SHELTON SCHOOL DISTRICT
COMPREHENSIVE SCHOOL COUNSELOR PROGRAM
TRANSITION PLAN

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.

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Vision

The school counseling vision statement communicates what school counselors hope to see for students in the future. It aligns with the District Vision statements and is informed by the school district's Belief Statements.

Beliefs

WHAT WE BELIEVE

1 In outreach and collaboration with all communities, including those underrepresented. Our decisions reflect diverse perspectives.

2 All students deserve access to high-quality, rigorous, and engaging educational experiences that meet their needs, interests, passions, and post-secondary goals. These experiences help students discover their unique gifts and talents.

3 Authentic education requires cultivation of trust, communication, and acknowledgment of our barriers, met with courage and action to support all learners' growth.

4 In encouraging students to be their own agents of success, where their individual educational journey is front and center. Students are valued, heard, and respected by their peers and adults.

5 Relationships are key to student growth and empathy and compassion can bridge our differences.

Purpose

The Student Wellness Office supports our district's strategic plan through **SERVICE** to our students, parents, staff, and community by:

- Creating and providing a safe, welcoming space for all
- Ensuring services and supports are equitable and culturally appropriate
- Providing solution-focused services
- Nurturing social/emotional learning
- Coordinating wraparound supports community-wide
- Connecting needs to resources

Comprehensive School Counseling Program Components and Implementation

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

1. Related state and national model standards that align with the 3 domains
2. Explanation of how direct and indirect services will be delivered through the CSCP
3. Program planning and support
4. Use of time calculations to ensure proper use of time
5. Annual review and assessment

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

6. Training to support the implementation of CSCP
7. Resources needed to support the implementation of CSCP
8. Transition to implementation timeline

Section One: Standards

The related state and national model standards that align with the CSCP are listed below, and focus on the three domains that school counselors are trained to address, including social/emotional, academic, and career development.

ASCA Student and Professional Standards

School counseling standards for students and professional practice serve as the defining documents of the school counseling profession. Three sets of standards help new and experienced school counselors develop, implement, and assess a school counseling program. We will be using the following standards in our classroom, small group, and individual sessions.

- Student Standards
  - [ASCA Mindsets & Behaviors for Student Success: K-12 College and Career Readiness](#)

- Professional Standards
  - [ASCA Ethical Standards for School Counselors](#)
 - [ASCA School Counselor Professional Standards & Competencies](#)

SEL State Standards

- [Washington State SEL Standards](#)

ASCA Domains of School Counseling

- Social Emotional Development
- Academic Development
- Career Readiness

Activities to Support ASCA Domains

Below outlines strategies within three of the four priority areas of the District's strategic plan that relate to the activities for counselors under the ASCA domains.

COLLEGE AND CAREER READINESS

Successful Transitions Through PreK-12 Student Pathways to Success
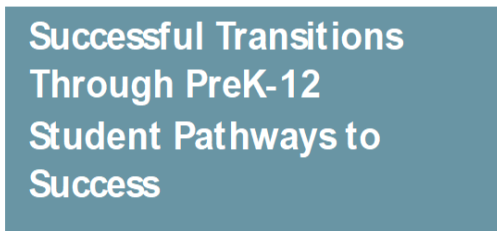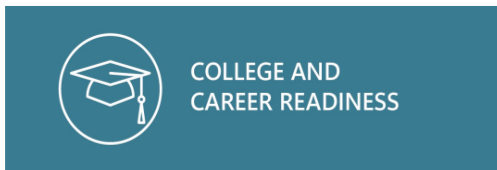
2022-23 Focus Areas

Successful Transitions

Orientation Activities for Students and Families

Student Pathways – inventory and planning

Work-Based Learning – in classroom and field exp.

Enhancement of Academies

Student Engagement and Goal Setting

SAFE AND WELCOMING

Supporting the Whole Child
Creating Culturally and Linguistically Welcoming Environments

2022-23 Focus Areas

Positive Relationships

Classroom Management

Intensive Behaviors / De-Escalation

MTSS / PBIS – District and School Team Dev.

Coordination of Wrap Around Supports

Integration of Social/Emotional Learning

HIGH QUALITY LITERACY INSTRUCTION

Cultivating a Culture of Literacy
Supporting Balanced Literacy Learning

2022-23 Focus Areas

Classroom connections

Structures and routines

Classroom and School Celebrations

Academic Goal Setting (reading levels)

Section Two: Direct & Indirect Services

It is recommended that school counselors who are implementing the CSCP spend **80%** or more of their allocated time in direct or indirect services. Direct services are in-person interactions between school counselors and students. Indirect services are services provided on behalf of students as a result of the school counselor's interactions with others.

Direct Services	Indirect Services

Direct Services are in-person interactions between school counselors assigned to implement the CSCP and students that help students improve achievement, attendance and discipline.
 	
Examples include: Instruction, appraisal and advisement, and counseling
 	
● Instruction
   ○ Small groups, and classroom lessons
● Appraisal and Advisement
   ○ Appraisal: Working with students to help them understand their abilities, values and career interests and to attain the ASCA Mindsets & Behaviors.
   ○ Advisement: Making recommendations based on appraisal of tests, inventories and other data to help students make decisions for their future.
● Counseling
   ○ In the realm of a comprehensive school counseling program individual school counseling should only be utilized as a short-term responsive service for acute difficulties and as a means to determine direct and indirect services.
	Indirect services are services provided on behalf of students as a result of the school counselor's interactions with others. Includes collaboration, consultation, and referrals.
	
	● Consultation is the process of providing information, opinions, and recommendations to individuals who can support a student's need or seeking information from an expert about a student's need.
	● Collaboration: The process in which multiple individuals work toward a common goal and share responsibility for associated tasks in a variety of situations:
	   ○ Teaming and partnering
	   ○ School/district committees
	   ○ Parent workshops
	   ○ Community partnerships
	   ○ Crisis response
	● Referrals: This occurs when students' needs extend beyond the training and/or responsibilities of the school counseling role.
	   ○ Outside agencies working with school to provide services during school hours
	   ○ Counselor meets with student to determine outside services/resources they may need (Wraparound)
	
	These activities are to enhance student achievement and promote equity and access for all students.

Section Three: Program Planning & Support

It is recommended that school counselors who are implementing the CSCP spend **20%** of their allocated time to plan and prepare. This includes activities such as analyzing data, goal setting, lesson planning, developing an annual calendar, creation of action plans and student outcome goals.

Annual Student Outcome Goals

The annual data review is a systemic examination of current school achievement, attendance, and discipline data. The data collected from the annual data review helps determine gaps or concerns, which students need additional support, and where resources will be devoted. Once this information is

collected, the school counseling team can create annual student outcome goals, which are statements identifying the measurable impact the school counseling program will have on student achievement, attendance, or discipline.
- (Action Planning document under construction)

School Improvement Plans - PBIS

To provide quality instruction in the form of classroom counseling, small groups, and individual settings, it is imperative school counselors are strategic and intentional in their planning as it aligns to the schools School Improvement Plan (SIP). These action plans define the strategies, scope, focus, and systems work to best meet the social, emotional, and behavioral needs of students. As ASCA explains, these plans are working documents designed to be reviewed and adjusted as needed to meet the needs of the students. The School Improvement Plan serves as a guide to address the academic, attendance, or disciplinary discrepancies exciting between student groups. In order to develop the both the SIP and action plan(s), data must first be collected and analyzed from the school data profile that identifies gaps or discrepancies between student groups. Counseling teams will work together to detail specific actions on their team, along with other educators, to support the ASCA Student Standard of Mindsets and Behaviors for Student Success.
- [School Improvement Plan Template](#)

Annual Administrative Retreat

The annual administrative conference is a formal discussion between school counselors, teacher leaders, and the administration. The primary focus of the annual administrative conference is to discuss and agree upon school counseling program priorities, implementation strategies, and program organization. Meeting on an annual basis helps to foster the administration's understanding and support of the school counseling program. Included with the annual administrative conference is:
- Details of the upcoming school year's initiatives under the District's strategic plan
- The alignment of school counseling goals with each school's School Improvement Plan
- School counselor use of time and recommended use of time in the future
- Direct and indirect services to be delivered, including case management
- Plans for professional development
- School counselors' role on committees or other professional work

Positive Behavioral Intervention Support Teams

The Positive Behavioral Intervention Support (PBIS) Teams are a representative group of stakeholders selected to review and advise on the implementation of PBIS at their school as well as the responsibilities of the counseling program. Positive Behavioral Intervention Support Teams can include teachers, administrators, community members (law enforcement, local mental health members, or political representatives), and representatives from Squaxin Island and Skokomish Tribes. The primary purpose of the PBIS team is to look at the effectiveness of programs, including counseling and wraparound services, on student outcomes and make appropriate actions to both improve program development and direct services to students. The PBIS Team assist school counselors by:
- Reviewing and addressing student outcome goals
- Making recommendations about the school counseling program
- Advocating and engaging in public relations for the school counseling program
- Identifying the best application of resources

Section Four: Use of Time

The purpose of Use-of-Time data is counselor reflection on their practice and monitoring to align with the ASCA model recommendations for use of time. Use-of-time data should be reflected in the end of year conference and is a valuable tool in assessing the 80% balance of direct and indirect supports and 20% of program planning and support.

Counselors will work with their administration to determine the frequency of use-of-time data collection (trimester). ASCA recommends utilizing use of time data twice per year. 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 calendars to outline the different types of services offered.
- Counselor yearly calendar
- Annual school specific comprehensive guidance and counseling program/calendar
- Embrace504 web-based software

Section Five: Annual Review & Assessment

To achieve the best results for students, school counselors regularly assess their program to determine its effectiveness. School counselors engage in assessment to inform potential improvements to school counseling program design and delivery and to show how students are different as a result of the school counseling program. The sharing of program results to stakeholders is also an aspect of assessment, which is used to educate others about the school counseling program's impact on student outcomes.

- School counseling program assessment
- School Improvement Plan

Some additional data sources to support this include:
- Advisory council results
- Data Over Time
    - Washington State Report Card (OSPI)
    - High School Graduate Outcome
    - SWIS
    - District data reports and SIS

Section Six: Transition Plan

Recommended resources, training, and timeline for the successful implementation of the CSCP.