Comprehensive School Counseling Program

Purpose and Background:

During the 2021 legislative session, the Legislature passed Substitute Senate Bill (SSB) 5030, which was the result of a multi-year effort by the Washington School Counselor Association (WSCA) and other statewide advocates to clarify the role of the school counselor in alignment with current best practices. SSB 5030 requires districts to develop and implement a comprehensive school counseling program (CSCP) for all schools within the district that addresses students' social/emotional, academic, and career development in alignment with the American School Counselor Association (ASCA) National Model.

Kent School District has implemented multi-tiered systems (MTSS) of support within the schools. When looking at the 5030 guidance, our school counseling program plays an integral role in providing interventions as well as supporting the organization of interventions in support of students. An effective school counseling program is supported by the full school and is not a plan geared only toward a school counselor or ESA.

(OSPI Bulletin NO. 083-21 Elementary Education and Early Learning and Secondary Education and Pathway Preparation https://www.k12.wa.us/sites/default/files/public/bulletinsmemos/bulletins2021/Bulletin_083-21.pdf)

Mission- Kent School District Counselors empower our students with the knowledge, skills, and resources to achieve academic success, social emotional wellness, and post-secondary goals in the school, the home, and the community.

Vision- The Kent School District school counselors facilitate equitable access to a comprehensive school counseling program that meets the individual needs of all students. The Kent School District school counselors will also promote collaboration between school counselors, educators, parents, and other community stakeholders.

As school counselors focus on aligning their work with the ASCA National Model, equity remains a pillar of the work. School counselors are leaders of cultural competency within their schools. They focus their interventions to ensure equity and inclusion are the core foundation of their work. The CSCP is an opportunity to amplify evidence-based practices that center equity.

Purpose-
Elementary counselors: The elementary school years set the foundation for developing the knowledge, attitudes, and skills necessary for children to become healthy, competent, and confident learners. Elementary school counselors have an impact on these years by implementing a school counseling program and collaborating with school staff, parents, and the community to create a safe and respectful learning environment. By providing education, prevention, early identification and intervention, elementary school counselors help their students achieve academic success, develop an understanding of career opportunities, and develop social/emotional skills in response to issues they face. (ASCA)

Middle School Counselors: Middle school students are characterized by rapid physical growth, curiosity about their world and an emerging self-identity. Middle school counselors have an impact on these years by implementing a school counseling program and collaborating with school staff, parents, and the community to create a safe, respectful learning environment whereby young adolescents can maximize personal and academic achievement. Middle school counselors enhance the learning process and promote academic, career and social/emotional development. School counseling programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set informed career goals, and realize full academic potential to become productive, contributing members of the world community. (ASCA)

High School Counselors: High school years are full of growth, promise, excitement, frustration, disappointment, and hope. It is the time when students begin to discover what the future holds for them. High school counselors have an impact on these years by implementing a comprehensive school counseling program and collaborating with school staff,

parents, and the community to create a safe and respectful learning environment. High school counselors enhance the learning process and promote academic, career and social/emotional development. High school counseling programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set informed career goals, and realize their full academic potential to become productive, contributing members of the world community. (ASCA)

The written plan for a Comprehensive School Counseling Program (CSCP) must include the following:

1. The three domains of the ASCA National Model and related state and national standards
2. Multi-level school data review
3. Explanation of how direct and indirect services will be delivered through the CSCP.
4. An annual review and assessment process for the CSCP.

Kent School District is adding additional components to this plan to outline activities that fall into the following areas:

5. Program Planning and Support
6. Training to support the CSCP
7. Resources needed to support the CSCP

Component 1

Three Domains of the ASCA National Model and Related State and National Standards

- Academic Development
- Career Development
- Social/Emotional Development

Activities for school counselors to support the three domains

The graphic below outlines some of the data sources and strategies school counselors will utilize to support the three domains. ASCA provides a list of Appropriate and Inappropriate Activities for School Counselors.

Academic Development

Based on the program results data for the school and needs assessments, schools may have some differentiation in their approach to supporting academic development. The strategies and activities listed below are some of the ways the CSCP may approach meeting the academic development of students in the school and aligning the CSCP with the MTSS framework.

Tier 1 Supports
- School counseling curriculum:
    - Collaborate, develop, implement classroom lessons focused on supporting academic development (e.g., goal setting, study skills, organization, test-taking strategies)
- Appraisal and advising:
    - Assisting students with identifying and monitoring academic 4-year course plan through the registration process
    - Goal setting aligned with students' post-secondary plans
    - Tracking student academic progress (e.g., credits, grades)
    - Development and implementation of credit recovery plans (e.g. Edgenuity assignments, summer school applications, applications to outside credit recovery organizations, work credit, next level crediting assessment, waivers, etc.)
- Large group/school-wide activities:
    - Inform of graduation requirements
    - Educating students on Running Start, enrollment support in correct classes, assisting with quarterly Enrolment Verification Forms (EVF), on-going monitoring student academic success, management of academic support plan for success, and managing student enrollment and transcripts
- Support student transition between levels (elementary to middle, middle to high)
- Consultation and collaboration with school staff
- Consultation and collaboration with families (e.g., academic progress, workshops)

Tier 2 Supports
- Small group instruction (e.g., skill building: goal setting, organization, motivation)
- Using data to identify students in need of academic support
- Consultation and collaboration with school staff (e.g., connect students with the appropriate academic interventions and supports: study skills groups, tutoring, community-based supports, referral to student support and intervention teams)
- Consultation and collaboration with families

Tier 3 Supports
- Wrap around supports
    - Support students with individual and intensive needs and families on appropriate academic placement
    - Referrals to school and community resources
- Consultation and collaboration with student support teams focused on student growth (e.g., IEP, 504, Student Support Team, MTSS Tier 3)
- Meeting with students and families regarding academic progress

Data sources to support and assess academic development
- Weekly/bi-weekly grade reports
- Missing assignment data on Skyward
- Attendance data team meetings/ screening data (e.g., SBIRT)
- Credit checks
- Tableau reports
- MTSS and SST data

Career Readiness

Based on the program results data for the school and needs assessments, schools may have some differentiation in their approach to supporting career readiness. The strategies and activities listed below are some of the ways the CSCP may approach meeting the career readiness of students in the school and aligning the CSCP with the MTSS framework. The focus of elementary school counseling programs are to build foundational academic, career, and social/emotional skills and mindsets, and on prevention and intervention based on student needs. Middle school counseling programs are focused on supporting students' academic transitions, preparing students for high school, exploring careers, and addressing social/emotional development. At the high school level, school counseling programs are focused on career and college readiness, post-secondary opportunities, and social/emotional support. Many of the activities listed in this section are specific to the high school environment, as the high schools are the final step in preparation for career and college. It is important to recognize the elementary and middle school approach focuses intentionality on proactive skills to support student academic success. Counselors help students understand the connection between school and the world of work. For elementary and middle school students, this may look like intentional focus on problem solving, empathy, organizational skills, etc.

Tier 1 Supports
- School counseling curriculum:
  - Collaborate, develop, implement classroom lessons focused on supporting career readiness (e.g., goal setting, time management, decision making, pursuing hobbies and interests, identification of strengths)
- Appraisal and advising:
  - Providing screening for skill assessment (examples include: Career interest inventory, Tell Me Tuesday)
  - Facilitate and schedule Fall Senior graduation planning meetings to audit graduation requirements, develop plans for recapturing credits, and planning for post-secondary options
  - Populate student college recommendations and school profiles for post-secondary educational experiences
  - Monitoring progress on High School & Beyond Plan as it relates to completion of graduation requirements.
  - Support with student scholarship applications including location scholarships, completing applications, and writing letters of recommendation
- Large group/school-wide activities:
  - Communicate, support, plan/ and or implement activities available for all students (Career/College Fairs, Discover U materials)
  - Provide information about college entrance requirements, college application process, and financial aid, post-secondary options
  - Connect with underclass students to present information on Personal Pathways as it connects to the High School and Beyond Plan.
- Consultation and collaboration with school staff:
  - Collaborate with school partners or College and Career Specialist to connect students to resources and provide opportunities for students to learn more about career options
  - Counselors are resource for supporting career readiness skills in classrooms
  - Support and sustain Community Based Organization partnerships (examples include: Gear Up, College Bound, College Success Foundation, etc.)
  - Participation in the building wide leadership groups that develops and implements the school-wide vision for college and career readiness (College and Career Leadership Institute)
  - Consultation and collaboration with families: (e.g. workshops and information on college entrance requirements, college application process, financial aid, post-secondary options, and College Bound Scholarship)

Tier 2 Supports
- Small group instruction:
  - Skill building, goal setting, career self-efficacy, post-secondary transitions and options)
  - Restorative conversations around problem solving and communication skills
- Using data to identify student in need of career readiness support

- Consultation and collaboration with school staff (e.g. connect students with the appropriate career interventions and supports: Targeted exploration, mentoring, community-based supports)
- Consultation and collaboration with families

Tier 3 Supports:
- Wrap around supports
  - Support students with individual and intensive needs with future planning and career exploration, including field trips and visitations to outside resources
  - Referral to post-secondary programs for individualized/intensive supports
- Consultation and collaboration with student support teams focused on student growth (e.g. IEP, 504, Student Support Team, MTSS Tier 3)

Data sources to support and assess career readiness
- Tiered interventions
- CCLI student survey data
- Post-Secondary Surveys
- Tableau data dashboard
- Career Interest Surveys
- Needs Assessment data
- Financial aid dashboard
- Graduation rates
- High School and Beyond Plan

Social/Emotional Development

Based on the program results data for the school and needs assessments, schools may have some differentiation in their approach to supporting social emotional development. The strategies and activities listed below are some of the ways the CSCP may approach meeting the social emotional development of students in the school.

Tier 1 Supports
- School counseling curriculum:
  - Collaborate, develop, implement classroom lessons focused on supporting SEL, suicide and self-harm prevention and intervention
- Appraisal and advising:
- Large group/school-wide activities:
  - Universal Screening: Utilizing a needs assessment and/or Social Emotional Learning (SEL) screener to identify support areas (e.g. Tell Me Tuesday, Check Yourself (secondary screener))
  - Facilitation/Modeling of Restorative practices
- Consultation and collaboration with school staff:
  - Working with teachers and district in identifying classroom needs/school needs and developing curriculum to support the Washington SEL standards (e.g. Second Step, SEL district resources)
  - Support training teachers on whole child approach, trauma informed practices, etc.
- Consultation and collaboration with families:
- Parent and community education opportunities (e.g. educating family about anxiety, grief loss, trauma informed practices etc.)

Tier 2 Supports
- Small group and individual instruction and counseling:
  - Skill building (e.g. addressing anxiety, grief, social skills, emotion management, decision-making). Aligning their instruction to the Washington State SEL Standards
  - Restorative conversations around problem solving and communication skills
  - Mediation between individuals and groups
  - 1:1 brief counseling (friends/family, college, career, crisis response, conflict resolution)
- Using data to identify student in need of career readiness support

- Consultation and collaboration with school staff:
    - Connect students with the appropriate school based social/emotional interventions and supports
    - Support staff in implementing Tier 2 supports
    - Referrals and resources for students with elevated social/emotional needs
    - Support school mentorship programs (helps students learn to advocate, build connections, etc.)

- Consultation and collaboration with families:
    - Connect families with the appropriate school based social/emotional interventions and supports
    - Communicate Tier 2 support progress and skill development with families
  Referrals and resources for students with elevated social/emotional needs

Tier 3 Support
- Wrap around supports
    - Collect and interpret data and assessments
    - Home visits
    - Referrals to outside support/agencies; communication with Community Based Organizations and therapists
- Consultation and collaboration with student support teams focused on student growth
- Suicide risk assessment
- Provide check-ins for students with exceptional circumstances (McKinney Vento, Foster care, etc.)
- Participation and collaboration on Student Safety Assessments (Threat Assessment)

Data sources to support and assess social emotional development
- Schoolwide needs assessments/surveys
- Social Emotional Screeners
- Healthy Youth Survey
- Safety plans for Suicide Ideation & Self Harm
- MTSS and Student Support Team (SST) Data
    - Office discipline referrals (ODRs)
    - Suspensions/expulsions

Component 2
Multi-Level School Data Review Components for Senate Bill 5030

The Guidance from OSPI indicates a need for assessing three different types of data through a multi-level school data review and analysis. The multi-level review and analysis process aligns with the established Multi-Tiered Systems of Support (MTSS) data-based decision-making process. It is recommended by the state to incorporate these pieces of data to support the MTSS coordination of student supports.

Use-of-Time Data

The purpose of Use-of-Time data is for school counselors to reflect on the extent to which their time is spent on ASCA aligned activities and consistent with the best practice role of school counselors (school counseling activities versus non-school counseling activities). Use-of-time data should be reflected in the end of year conference and is a valuable tool in assessing the extent to which school counselors are spending 80% or more of their time on direct and indirect student services and the remaining 20% on program management, school support services, fair share responsibilities. Counselors will work with their administration to determine the frequency of use-of-time data collection (quarterly, semester). ASCA recommends utilizing use of time data twice per year. School counselors will communicate with their administrator to identify the system they will use to track time.

Possible systems might include:
- ASCA Template
- Outlook calendar (or other system) where you can categorize calendar to outline the different types of services offered.
- School counseling program annual calendar
- One Note
- MS Forms daily or weekly survey
- ** ASCA data system needed to track time for more accurate data

https://www.thecounselinggeek.com/2015/12/data-inspired

Program Results Data

Utilizing an array of data sources school counselors will work with their school teams to identify their areas of focus and assess the impact of their supports on the students.

Some of the data sources to support this include:
- Needs assessments/ screening data
- Student of Concern Notes
- Intervention Reviews
- Teacher Reports
- Vision Dashboards (grades, attendance, discipline)
- MTSS Staff Updates
- Graduation Rates
- Career Surveys

Data regarding Communications with administrators, parents, students, and stakeholders

School Counselors will communicate with their administrator to identify the system they will use to track their communication. Possible systems might include:
- Call logs
- Skyward Guidance tab notes
- PBIS/MTSS notes
- SAT/SST notes, agendas

In addition, data from the communications should be utilized to inform the CSCP. School counselors should consider how they are utilizing student and community voice to inform the CSCP, placing focus on gathering the voices of underserved populations. Possible options include the Tiered Fidelity Inventory, Needs Assessment, Climate Survey, Equity and Inclusion Survey and screener data can capture this data as well.

Component 3

Explanation of How Direct and Indirect Services will be Delivered

80% of a school counselors time must be dedicated to direct and indirect services to benefit students.

Direct Services	Indirect Services
Direct Services are in-person interactions between school counselors/ ESAs assigned to implement the CSCP and students that help students improve academic, career, and social/emotional development

Examples include: Small group instruction and counseling, classroom instruction, individual student appraisal and advising, addressing ASCA Mindsets and Behavior Standards | Indirect services are in-person interactions between school counselors or other ESAs. These activities are to enhance student achievement and promote equity and access for all students.

Examples include: Consulting with families, teachers, collaboration with various teams and stakeholders, district/ regional collaboration with counselors (WASCA/ ASCA conference), stakeholders, observations of students, supporting the work of 504s and referrals to outside agencies. |

Explanation of how this aligns with the MTSS structure in Kent School District:

Counselors are involved in all three tiers of services through MTSS. Counselors are both a referral from the MTSS team and a member of the teams within their school.
Counselors look at their work within the tiered layers of support for academics, career, and social/ emotional providing the scope from individual conversations to full class presentations. The data gathered through the Comprehensive School Counseling Plan will help inform the school's MTSS structure

Component 4

Annual Review Process

The annual review and assessment process for the CSCP must include building administrators and partners. Partners include: administration, community members, parents, students, and staff.

How will counselors report outcomes and results to administrators and interested parties?
ASCA Template- Annual Administrative Conference The annual conference should include: - Accomplishments as a result of the CSCP - Data gathered on goals that support the CSCP. Principals and counselors should work together to define goals aligning with the School Improvement Plan (SIP) - Overview of Use-of-Time data - Data to consider may include participation, mindsets and behaviors changes, student outcomes (examples of student outcome data: attendance, discipline, grades, etc.) - Equity, Diversity, and Inclusion (EDI) Initiatives The Annual Conference will be open to administrators and stakeholders.

What data sources could be used to support counselors in preparing their outcome data?
In presenting their findings, counselors and ESA's can utilize subgroups to provide snapshots of data. Depending upon school needs, schools may use a variety of data points: Perceptual data examples: - Social emotional data points - Surveys - Race and Equity Survey/ Climate Survey Data - MTSS Tiered Fidelity Inventory - Student/teacher needs assessments Results data examples: - Pre-post tests groups - Pre- post tests SEL curriculum - Exit Ticket Student outcome data examples: - Attendance - Behavior - Grades - Postsecondary pathway attainment - SIP Plan (mid and year end reporting) - Healthy Youth Survey - SBIRT Data (middle school level)

Component 5

Program Planning and Support

20% of time used on program management, school support services, fair share responsibilities (includes activities such as analyzing data, goal setting, lesson planning, developing an annual calendar, and the annual administrative conference)

Activities included as part of planning and support

Planning
    -   Annual calendar, and administrative conference.
    -   Lesson planning time for SEL lesson implementation.
    -   Small group preparation.
    -   Preparation for working with students and families.
    -   Counselors will also need to schedule in their daily planning time to their schedules for implementing this work.
    -   504 Coordination- setting up the meeting, writing the document
 	
Data
    -   Pull and analyze data before the school year starts to build a closing the gap action plan program & calendar based on the CSCP and school SIP plan. (Identify a day that is dedicated to this work both individually or as a counseling team prior to school starting.)
    -   Gathering data on student performance.
 	
Support
    -   Fair share activities (e.g., supporting a part of the work from meetings. Each member of the MTSS team supports a piece of the interventions)

Component 6

In the first years of implementation, there are several trainings that are recommended to support a Comprehensive School Counseling Model.

2022-2023 training needs	2023-2024 training needs	Onboarding training needs for future counselors in Kent School District
ASCA National Model training support • Data: Data driven school counseling, use-of-time assessment, collection, analysis, reporting of data • How to prepare for the Beginning/ End of year conference (with principal) • Assessing SEL skills: How to assess SEL skills per the SEL state standards, SEL surveys • Alignment of CSCP with MTSS framework Providing every school counselor: ASCA Implementation Guide and ASCA National Model Book. School counselor professional development: ASCA and WASCA conferences	Additional needs will depend on the trainings available for the 2022-2023 school year & the needs assessment results for each individual school District supported? coaching for school counselors: Meeting time focused specifically on their CSCP Building on foundation and program from previous year Exploration of the ASCA Ramp Review Assess program components in place, identify areas in need of improvement, develop plan to address throughout year Develop and maintain CSCP, document plan for sustainability (e.g., digital folders etc.) Review and revise annual school counseling calendar, align with ASCA National Model	Distribute CSCP, opportunities to train and review components, documents etc. School Counselor mentor program 504 training Onboarding new counselors with ASCA model Training on all district protocols: CPS, suicide, crisis, 504, McKinney Vento. Provide who to call for support list. Training on school specific protocols Training on Skyward specific to school counselors: how to access grades, attendance, 504 Recommend assigning a district level school counselor to support all KSD school counselors.
Building Leaders: ASCA National Model training support • Foundations of ASCA National Model, the administrator role, and the role of school counselors in implementing a comprehensive school counseling program Collaborative training with administrators, school counselors and office manager	On-going training for administrators on the CPSP development and review Opportunity to reflect on the progress of model development and implementation	Include CSCP as a part of Principal Intern Leadership Academy and Mentor Principal cohort

to develop their goals and data sources together Training on Crisis Response planning and implementation		

Component 7

Resources needed to support a Comprehensive School Counseling Model

- Common template for evaluation template based on the ASCA model

Academic Development	Career Readiness	Social Emotional Development
Budget for grade level curriculum, materials, supplies and training Develop a district-wide digital professional library of resources to address different Academic Development needs Counselors will be assessing the individual needs of their buildings.	Budget for grade level curriculum, materials, supplies and training Develop a district-wide digital professional library of resources to address different Career Readiness needs	Budget for grade level curriculum, materials, supplies and training People to run supplemental materials through IMC or other processes Develop a district-wide digital professional library of resources to address different social/emotional needs Additional materials to replenish the Tier 3 backpack. (elementary)