TIER 4 (1-5%)
- OUTSIDE REFERRAL (*intensive treatment*)
  - Targeted students are referred to intensive services from government, non profits, and /or private agencies for interventions to address chronic issues that impede learning.
  - Examples: Behavioral Treatment Facilities, Group Homes, Juvenile justice System

PBIS
- Intensive academic and behavior support
- Intensive social skills training Multi agency collaboration
- Alternatives to suspension and expulsion
- Individual student assessments

TIER 3 (5-10%)
SCHOOL COUNSELING PROGRAM INTERVENTION (*more serious needs – May also by SST Driven*)
- Targeted students participate in activities that are in addition to Tier 1 and Tier 2, but also include specific short term interventions designed for individual needs.
- Example: Brief solution focused counseling, crisis intervention or response
- Referral for specialty designed counseling intervention if needed (social worker, MFT or outside resources)

TIER 2 (1-5%)
INTENTIONAL GUIDANCE AND COUNSELING (*1st level intervention – some kids need more*):
- Targeted students participate in specific counseling intervention activities that address data driven needs in attendance, behavior or achievement.
- Formalized, systemic process of determining students in need of intervention (e.g. query data quarterly)
- Responsive services designed to address specific needs (barriers to learning): include brief individual or group counseling, consultation, parent involvement etc.
- Greater frequency in monitoring of student progress
- May include brief counseling
- Academic counseling
- Positive Behavior Intervention (PBIS)
- Some students at risk (PBIS)

TIER 1 STANDARDS AND COMPETENCY BASED SCHOOL COUNSELING (80-90%)
PROGRAM (*what do all students receive because?*)
- Implementation of the School Guidance Curriculum Common- Core curriculum aligned with ASCA National Standards (Academic, Career and Personal/Social Development) and College and Career Ready Performance Index through research-based practices
- Use differentiation of instruction based on data driven needs (prevention education based on site youth behavior surveys for example)
- Individual Graduation Plan for every student that includes a Career Pathway
- Accountability of competency attainment and student progress.
What is the school counselor’s role in supporting CCRPI data expectations in academic growth and student behavior?

✓ The school counseling curriculum through responsive services to students and parents ensures appropriate and timely responses to academic, career, and personal/social concerns. Prevention and intervention services are delivered in collaboration with teachers, administrators and student support staff.

Effective Practices

✓ Performance Data
✓ Attendance Data
✓ Individual Graduation Plan (IGP)
✓ Response to Intervention
✓ Positive Behavior Intervention Supports (PBIS)
✓ Middle Grades Career Interest Inventory and Career Assessments
✓ Course Numbers, Pathways, and Industry Recognized
✓ Post-Secondary Requirements: ACT/SAT/COMPASS
✓ Safe and Drug Free Survey
✓ Elementary Career Cluster Activities

Benefits of PBIS/RTI

✓ School climate and current school problems are analyzed
✓ Data based decision making
✓ Team decision making (builds consensus)
✓ Decreases SST referrals
✓ All students, including those with IEP’s are expected to have positive behavior supports in place
✓ Students who need support are more likely to be identified and receive support
✓ Students are more likely to access individuals they are familiar with