attainment of the Department of Defense Education Activity (DoDEA)'s strategic goals. It also helps ensure that all students possess the competencies to become well-adjusted, contributing members of society. The primary objective of this Regulation is to present the responsibilities for providing the DoDEA Competency Based Counseling Program outlined in Reference (b), in alignment with Reference (c). This Regulation provides direction for the implementation of a systemwide competency-based counseling program for all students using process data and results data, as well as disaggregate data, to determine needs.

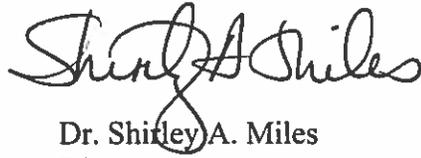
2. **APPLICABILITY.** This Regulation applies to the Office of the Director, DoDEA; the Director, Domestic Dependent Elementary and Secondary Schools, and Department of Defense Dependents Schools, Cuba (DDESS/DoDDS-Cuba); the Director, Department of Defense Dependents Schools, Europe (DoDDS-E); the Director, Department of Defense Dependents Schools, Pacific, and Domestic Dependent Elementary and Secondary Schools, Guam (DoDDS-P/DDESS-Guam); (hereafter collectively referred to as "DoDEA Area Directors"); and all DoDEA District Superintendents, School Principals, Teachers, and Support Staff.

3. **DEFINITIONS.** See Glossary.

4. **POLICY.** It is DoDEA policy that all students be provided with a data-driven comprehensive competency-based counseling program with equal opportunity to access the counseling and guidance counselors at the elementary, middle, and high school levels in order to develop skills for academic development, social/personal development, and career development.

5. RESPONSIBILITIES. See Enclosure 1.

6. EFFECTIVE DATE. This Regulation is effective immediately.

A handwritten signature in black ink that reads "Shirley A. Miles". The signature is written in a cursive style with a large, looped initial "S".

Dr. Shirley A. Miles
Director

Enclosures
Responsibilities
Glossary

ENCLOSURE
RESPONSIBILITIES

1. Associate Director for Education (ADE), DoDEA. The ADE, DoDEA, under the authority, direction, and control of the Director, DoDEA, shall exercise overall responsibility for the implementation of this Regulation and all guidance and organizational requirements regarding the provision of school counseling services.

2. Director, DDESS/DoDDS-Cuba; Director, DoDDS-E; Director, DoDDS-PACIFIC/DDESS-Guam. The DoDEA Area Directors shall:

a. Ensure implementation of this Regulation and all guidance and organization requirements regarding the provision of school counseling services.

b. Provide technical assistance in the development and provision of professional training for school counselors to enhance job performance and student service.

c. Conduct ongoing monitoring of the provision of school counseling services.

d. Ensure the collection of data to support the competency-based counseling program to include process data and results data.

3. DoDEA District Superintendents. The district superintendents shall:

a. Ensure that all procedures relating to the DoDEA counseling program in their districts are implemented according to this Regulation and DoDEA Manual 2946.2 (Reference (b)).

b. Provide logistical assistance to the schools for implementing school counseling services.

c. Ensure that data are collected to support the competency-based counseling program to include process data and results data.

4. DoDEA School Principals. The school principals shall:

a. Support delivery of competency-based school counseling services in accordance with this Regulation and Reference (b).

b. Support professional collaboration regarding counselor responsibilities to students, parents, colleagues, and community.

c. Ensure that data are collected to support the competency-based counseling program to include process data and results data.

d. Ensure a needs assessment is done annually before the annual counseling plan is written.

e. Provide school counselors with a community resource directory, specific to installation/school needs, that includes installation organizations, agencies, and military points of contact.

f. Ensure adequate technology support and physical work space/conditions for the school counseling staff.

5. DoDEA School Counselor. The school counselor shall provide school counseling services in accordance with this Regulation and Reference (b).

GLOSSARY

DEFINITIONS

competency-based counseling program. A comprehensive data-driven program that includes sequential activities organized and implemented with the active involvement and support of students, parents, teachers, and administrators. The competency based counseling program's structure and practices are aligned with the American School Counselors' Association and is based on the national standards and student competencies. Student competencies define the knowledge, attitudes and skills students demonstrate as a result of participating in the school counseling program. They are organized within three domains: academic, career and personal social, and are based on the developmental level of students pre-K through 12.

data. Information collected that creates a picture of the student's needs and provides an accountable way to align the school counseling program with the academic mission. It includes process, perception and results data.

disaggregate data. The process of separating out data by variables such as gender, ethnicity, or socio-economic status to examine equity issues and the needs of various student groups.

elementary school counselor. A professionally certified school guidance counselor whose main focus is to assist students in learning the skills and attitudes necessary to be successful learners. This counselor emphasizes to students that the classroom is their first workplace and that communication, decision-making, interpersonal and career awareness skills are important to their success. These competencies are addressed through carefully planned lessons in large group settings and emphasize teacher and community responsibility for implementation of competency-based counseling. School guidance counselors in DoDEA are professionally certified by DoDEA. Some guidance counselors maintain additional professional certification through states' certification programs and/or through the National Board of Certified Counselors.

evaluation. A process used by an individual or group to determine progress or quality. Evaluation is a key element in any improvement process.

high school counselor. A professionally certified school guidance counselor whose main focus is to assist students in acquiring guidance competencies that form the foundation for the next educational and occupational levels. This counselor assists students in the development of realistic educational and career plans based on a clear understanding of themselves, their needs, interests, skills, and the realities and possibilities of the worlds of education and work. These competencies are addressed through carefully planned lessons in large group settings and emphasize teacher and community responsibility for implementation of competency-based counseling. School guidance counselors in DoDEA are professionally certified by DoDEA. Some guidance counselors maintain additional professional certification through states' certification programs and/or through the National Board of Certified Counselors.

middle school counselor. A professionally certified school guidance counselor whose main focus is to assist students with meeting competencies in the areas of academic, social/personal, and career development. This counselor provides students with expanded career awareness and exploration activities to assist them in the development and utilization of short and long-range educational and career plans. These competencies are addressed through carefully planned lessons in large group settings and emphasize teacher and community responsibility for implementation of competency-based counseling. School guidance counselors in DoDEA are professionally certified by DoDEA. Some guidance counselors maintain additional professional certification through states' certification programs and/or through the National Board of Certified Counselors.

perception data. These data measure what students and others observe or perceive, knowledge gained, attitudes and beliefs held, or competencies achieved.

process data. Method of evaluation using figures, such as numbers of students, served groups and classroom visits, to show the activities rather than the results from the data.

results data. Outcome data; how students are measurably different as a result of the program. This includes proof that a student competency is not just mastered (process data), but has affected course-taking patterns, graduation rates, knowledge attainment, attendance, behavior, and/or academic achievement.

use of the data. Application of data to effect change within the school system is essential to ensure that all students receive the benefits of a school counseling program.