



School Counseling Consulting Agreement

This agreement is made on September 11, 2026 between the American School Counselor Association (ASCA), 277 S. Washington St., Suite 390, Alexandria VA, 22314 and the Pleasant Valley School District, 2233 Route 115, Brodheadsville, PA, 18322.

It is agreed that ASCA will provide the services of an ASCA Certified Trainer on six (6) agreed upon training dates throughout the course of a two-year period to provide the following services: Districtwide Training and Implementation of the ASCA National Model/RAMP (Recognized ASCA Model Program) Program.

It is agreed that ASCA will be paid the total sum of **\$31,000.00** for this program. The Year 1 payment is \$15,500.00 and the Year 2 payment is \$15,500.00. Training dates are to be determined and mutually agreed upon between the district and trainer(s). If the school or district decides to cancel this training after submitting a signed contract the district will be responsible for the reimbursement of any non-refundable or non-transferable travel expenses that may have been already incurred. It is agreed that the training date and/or trainer is not confirmed until the signed contract is returned to ASCA. This rate shall remain valid for a period of thirty (30) days from the date of issuance, after which it is subject to change without notice.

All intellectual property rights in and to this training ("the Event"), the content and all materials distributed at or in connection with the Event are owned by the American School Counselor Association ("ASCA"). The district may not use or reproduce or allow anyone to use or reproduce, any of ASCA's trademarks, and/or any materials distributed at or in connection with the Event for any reason without the prior written permission of ASCA and the presenting speaker. Further, during the term of this agreement and for one year after, it is agreed that the district will not hire or otherwise engage the services of the ASCA Certified trainer assigned on this project in any other capacity without prior written consent of ASCA.

For Pleasant Valley School District
Name and Title:

for American School Counselor Association
Jill Cook, Executive Director

A handwritten signature in cursive script that reads "Jill Cook".

Signature

Signature

Date

September 11, 2026
Date

Please sign and return via email to jwalsh@schoolcounselor.org, or e-fax to: 703-997-7572 to the attention of Jen Walsh.



Quote

FROM:

American School Counselor Association
277 S Washington St
Suite 390
Alexandria, VA 22314

ATTN. TO:

Pleasant Valley School District
2233 Route 115
Brodheadsville, PA, 18322

Program	Description	Amount
Districtwide Training and Implementation of the ASCA National Model	• 6 training days throughout a 2-year period • Training includes trainer's fee • Trainer's travel • Reviews/feedback of submitted school plans • Access to district's own ASCA National Model Portal • <i>ASCA National Model, ASCA National Model Step-by-Step Guide; Making Data Work</i> books (1 per school counselor participating in the training)	\$31,000.00
For Pleasant Valley School District		
Not to exceed 20 school counselors		
<i>See attached ASCA 2 Year Training Packet, 5th Edition for detailed information regarding this program.</i>		

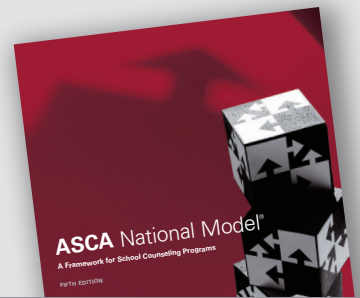
Due after Training Day 1, Year 1	\$ 15,500.00
Due after Training Day 1, Year 2	\$ 15,500.00

Total:	\$ 31,000.00
---------------	---------------------

ASCA National Model®

A Framework for School Counseling Programs

FIFTH EDITION



Comprehensive Districtwide Training and ASCA National Model® Implementation



Comprehensive Districtwide Training and ASCA National Model® Implementation

School counseling is an integral component of student success. An effective school counseling program helps school counselors ensure all students have access to a developmental curriculum for academic achievement, career development and social/emotional well-being that will lead to improved student outcomes for life-readiness.

To help districts ensure their school counselors are at the top of their game, ASCA offers a districtwide ASCA National Model® training and implementation program for all district school counselors to include professional development, school counseling program implementation and district program evaluation over a two-year period. In this partnership, ASCA provides training, consultation and program evaluation designed specifically to meet the district's unique needs. The district will allocate six professional development days for all school counselors and provides support, access and logistical coordination throughout the two-year program.

Expected Outcomes:

1. All district schools will have a fully implemented and documented school counseling program aligned with the ASCA National Model®.
2. All district school counselors will provide evidence of the school counseling program's impact on student achievement.
3. District administrators will be able to clearly articulate how the school counseling program benefits all students.
4. Within two years of completing the program, 10%–15% of district schools will submit an application for the Recognized ASCA Model Program® (RAMP®) Award.



Participating in the two-year districtwide training with ASCA has greatly increased the imprint of school counselors in our district. With a clearly communicated district expectation to increase direct service to students, the partnership with ASCA supports the purposeful collection of quantifiable evidence that school counselors are an essential component of sustainable school and student success.

– **SHAWN GARD-HARROLD, Ed.D.**, Assistant Superintendent, ePathways, Seminole County Public Schools, Fla.

Schedule

The training series leads the district's school counselors through the development, implementation, evaluation and improvement of a comprehensive school counseling program built on school-specific data. The program consists of six full-day workshops presented over the course of two school years. The workshops are presented to groups of up to 40 school counselors with one trainer per group. Each session reviews and builds on information from the previous session. School administrators are encouraged to attend part or all of one or more of the sessions. The agenda on page four outlines the components of the two-year training program.

Submitting Assignments for Review

ASCA provides the district with its own version of the ASCA National Model® Portal and all assignments are uploaded in the portal for review.

All submissions submitted by established deadlines are reviewed by the trainer or others with established knowledge of comprehensive school counseling programs. Each school receives feedback on each submitted item, including strengths and areas for improvement, before the next training session. District-level staff has the ability to access all school documents.

Schools are able to seamlessly submit applications to ASCA for the RAMP® award process. District staff has the ability to review any application before submission.

Evaluation

ASCA provides evaluators to review school plans, provide feedback and coordinate district evaluation. At the end of the two-year period, ASCA supplies the district with a report of the results of school counseling implementation, focusing on student outcomes and changes in school data over the two-year period.

ASCA and District Responsibilities

ASCA provides the trainers and all training materials, including copies of the following publications for each school counselor: “The ASCA National Model®: A Framework for School Counseling Programs, Fifth Edition,” “Making Data Work,” “The ASCA



We want to sincerely thank you for facilitating our ASCA training. You provided clear information, addressed questions thoroughly and acknowledged the real-world challenges school counselors face every day. Since the training, we have seen school counselors asking deeper questions, using data more intentionally and engaging in meaningful conversations with administrators and support staff about how to strengthen school counseling interventions. Your guidance truly helped our school counselors connect the “why” behind their work with practical next steps, and that impact is already visible.”

– JENNIFER ABBE, Baltimore County Public Schools, Md.



Having an ASCA-certified trainer® work with us to create and implement our districtwide school counseling program has been a difference maker. We could have completed this work without the assistance of an ASCA-certified trainer®, but the quality of program would have not been at the same high standards.”

– JIM BOEN, Executive Director, Bend-La Pine Schools

National Model: A Step-by-Step Guide” and ASCA Mindsets & Behaviors for Student Success. Trainers will be available for consultation with the district’s administrators and individual school counselors between sessions.

District staff is responsible for:

- Reserving six dedicated professional development days for all school counselors throughout a two-year period
- Providing oversight of the implementation of a comprehensive school counseling program in district schools, which includes providing school counselors with baseline student data to be used for program planning and the collection of school data as a result of the school counseling program to be compared with baseline data
- Sharing aggregate student data as allowed by district policies
- Sharing training handouts electronically to all participants and making paper copies if desired
- Providing support for implementation of the ASCA National Model® Portal
- Providing meeting space, logistical coordination and scheduling, and support for the training, including release time for all school counselors to attend the six professional development sessions
- Supporting school counselors to complete training assignments
- Encouraging district administrators to participate in the program

Cost

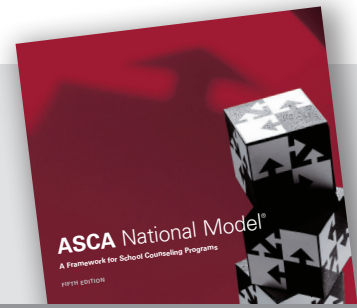
Cost is contingent on how many schools and school counselors there are in the district, which drives how many books are included and how many trainers are needed per session.

Ready to book the training? Contact Jen Walsh, ASCA director of education and training, jwalsh@schoolcounselor.org or (571) 329-4096.

ASCA National Model®

A Framework for School Counseling Programs

FIFTH EDITION



Comprehensive Districtwide Training and ASCA National Model® Implementation Agenda

Preparation Work (completed prior to training)

- ☐ Read the “ASCA National Model®: A Framework for School Counseling Programs, Fifth Edition”
- ☐ Read the ASCA Student Standards: Mindsets & Behaviors for Student Success
- ☐ Complete the School Counseling Program Assessment
- ☐ Bring school improvement plan goals to first session

SESSION ONE, YEAR ONE

Learning Objectives:

After attending session one, you will be able to:

1. Answer the question “Why the ASCA National Model®?”
2. Align school counseling program data priorities with school priorities
3. Identify achievement gaps and develop strategies to address the needs of students who are not reaching achievement goals or benchmarks
4. Identify what behaviors students will demonstrate from the ASCA Student Standards
5. Provide a snapshot of how you spend your time
6. Create a school account in the ASCA National Model® Portal

	Time	Topic
Morning	30 min	Welcome and overview of ASCA National Model®, fifth edition
	90 min	Identify and address achievement gaps ■ Overview of data ■ School counseling program data priorities ■ Achievement gap plan
		Lunch
Afternoon	90 min	Identify Behaviors Students will Demonstrate from the ASCA Student Standards
	60 min	Plan your time with use-of-time 5-day calculator
	30 min	Portal set up
		Questions

Portal Submissions (uploaded by agreed upon due date)	Ongoing Work
☐ School counseling program data priorities (one per school) ☐ Achievement gap plan (just the plan, not the data report) ☐ Use-of-time 5-day calculator for the first semester (one per school counselor)	☐ Administer the ASCA Student Standards pre-assessment to identified students

SESSION TWO, YEAR ONE

Learning Objectives:

After attending session two, you will be able to:

1. Refine your plan to identify and address an achievement gap(s)
2. Calculate and evaluate student needs identified in pre-assessment
3. Monitor how you spent your time through your weekly calendar
4. Plan what and how students will learn in Tier 1 setting(s)

	Time	Topic
Morning	60 min	Welcome & refresh
	30 min	Revisit your submission feedback
	30 min	Identify and close achievement gaps: Update your plan
	60 min	Assess what students will learn: Calculate and evaluate your pre-assessment results
		Lunch
Afternoon	60 min	Plan how you will use your time: Categorize your activities in the use-of-time-5-day calculator
	60 min	Plan what students will learn in Tier 1 settings: Develop a lesson plan
	60 min	Work time
		Wrap up

Portal Submissions (uploaded by agreed upon due date)	Ongoing Work
☐ Use-of-time 5-day calculator for the first semester (one per school counselor) ☐ Completed lesson plan (per school counselor)	

SESSION THREE, YEAR ONE

Learning Objectives:

After attending session three, you will be able to:

1. Analyze progress toward closing an achievement gap(s)
2. Publicize your major school counseling activities for the year to students, families and education partners in your annual calendar
3. Educate and advocate for your program with your administrator in the annual administrator conference
4. Enhance your students' life-readiness skills through delivery of the ASCA Student Standards
5. Advocate, educate and get feedback from your advisory council

	Time	Topic
Morning	60 min	Welcome & refresh
	30 min	Learn from submission feedback
	30 min	Marketing your program
	60 min	Learn how to show the impact of your school counseling program through your achievement gap data report
		Lunch
Afternoon	60 min	Plan what students will learn in Tiers 1 and 2 settings with your ASCA Student Standards Delivery Plan
	30 min	Plan how you will use your time using weekly and annual calendars
	60 min	Advocate, educate and get feedback from your school counseling advisory council
	30 min	Advocate for and educate about your program with your administrator: Annual administrator conference
		Closing & questions

Portal Submissions (uploaded by agreed upon due date)	Ongoing Work
☐ ASCA Student Standards delivery plan (one per school) ☐ Achievement gap plan data report (per school counselor) ☐ Use-of-time 5-day calculator	

SESSION FOUR, YEAR TWO

Learning Objectives:

After attending session four, you will be able to:

1. Align school counseling program data priorities with school data priorities
2. Identify achievement gaps and develop strategies to address the needs of students who are not reaching achievement goals or benchmarks
3. Show the impact of last year's achievement gap plan by developing at-a-glance graphs
4. Educate about and advocate for your program through your annual administrator conference
5. Educate, advocate and get feedback through your advisory council meeting
6. Identify what and how students will learn in small-group settings

	Time	Topic
Morning	30 min	Welcome & refresh
	30 min	Learn from submission feedback
	60 min	Educate about the impact of your school counseling program: Sharing your results
	30 min	Identify and close achievement gaps: Develop an achievement gap goal aligned with school data priorities
		Lunch
Afternoon	60 min	Educate about and advocate for your program with your administrator/worktime
	60 min	Educate, advocate and get feedback from advisory council/worktime
	30 min	Plan what students will learn in small groups (Tier 2)
		Questions & closing

Portal Submissions (uploaded by agreed upon due date)	Ongoing Work
☐ School counseling program data priorities (one per school) ☐ Achievement Gap Plan (just the plan, not the Data Report) ☐ Annual administrator conference ☐ Advisory council ☐ Small-group plan	

SESSION FIVE, YEAR TWO

Learning Objectives:

After attending session five, you will be able to:

1. Analyze and plan how to show the impact of the school counseling program on student access, life-readiness and academic success through the completion of data reports

	Time	Topic
Morning	30 min	Welcome & refresh
	60 min	Learn from submission feedback
	30 min	Analyzing the impact of your school counseling program
	60 min	Focused work time
		Lunch
Afternoon	30 min	Telling the story of the impact of your school counseling program
	120 min	Focused work time on end-of-year presentation
		Questions & closing

Portal Submissions <i>(uploaded by agreed upon due date)</i>	Ongoing Work
☐ Create Life-Readiness and Academic Success Graphs ☐ End-of-year presentation draft (saved as PDF)	☐ End-of-year presentation (per school) ☐ Read RAMP® rubric

SESSION SIX, YEAR TWO

Preparation Work (completed prior to training)

Bring initial School Counseling Program Assessment

Learning Objectives:

After attending session six, you will be able to:

1. Show the impact of school counseling program on student access, life-readiness and academic success through your end-of-year presentation
2. Identify sustainability pillars for long-term ASCA National Model® implementation
3. Describe the process for school counseling recognition: ASCA-Certified School Counselor® (ACSC®) and RAMP®

	Time	Topic
Morning	30 min	Revisit and update your School Counseling Program Assessment from the beginning of the two-year process
	150 min	Present the impact of your school counseling program (every school to participate)
		Lunch
Afternoon	60 min	Sustaining your ASCA National Model® program implementation
	60 min	Applying for ACSC® and RAMP®
	45 min	Know your why
		Questions

Portal Submissions (uploaded by agreed upon due date)	Ongoing Work
	☐ Sustain your ASCA National Model school counseling program

ASCA-Certified School Counselor® Recognition

After completing the two-year districtwide training and ASCA National Model® Implementation, school counselors are eligible to apply for the ASCA-Certified School Counselor® (ACSC®) certification. This certification demonstrates school counselor knowledge in designing, implementing and assessing a school counseling program. School counselors who hold the ACSC® demonstrate their commitment to the highest levels of professionalism, ethical practice and continuing professional development in their school counseling practice. Learn more at schoolcounselor.org/acsc.

SESSION SEVEN (Optional add-on)

Reinforce the work of your two-year program. Sustaining the ASCA National Model® program is where the real impact happens. When fully embedded, the ASCA National Model® becomes part of a school's culture, delivering lasting benefits for students, school counselors and the entire school system. Learn the five key pillars of sustainability to help school counseling programs maintain momentum and avoid burnout, including practical systems and strategies to make the work stick year after year.

Learning Objectives:

After attending session seven, you will be able to:

1. Create an on-going timeline for ASCA National Model® implementation
2. Identify ASCA resources to help with continuous ASCA National Model® implementation
3. Identify five sustainability pillars and implement systems and structures that support long-term ASCA National Model® implementation
4. Select and commit to sustainability practices during the upcoming year

SESSION EIGHT FOR DISTRICT LEADERS (Optional add-on)

How can you, as a school counseling district leader, support your school counselors, allowing them to best contribute to your district's success and help meet school improvement and district goals? Take a look at your current leadership practices and brainstorm ways to continue, streamline and improve activities in your district to promote school counseling program implementation and the best outcome for students.

Learning Objectives:

After attending session eight, you will be able to:

1. Describe the purpose of a school counseling program based on the ASCA National Model® – and the benefits it brings to reaching district goals – to district leadership, education partners and the greater school district community
2. Summarize key results and purposes of the ASCA National Model®
3. Discuss the appropriate role of the specialized instructional support personnel in your district and in a school counseling program
4. Create an action plan to support your school counselors and other specialized instructional support personnel to help them, and each and every student in your district, reach the best outcomes
5. Identify and analyze current district-level processes and procedures to assess effectiveness and alignment to the ASCA National Model®
6. Discuss how the district's current school counseling activities and results can be continuously improved using the ASCA National Model®
7. Develop a three-to five-year plan for ASCA National Model® implementation and sustainability in your district