

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 (SEACD) in alignment with the Washington State Learning and Secondary Education and Pathway Preparation

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 (d)-0t6 (e s)-35528 (/4 Tm(dif(e)0.8 t)0.6 (h)a.8 (he,(t)-3.Tv4ste9)-1.1 (001 t)0.6 (h

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 experiehest7sond oMx0graw (s) B5 (n) Kp 7 p r e s s (m) -0.6 ((i)-1.5 (o)-4.1 (H)-4.42 0 Tdg(c)-4.2 (I6.6 (g)-35 (c)

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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

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	
<p>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</p> <p>Examples include: Small group instruction and counseling, classroom instruction, individual student appraisal and advising, addressing ASCA Mindsets and Behavior Standards</p>	<p>Indirect services are in-person interactions between school counselors or other ESAs. These activities are to enhance student achievement ccts,</p>	<p>aro-1.5</p>

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:

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

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
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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

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

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Providing every school counselor: ASCA Implementation Guide and ASCA National Model Book.

School counselor professional development: ASCA and WASCA conferences

to develop their goals and data sources together

Training on Crisis Response planning and implementation

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Component 7