



**North Lamar**

**High School**

**9-12th Grades**

**Comprehensive School Counseling Program Framework**

**Program Curriculum Sequence**

**2021-2022**

## Statutory & Regulatory Requirements Related to School Counseling

The importance of the school counseling profession is evident through the statutory and regulatory requirements that govern school counselors' work, as seen below. Additionally, HB 18 requires that schools implement a school counseling program and that the school counseling program conform to the most recent edition of the *Texas Model for Comprehensive School Counseling Programs* developed by TCA.

Statutory Reference	Topic
TAC §239.15, TEC §21.003	Standards for obtaining CSC, certification required
TEC §21.003	Continuing education requirements
TEC §33.003-33.007	Duties of CSC and components of CSCP
TEC §21.356	Update of CSC duties and evaluation form
TEC §37	DAEP requirements for counseling
TEC §11.252	Suicide & violence prevention, conflict resolution
TEC §28.025	Advisement on diploma options
TEC §28.026	College admission and financial aid notifications
TEC §28.054	Subsidies for AP and IB tests
TEC §29.911	Generation Texas Week
TEC §38.010	Referral to outside counselor

## **Program Mission Statement**

Defining the intent and direction of the program

The mission of the North Lamar High School Counseling Department is to serve all students throughout their educational journeys by attending to their academic, career, and personal social development through the implementation of a comprehensive counseling program. By acting in collaboration with school staff, parents, stakeholders and the community, we strive to create and provide a safe, engaging, and empowering environment that fosters personal growth, pushes students to optimal success, and properly prepares them to develop into contributing members of our global society.

## **Program Definitions**

Defining program parameters

The school counselor's primary focus is to facilitate instruction by removing impediments to student learning.

A comprehensive school counseling program is developmental and systemic in nature, sequential, clearly defined, and accountable. It is implemented by certified school counselors with the support of teachers, administrators, students, and parents. The identified needs of all students in grades 9-12 provide the basis for the developmental counseling program.

Counselors' use of time should support the expectation that they spend 80 percent of their time providing direct/indirect services to students, staff, and families, and the remainder is spent on program management. The following percentages of time serve as a guide for school counselors and administrators when determining the time their program needs to spend in each of the components. The time percentages are

designed to be programmatic, not counselor specific. Counselors are encouraged to allot times based on program priorities and needs.

As required by Texas Education Code §33.005, the counseling program is presented through four delivery components: guidance curriculum, responsive services, individual planning, and system supports.

- **Guidance Curriculum:**
  - Certified School Counselors plan, implement, and evaluate the CSCP; to collaborate with and promote the CSCP to our stakeholders.
  - Campus School Counselors deliver the comprehensive school counseling program with support from administration and campus staff. This helps students develop their full potential including the student's interests and career objectives.
- **Individual Planning System:**
  - Individual planning guides a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development.
- **Responsive Services:**
  - The School Counselor intervenes on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk.
- **System Support:**
  - The School Counselor supports the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

As described in *The Texas Model for Comprehensive School Counseling Programs*, 5<sup>th</sup> ed. (2018), the counseling program curriculum is designed to help students acquire age-appropriate competencies with the scope of four content areas, The student competencies addressed under each of the four content areas are listed below.

**Content Area: Intrapersonal Effectiveness:**

Student Competencies:

- Positive student self-concept
- Effective executive functioning skills
- Appropriate behavior to the situation and environment

**Content Area: Interpersonal Effectiveness:**

Student Competencies:

- Effective interactions with diverse populations
- Effective and appropriate communication skills
- Recognition of personal boundaries, individual rights and privacy needs of others
- Effective conflict resolution skills
- Development of healthy relationships

**Content Area: Post-secondary Planning & Career Readiness:**

Student Competencies:

- Motivation to succeed in personal endeavors
- Demonstration of career exploration skills
- Possession of the knowledge and skills to gather information for the purpose of postsecondary education and career planning
- Demonstration of awareness of the importance of postsecondary education
- Understanding of the relationship of academics to the world of work and to life at home and in the community

**Content Area: Personal Health & Safety:**

Student Competencies:

- Incorporation of wellness practices into daily living
- Demonstration of resiliency and positive coping skills

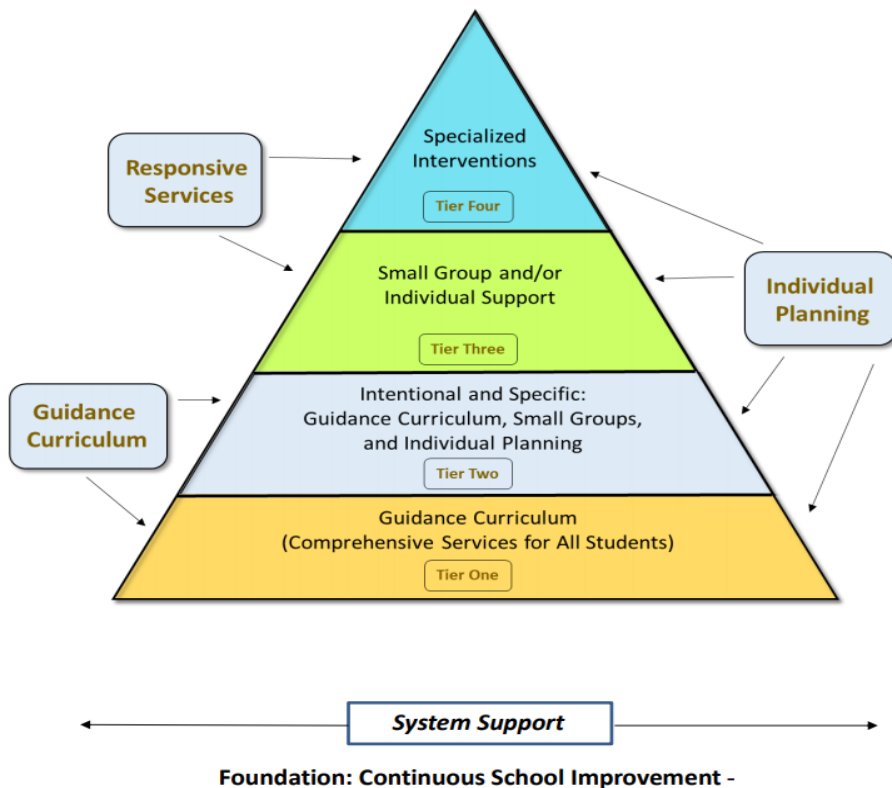
- Possession of assertiveness skills necessary for personal protection

**Delivery, Clients, Organizational Elements** – Campus school counselors deliver the comprehensive school counseling program with support from administration and campus staff. Students are served through our campus with the possibility to expand to the families and community, as needed and supported.

- School counselor serve students, staff, parents, and administration
- Organizational elements utilized are google calendars, school website, google forms, Facebook and email
- Utilize the 5<sup>th</sup> Edition TEA Model for CSCP along with ASCA Mindsets and Behaviors
- Conduct an end of year comprehensive needs assessment using data from staff, teachers, parents, and students
- In response to the needs assessment- develop, research, select and/or create guidance lesson materials appropriate for their grade level as listed on the Master Counseling Yearly Calendar
- Make available a list of professional counselors and resources for students and/or families needing services outside the scope of school counselor
- Teach appropriate self-help and coping skills to improve overall self-concept as evidenced by a decrease in reported self-harm/suicidal ideation data (9-12)
- Provide lessons on bullying prevention through topics such as conflict resolution, problem-solving and healthy relationships, both intrapersonal and interpersonal (9-12)
- Plan and implement activities for daily, weekly, monthly character and core values to be included in daily school wide announcements and emailed to teachers

The school counseling pyramid for comprehensive and direct services is driven by school improvement and depicts methods and approaches to delivering direct services for 100% of the students. The school counseling pyramid is designed to provide equity and access for all students.

Figure 4.2.  
The School Counseling Pyramid for Comprehensive and Direct Services



**Tier 1:** Guidance Curriculum where all students receive access to information and learn skills at their developmental levels to address each of the four content areas above.

**Tier 2:** Increased direct, specific, and intentional services provided through guidance curriculum, various-sized groups, and individual planning. Students receive services via intentional guidance activities that are developed to assist them to reach the same level of performance in the student competencies listed above as the majority of students.

**Tier 3:** Direct services delivered through small group and/or individual level to identified students who require specialized school counseling interventions. Services are response (preventative, remedial, crisis) and are not necessarily pertinent to the entire student population.

**Tier 4:** Individual counseling interventions to a specific student. School counselor services in this tier are provided until the student's needs exceed the duties or competencies of the school counselor. At this point, school counselors use referral to other district or community services to address the student's needs.

**SCHOOL COUNSELING CORE CURRICULUM:** The purpose of the school counseling curriculum is to provide all students the knowledge and skills appropriate for their developmental level. Lesson plans should be designed to assist students in achieving specific competencies and should be presented systematically through classroom and group activities. The scope

and sequence of the curriculum may include units delivered through other classroom subjects (e.g., personal safety is taught through the health curriculum). School counselors can teach, team with teachers, or support teachers with materials and classroom activities to provide access to the standards and competencies. Counselors also conduct workshops and informational sessions with parents to address the needs of the school community and to reflect the school counseling curriculum.

**INDIVIDUAL STUDENT PLANNING:** Provides opportunities for consultation with students and their parents/guardians that supports student planning by emphasizing the development and use of career decision making, goal setting, and planning skills. Plans developed in middle school are reviewed and updated annually. School counselors use current information to advise students in planning academic, career, and personal/social goals. Topics may include promotion and retention information, annual course selection, job shadowing, financial aid, credit recovery and course recovery opportunities, credit checks, and academic skills support.

**RESPONSIVE SERVICES:** Responsive services consist of activities such as counseling and crisis response, designed to meet students' immediate needs and concerns in order to intervene on behalf of those students whose problems put their continued academic, career, and/or personal/social development at risk. The school counselor may intervene with students who are unable to cope with a situation, who are on the brink of choosing unhealthy or inappropriate solutions, or who have already made unwise choices. Counselors refer parents/guardians to community services for long-term counseling needs and to deal with crises such as suicide, violence, abuse, and terminal illness. These community services may include mental health counseling, juvenile services, and social services.

**INDIRECT SERVICES** Indirect services are provided on behalf of students as a result of the school counselor's interaction with others. School counselors may interact with parents, teachers, administrators, school staff, and community stakeholders. They gather and share information about student development issues, problems, and successes within the guidelines of ASCA's Ethical Standards for School Counselors (ASCA, 2010).

**REFERRALS:** School counselors direct parents and students to school or community resources for additional assistance or information.



**CONSULTATION:** School counselors share strategies that support student achievement with parents, teachers, other educators, and community organizations, advocating for academic, career, and personal/social development of students, as well as to receive information on student needs and to identify strategies to assist students.

**COLLABORATION:** School counselors collaborate with other educators, parents, and the community through teaming and partnering, participation on school and district committees, and through parent workshops.

**PROGRAM PLANNING AND SCHOOL SUPPORT:** School counselors utilize management activities that establish, maintain, and enhance the school counseling program. These activities include program evaluation, school and community orientation to the school counseling program, public relations, professional development activities, community outreach and planning, and other management tasks that support the program. In addition, school counselors provide support to programs other than counseling, such as serving on school- or district-based committees, and consulting with administrators regarding student needs.

School counselors are involved in **PROFESSIONAL DEVELOPMENT** to update and share their professional knowledge and skills. They maintain and improve their level of competence and share their best practices by participating in professional learning communities and professional association/organization membership.

Through **COMMUNITY OUTREACH**, counselors become knowledgeable about community resources, referral agencies, and local employment opportunities, in order to provide up-to-date information to constituents.

**PROGRAM MANAGEMENT and OPERATIONS** includes the planning and management tasks needed to support activities conducted in the school counseling program. It also includes responsibilities that need to be fulfilled as a member of the school staff. **DATA ANALYSIS** allows the counselor to conduct action research, evaluate the counseling program, and discover gaps that exist in services and/or between groups of students.

## Program Rationale

Defining why the program is needed

A comprehensive school counseling program is developmental and systematic in nature, sequential, clearly defined, and accountable. This program is vital to the achievement of excellence in education for all students. A Comprehensive School Counseling Program is an integral part of each school's total educational program. It is developmental by design and sequentially organized and implemented by Certified School Counselors with the support of teachers, administrators, students and parents.

The CSCP program will organize resources to meet priority needs of students through four delivery system components. The identified needs of all students in grades 9 through 12 provide the basis for the developmental school counseling program delivered through **Guidance Curriculum** and **Individual Planning System** components. The identified special needs of some students provide the basis for the **Responsive Services** component. The identified needs of the school system itself are met through the **Systems Support** component.

## Program Assumptions for Conditions & Resources

Defining the basic conditions and resources needed for the program

For effective implementation of the comprehensive school counseling program to occur, certain programmatic conditions must exist and resources must be allocated as outlined here:

### Conditions:

- The minimum level school counseling program provides for each of the four delivery system components.
- The school counseling program employs a professionally certified school counselor(s) and/or intern currently completing the School Counselor Certification program.
- All students, parents, teachers, and other recipients of the school counseling program have equal access to the program regardless of gender, gender identity, sexual orientation, race, ethnicity, cultural background, religious or spiritual preference, disability, socioeconomic status, learning ability level, or native language.
- Parents will be full partners with educators in the education of their children (TEC Chapter 26).
- The conditions required for effective school counseling program implementation include a positive work environment; administrative commitment to the support of the school counseling program; and an adequate budget and school counseling materials.
- District and campus administrators understand and support the school counseling program's priorities and its demands. The district makes decisions and establishes policies and procedures considering this understanding.

### Resources:

- *Staff:* Sufficient attention is given to staff in order to best support the appropriate implementation of the program.
- *Program & Staff Development:* Time and opportunity are provided for designing and evaluating the program; relevant training is available.
- *Budget:* An adequate budget is established to support program needs and goals.
- *Materials, Supplies, and Equipment:* The School counselor has the items necessary to support the development and implementation of the program.
- *Facilities:* The facilities accessible to the school counselor are sufficient and appropriate.

## Needs Assessment and Program Goals

Assigning intention, meaning and, and direction to program activities

### Needs Assessment:

- Motivation to achieve
- Peer relationships
- Decision-making, goal-setting, planning, and problem solving skills
- Communication skills
- Responsible behavior
- Anger management
- Study skills
- Improving grades
- Dealing with change/new situations at home with family
- Handling stress healthfully

### Data points:

- Yearly guidance history
- Failure reports
- Student needs assessment
- Discipline referrals

### Review of data points:

- All counselors are above the recommended TEA percentage of 10%-15% for system support.
- All counselors are low on the TEA percentage of 35%-40% for guidance curriculum, but this can be corrected through the hiring of a Campus Testing Coordinator/504 Program Coordinator.
- Ninth and tenth grade student crises were at a critical high point in the fall.
- The number of failures and credits lost needs improvement, which can partially be attributed to the current pandemic.

**Most significant needs identified:**

- Study skills
- Academic challenges
- Getting along with friends or others/difficulty making friends
- Dealing with change/new situations at home with family
- Handling stress healthfully
- Anger management
- Teasing, bullying, sexting, cyberbullying

**Program Evaluation**

Evaluating program outcomes and staff

The counseling program shall be evaluated through principal evaluation and data analysis for the current school year. Goals and needs will be adjusted based on this data and the efficacy of the counseling and high school administrative staff.

## PROGRAM ANNUAL IMPLEMENTATION PLAN

<b>Ongoing</b>	<b>Tiered Services Guidance &amp; Individual Planning</b>	<b>System Support Activities</b>	<b>Non-Counseling Duties</b>
<p><u>High School Counselors</u> - Amy Anderson Shannon Ausmus Debbie Clark</p>	<ul style="list-style-type: none"> <li>● individual counseling services</li> <li>● conflict resolution</li> <li>● Classroom guidance lessons (SEL)</li> <li>● Teacher requests for behavior (not discipline)</li> <li>● small group counseling</li> <li>● Group college visits grade students</li> <li>● individual college visits for 9-12th students</li> <li>● PGP planning for 8-12th</li> <li>● parent/student meetings to review HS, post grad plans, college admissions, financial aid</li> </ul>	<ul style="list-style-type: none"> <li>● Update counseling plan for upcoming year</li> <li>● Various staff training annually</li> <li>● prepare guidance lessons</li> <li>● Red Ribbon Week activities</li> <li>● Bullying prevention/awareness</li> <li>● coordinate presentations and speakers for post grad experiences (9-10th students)</li> <li>● Needs assessment</li> <li>● assess results and adjust calendar for school year planning</li> </ul>	<ul style="list-style-type: none"> <li>● Master Schedule for next school year</li> <li>● Student schedules (all)</li> <li>● Balance class lists</li> <li>● Identify and code at-risk students prior to end of October (snap-shot)</li> <li>● Feb/Mar-send out course requests forms (grades 8-11)</li> <li>● STAAR planning and administration (if no CTC is hired)</li> <li>● 504 Administration - planning, paperwork, meeting coordination (if no 504 Coordinator is hired)</li> <li>● College/career readiness testing (ACT, ASVAB, TSIA2, AP, etc).</li> </ul>

# School Counselor Program 2021-22

(may be subject to change throughout school year)

## **School Counseling Program Development and Office Set Up**

- Review district goals, School Improvement Plan, and other relevant data to help develop the focus of the School Counseling Program
- Develop comprehensive school counseling goals
- Meet with supervising administrator to review Annual School Counselor/Administrator
- Agreement and submit copies to the District School Counseling office
- Coordinate a School Counseling Advisory Council to meet at least two times per year\*
- Coordinate a presentation about school counseling services to the SAC at least one time per year
- Organize a master calendar of school counseling program activities and share with stakeholders
- Organize and update resource materials related to career, academic and personal/social advising for stakeholder access - statewide assessment testing, middle/high school readiness, college readiness, upcoming events, school and community resources, career fairs, financial aid
- For NCAA, work with district to develop and maintain profile for use by post-secondary schools
- Maintain a setting that allows for confidentiality of student and parent concerns
- Work with clerical staff to oversee the maintenance of student records
- Advertise school and community resources
- Provide school counseling information via at least one of the following: school newsletter, bulletin board, blog, and/or website
- Present information about comprehensive school counseling program and services to stakeholders
- Provide means for parents, teachers, and students to request services, e.g. goal setting, academic support, behavioral interventions, consultation and referrals to outside agencies

## **School Counseling Program Evaluation**

- Quarterly review of school counseling program/activities and alignment with master calendar, making adjustments as necessary
- Mid-year review of program goals and monitoring of progress
- Gather stakeholder input using evaluation instruments such as pre- and post-test assessments, surveys, and questionnaires
- Utilize technology to analyze data for monitoring student progress by reviewing elements such as: grades, attendance, promotion/retention rates, discipline referrals and student career/academic planning, to guide program direction and emphasis in order to make informed decisions concerning individual students and whole school

## **Communication**

- Maintain ongoing communication in person, by phone, and/or via email with students, parents, teachers, and administrators.

## **Delivery System**

- **School Counseling Core Curriculum** - grade level and school specific needs, including but not be limited to: test-taking strategies, character education, bullying prevention, health and hygiene, career awareness and development, study skills, drug awareness and prevention, conflict resolution, social/emotional learning, self-management, academic skills, goal setting, communication skills, social skills, violence prevention. Curriculum can be introduced to students in classroom, small group or individual settings. In high school, graduation requirements, post-secondary readiness, high school athletic eligibility and test prep resources should be addressed.
- Lessons taught by counselors, by teaming with teachers, or supporting teachers with materials and classroom activities to provide access to counseling standards/competencies.
- May include workshops and informational sessions with parents to address needs to include FAFSA, dual credit, and freshman orientation.

## **Student Academic Planning & Advisement**

### **Registration**

- Work with clerical staff to oversee requests for official records (often from multiple schools)
- Review incoming records; verify grade level placement; work with staff to help locate delinquent records



- Review documentation related to IEPs, 504 Plans, Hospital Homebound, foster placements, custody documents and court orders, surrogate parents, homeschool portfolios
- Explain school schedules to students and families
- Communicate relevant information to receiving teacher(s) and administration (as needed)
- Verify statewide assessment EOC test scores
- Check student schedules for accuracy using summer grades and newly received transcripts
- Help establish procedures for orienting new students and families

### **Scheduling**

- Review report cards for pertinent information
- Verify credits earned/missing for all students
- Verify that statewide assessment scores have been posted
- Determine need for intensive courses
- Advise on acceleration options
- Review and approve credit retrieval / recovery courses (including Edgenuity, ALC)

### **Withdrawals**

- Review, discuss, and (if appropriate) refer overage students to alternative options for completing school
- Refer to community agencies

### **Academic Advisement**

- Review academic records, attendance issues, tardies, failing grades
- Attend and facilitate parent conferences, when appropriate
- Complete credit checks on all secondary student records
- Facilitate correction of errors and duplication on academic histories and transcripts

- Advise on graduation/progression requirements
- Identify higher-achieving students (and students with academic potential) and counsel into courses of the highest level of academic rigor available
- Identify students needing to recover core credits/advise on recovery options
- Review, discuss, and (if appropriate) refer overage students to alternative options for completing school
- Respond to parent concerns in person, by phone, or via email
- Recommend school and community academic resources
- Provide information to appropriate outside agencies
- Assist with requests for acceleration
- At critical transition periods (i.e; grade 8 / grade 12) meet with students and notify parents when students are in jeopardy of not meeting promotion requirements
- Project future course selections for high school years
- Review progress reports for targeted at-risk students for targeted interventions
- Verification of eligibility for graduation
- Refer students to appropriate resources for NCAA eligibility
- Identify and facilitate registration of students needing to meet the online course graduation requirement

### **Alternative Programs**

- Be familiar with resources and programs available within the school and the district, including but not limited to: Edgenuity, ALC, Homebound, etc.

### **Academic History**

- Assure that all credits earned have been posted correctly
- Review and edit for errors and duplication with support staff, ensure that Edgenuity and Dual Enrollment courses have been entered onto permanent record

- Ensure transcript translations are as accurate and thorough as possible
- Gifted Referrals

### **Transition Activities**

- Deliver classroom curriculum through counselor, teacher, or prerecorded sessions
- Classroom, small group and individual advisement on how assessment results impact school schedules and access to acceleration programs
- Maintain and share information on school programs and options
- Coordinate career fairs and career presentations
- Conference with parents to discuss options
- Coordinate and/or assist with other schools for transition activities

### **Post-secondary Readiness Advisement**

- Monitor Post-secondary Readiness data for sophomores, juniors and seniors
- Classroom, small group and individual advisement on post-secondary readiness
- Determine ACT/SAT waiver eligibility and distribute and track waivers
- Facilitate test registration for ACT, PSAT, ASVAB, TSIA2, AP, and administer these tests
- Facilitate college recruitment visits
- Facilitate military recruitment visits
- Annually update School Profile for stakeholder use
- Complete recommendation letters and forms from colleges and scholarship agencies
- Coordinate Financial Aid Night(s)
- Facilitate classroom lessons and individual counseling
- Facilitate Upward Bound and Talent Search application process

- Assist students with college and scholarship application process
- Advertise and maintain scholarship information files and make them accessible to students and parents
- Recruit middle school students for Acceleration programs: PTech, AP, Honors, etc.
- Attend career fair

### **Responsive Services**

- Develop the process for scheduling individual and group counseling services
- Counsel individual students or small groups
- Develop an effective referral and follow-up process for school counseling services
- Provide follow-up counseling for bullying referrals
- Assist in managing crisis response when District Crisis Team is called
- Collaborate with staff to follow up on abuse reports

### **Consultation, Collaboration, Teaming, Community Outreach**

- Consult with students' families, teachers, educational support staff, and community agencies regarding strategies to help students
- Provide information on community resources available to assist students and families.
- These include but are not limited to: Public Health Dept., Health and Vision Referrals, School Nurse, Mental Health Collaborative, etc.
- (HS) Verify GPA for sports, extra curricular activities, scholarships, National Honor Society, and BETA Club
- Attend community meetings and workshops to stay abreast of new information
- Support local, state, and national professional organizations
- Present information about your school counseling program to faculty and staff
- Collaborate with staff of various district departments
- Respond to requests from district staff to attend focus groups, meetings, etc.

- Participate on leadership teams
- Participate district and community advisory committees
- Supervise school counseling interns (when applicable)
- Assist with school orientation programs and activities

### **System Support**

#### **Professional Development**

- Mandatory attendance at school counselor meeting sessions
- Attend professional development offered by district as well as state and national organizations to stay current regarding legislation and compliance

#### **Program Management and Operations**

- Organize and update resource materials for stakeholder access
- Quarterly review of school counseling program/activities and alignment with master calendar, making adjustments as necessary
- Mid-year review of program goals and monitoring of progress
- Gather stakeholder input using evaluation instruments such as pre- and post-test assessments, surveys, and questionnaires
- Analyze data by reviewing elements such as grades, attendance, promotion/retention rates, to guide program direction and emphasis
- Create and maintain school counseling website or blog, when available

#### **COMPLIANCE RESPONSIBILITIES THAT MAY BE DESIGNATED BY PRINCIPAL (NEGOTIABLE):**

- **NOTE: Counselors should spend 80 percent of their time providing direct services to students, staff, and families.**

**Section 504 Plans (unless coordinator is hired)**

- Assist in identification of potential 504 plan students
- Verify all 504 plan students at the beginning of school
- Notify teachers of students with 504 plan and provide a copy of the plan (obtain signatures)
- Facilitate renewal of 504 plan
- Develop temporary 504 plans and manage transfer students with 504 plan
- Coordinate reevaluation meeting with parent and teachers
- Assure cumulative folder, parents, administration and teachers all have copies of most recent plan
- Facilitate updates
- Attend mandatory annual training / refresher

**STATE TESTING AND INTERIM TESTING (unless a coordinator is hired)**

- Understand and carry out rules and regulations relating to the Texas state assessment program
- Attend Campus Testing Coordinator Training provided by the educational service center or TEA
- Train campus personnel in the implementation of the state and local assessment program
- Investigate, document, and report any testing irregularities
- Maintain integrity and confidentiality of testing materials, as well as maintaining an accurate inventory of materials received and distributed
- Monitor campus compliance with assessment related individual accountability systems such as Student Success Initiative (SSI), Individual Graduation Committees (IGC), and Individual Graduation Review (IGR).
- Maintain accuracy of student testing records in online state assessment systems
- Organize people, time, spaces, materials, and procedures in an efficient and effective manner to achieve a smooth testing process.

**RTI / MTSS**

- Participate in RTI process as a team member and/or facilitator
- Assist administrators in establishing tier 2 and 3 behavior interventions
- Assist teachers with data collection, intervention, progress monitoring, graphing
- Observe students and coordinate additional observations as needed
- Manage/monitor documentation
- Attend trainings to update knowledge and changes to state guideline
- Collaborate with school psychologist to provide in-service training for faculty on RTI