

Port Angeles School District Comprehensive School Counseling Program

Comprehensive School Counseling Plan Vision, Mission, and Belief Statement

Vision Statement:

All Port Angeles School District students will reach high standards and graduate prepared with knowledge, skills, and abilities to choose a successful future.

Mission Statement:

Port Angeles School District Counselors are an integral part of preparing each student to live, work, and learn successfully in a changing world.

Belief Statement:

Port Angeles School Counselors believe all students are capable of learning and using their abilities to their fullest potential.

Port Angeles School District Counselors align services to meet the developmental needs of students using a comprehensive PreK-12 program that addresses students' social/emotional growth, academic achievement, and career readiness.

Students benefit from school counselor's professional training to provide individual and small-group interventions, classroom guidance lessons, crisis response, and support for systems within our schools and the district. Data is used to determine the need for, and effectiveness of, school counseling interventions.

Port Angeles School Counselors are facilitators, collaborators, and leaders who support and advocate for the well-being and individual growth of students, and their families.

The school counselors abide by the American School Counselor Association Ethical Standards.

Comprehensive Counseling Program Requirements

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Progress Towards the Requirements

According to the requirements of SSB 5030, the Comprehensive School Counseling Program (CSCP) must:

- **Be based on regularly updated standards developed by a national organization representing school counselors.**
 - *Progress: The PASD Comprehensive School Counseling Program is based on the standards of the American School Counselor Association (ASCA). All K-12 counselors were provided training opportunities for ASCA during the 21-22 school year.*
- **Align with the related state and national frameworks.**
 - *Progress: K-12 counselors met regularly during the 21-22 school year to draft a CSCP that is aligned with ASCA and SSB 5030.*
- **Support the academic pursuits, career planning, and social/emotional learning of all students.**
 - *Progress: K-12 counselors met regularly during the 21-22 school year to articulate tiered counseling services in all 3 counseling domains. Those domains are included in this plan.*
- **Systemically align to state learning standards.**
 - *Progress: K-12 counselors met regularly during the 21-22 school year to review WA State SEL standards, ASACA Mindset standards, and align counseling services to these standards. The standards are included in this plan and will continue to be reviewed in the 22-23 school year.*
- **Be implemented by certified school counselors or other qualified ESA staff.**
 - *Progress: Every student in PASD has access to a certified school counselor.*
- **Utilize a process to identify student needs, through a multi-level data review.**
 - *Progress: K-12 counselors met regularly during the 21-22 school year and reviewed types of data that can be analyzed to determine student needs. During the 22-23 school year, time will be scheduled for counselors to review and discuss data, and how to implement it into the CSCP.*
- **Explain how direct and indirect services will be delivered.**
 - *This plan details the tiered counseling services across all schools and includes direct and indirect services.*
- **Explain how direct and indirect services will account for at least 80% of CSCP staff work time.**
 - *During the 21-22 school year, counselors completed time studies to document the amount of work time spent on direct and indirect services. The time study will be completed each school year.*
- **Establish an annual process for reviewing and assessing the CSCP that includes building administrators and stakeholders.**
 - *The PASD CSCP includes an Annual Administrative Review. This will begin in the 22-23 school year.*

Additional professional development will be provided for all counselors by ESD 114 during the 22-23 school year on November 3, January 12, March 2, and May 4.

Port Angeles School District Comprehensive School Counseling Program

The Port Angeles School District PreK-12 Counseling Team delivers and coordinates a Comprehensive School Counseling Program (CSCP) across three domains:

- a. **Social/Emotional Development:** Strategies and activities to support and maximize each student's ability to manage emotions, learn and apply interpersonal skills, and maintain positive mental health.
- b. **Academic Development:** Strategies and activities to support and maximize each student's ability to think critically and creatively, engage in their learning, access rigorous coursework, and make informed decisions.
- c. **Career Readiness:** Strategies and activities to support and maximize each student's ability to understand the connection between school and the world of work; plan for and make a successful transition from school to postsecondary education and career, and from job to job across their lifespan.

Direct and Indirect counseling services will be delivered by school counselors. Some services in the Comprehensive School Counseling Program (CSCP) will be coordinated or supported by counselors but delivered by other school staff.

These counseling services are aligned with state and national standards:

[ASCA's Student Mindsets and Behaviors Standards](#)

[Washington State Social Emotional Learning Standards](#)

Counseling services are delivered as part of a tiered system of supports that include Tier 1, Tier 2, and Tier 3:

Tier One counseling programs are provided to all students across the district.

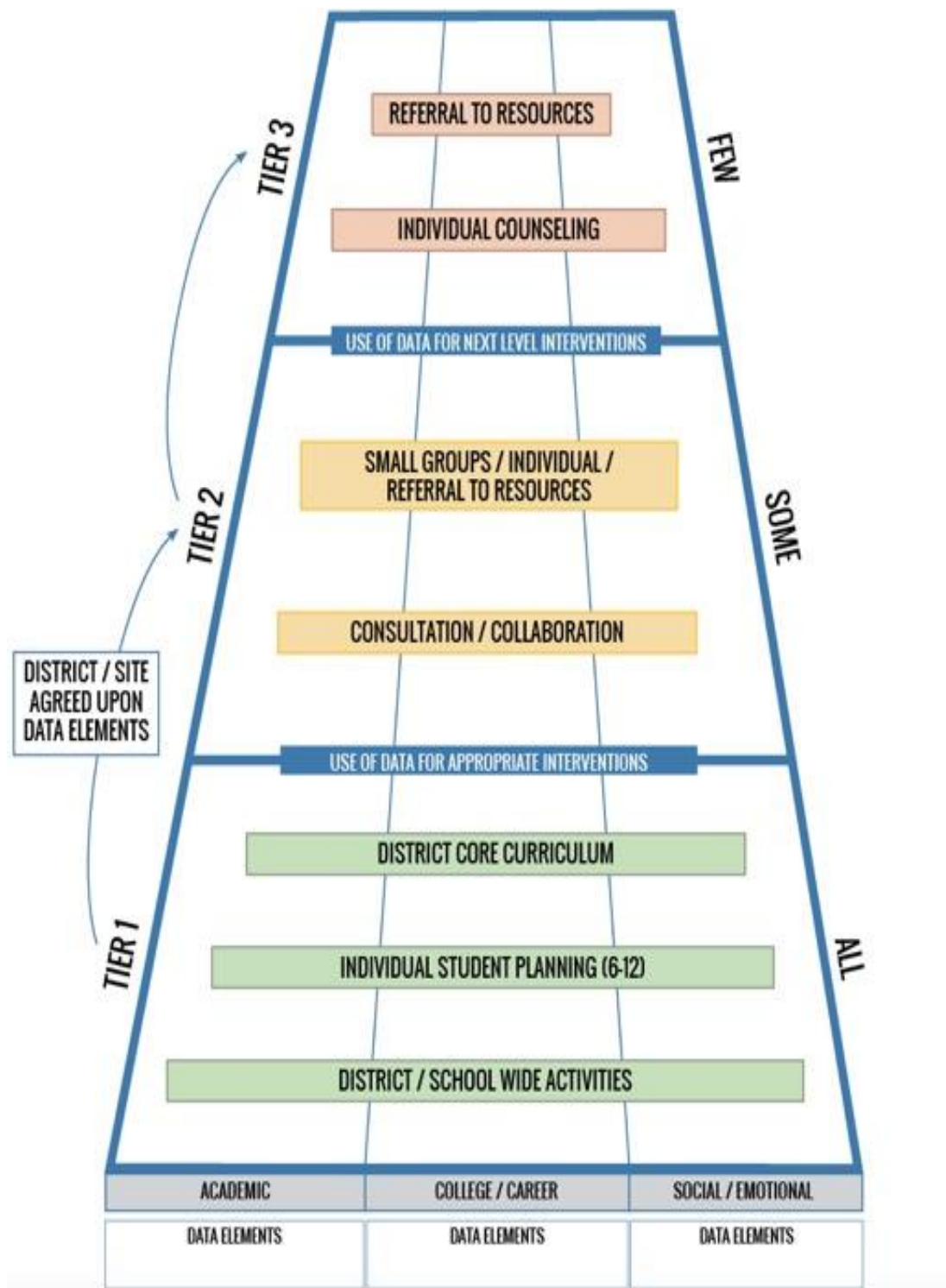
Tier Two is additional support, in addition to Tier One, to address identified deficiencies, missed opportunities, or needs within groups of students.

Tier Three is intensified, short-term support for a few students.

Tier Three may be appropriate for students who:

- Continue to demonstrate a high level of need and exhibit barriers to learning after receiving Tier 2 interventions
- Experience a crisis
- Transfer to the school with data that position them as having a high need for Tier 3
- Need individual counseling or other short-term crisis response
- Need referrals to outside resources

Please see the graphic on the next page for an illustration of our tiered support system across the three domains of academics, college/career, social/emotional.



DELIVERY OF DIRECT AND INDIRECT SERVICES & RELATED STATE AND NATIONAL LEARNING STANDARDS ELEMENTARY SCHOOL

Related Standards:

[ASCA's Student Mindsets and Behaviors Standards](#)

[Washington State Social Emotional Learning Standards](#)

Elementary School TIER 1:

Classroom Teachers	Teach CharacterStrong Lessons to support social awareness, self-efficacy, social engagement, self-management, social management
School Counselor	Whole class lessons that may include Second Step, Kelso's Choice, Bullying Prevention, and Child Protection. Skills for Learning Unit. Empathy Unit
All Staff	Positive Behavior Intervention Supports (PBIS) Monthly CharacterStrong Traits and student recognition Continually foster positive relationships with students and each other

Elementary School TIER 2:

School counselor	Small groups (including Bounce Back) to address identified needs such as worry, friendship, anger, managing/regulating feelings, emotions, actions Individual, short term counseling to address identified needs
All Staff	Refer student(s) to nurse, counselor, advisory teacher, as needed Support team meetings (SAT/Child Study) to discuss and plan for meeting student needs

Elementary School TIER 3:

School Counselor	1:1 responsive services based on identified need
Crisis Response Team	Plans and responds to critical incidents and emergencies
North Olympic Healthcare Network (NOHN)	Provides mental healthcare at the school site based on referrals, via an MOU with PASD
All Staff: Family navigator, administrators, school counselor, teacher, parents, Student Services Coord.	Support team meetings to discuss and plan for meeting student needs and may plan 504 Plans, IEPs
CARES Team/Truancy Board	School and community members meet to address barriers to school attendance for referred students

MIDDLE SCHOOL

Related Standards:

[ASCA’s Student Mindsets and Behaviors Standards](#)

[Washington State Social Emotional Learning Standards](#)

Middle School TIER 1:

School Counselor	Available to all students by appointment. High School and Beyond Plans CTE Tours Academic Advisement Transition/Orientation Meetings Parent Meetings Student Need Surveys Academic skill support in Advisory classes
Classroom Teachers	Teach CharacterStrong Lessons
Advisory Teachers	During advisory, foster space for relationships and community
All Staff	Positive Behavior Intervention Supports (PBIS) Continually foster positive relationships with students and each other Afterschool homework club Conferences Open House Monthly CharacterStrong Traits and student recognition School spirit days to support connections and relationships

Middle School TIER 2:

School Counselor, Student Support Coordinator	Small group activities based on need College Bound Program Check In Check Out Brief individual counseling
Club Advisors	Clubs selected by students based on interests to foster relationships and connections.
All Staff	Refer student(s) to nurse, counselor, advisory teacher, as needed SAT meetings Upward Bound
Family Navigator, Administrators, Counselor, teacher, parents, Student Services Coord.	Support team meetings to discuss and plan for meeting student needs, attendance concerns
Student Assistance Professional	Individual and small group support for identified students

School Counselor, Administrators	Restorative justice to discuss and solve conflicts
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Middle School TIER 3:

School Counselor, Student Support Coordinator	1:1 responsive services based on identified need Check In Check Out
Crisis Response Team	Plans for and responds to critical incidents and emergencies
North Olympic Healthcare Network (NOHN)	Provides mental healthcare at the school site based on referrals, via an MOU with PASD
Substance Abuse Prevention Professional	Individual and small group support for identified students
All Staff: Family navigator, administrators, school counselor, teacher, parents, Student Services Coord.	Support team meetings to discuss and plan for meeting student needs and may plan 504 Plans, IEPs
CARES Team/Truancy Board	School and community members meet to address barriers to school attendance for referred students

HIGH SCHOOL

Related Standards:

[ASCA's Student Mindsets and Behaviors Standards](#)

[Washington State Social Emotional Learning Standards](#)

High School TIER 1:

School Counselor	Instruction/information for all students via google meet, videos, and/or advisory class meetings to discuss time management, stress management, and other topics. High School and Beyond Plans CTE program tours Academic Advising FAFSA night Welcome Night College in the High School Conferences
Advisory Teachers	Teach CharacterStrong Lessons During advisory, foster space for relationships and community, grade checks
All Staff	Positive Behavior Intervention Supports (PBIS) Continually foster positive relationships with students and each other Monthly CharacterStrong traits and student recognition School spirit days to support connection and relationships

High School TIER 2:

School Counselor, Student Support Specialist	Small group activities based on need/interest Upward Bound Running Start Advisory
Club Advisors	Clubs selected by students based on interests to foster relationships and connections.
All Staff	SAT meetings SIT meetings Learning Strategies Classes Refer student(s) to nurse, counselor, advisory teacher, as needed Support team meetings to discuss and plan for meeting student needs
Student Assistance Professional	Individual and small group support for identified students
School Counselor, Administrators, Students	Restorative justice to discuss and solve conflicts, Peer mediation

High School TIER 3:

School Counselor	1:1 responsive services based on identified need 'F' grade intervention
Crisis Response Team	Plans for and responds to critical incidents and emergencies
North Olympic Healthcare Network (NOHN)	Provides mental healthcare at the school site based on referrals, via an MOU with PASD
All Staff: Family navigator, administrators, school counselor, teacher, parents, Student Services Coord.	Support team meetings to discuss and plan for meeting student needs and may plan 504 Plans, IEPs
Student Assistance Professional	Individual and small group support for identified students
CARES Team/Truancy Board	School and community members meet to address barriers to school attendance for referred students

PROCESS FOR IDENTIFYING STUDENT NEEDS

Counselors will identify student needs through multi-level school data review and analysis. School counselors will incorporate the following tools and strategies into their process.

a. Use-of time data: At least annually, counselors will complete a 5-day time study that provides a breakdown of the time spent providing direct and indirect student services, program planning and school support, and non-school counseling tasks. ASCA provides a '[Use of Time 5 Day Calculator](#)' for this time study. At least 80% of a school counselor's time will be dedicated to direct and indirect counseling services for students.

Suggested Use of Time for School Counselors (ASCA National Model, 4th Ed. (2019)):

	ASCA National Model, 4th Edition Component	Elementary School % of Time	Middle School % of Time	High School % of Time	ASCA Recommendation
Direct Services	Instruction (Tier 1)	30%	25%	15%	80% or more
	Appraisal and Advisement (Can be Tier 1, 2, or 3)	5%	15%	25%	
	Counseling (Can be Tier 2 or 3)	25%	20%	20%	
Indirect Services	Consultation, Collaboration, and Referrals (Can support Tier 1, 2, or 3)	20%	20%	20%	
System Support	Program Planning, Support, and Assessment (Can support Tiers 1, 2, or 3)	20%	20%	20%	20% or less

b. Program results data

Counselors will collect, data that:

1. Documents that instruction was delivered as planned, all students were served, and the impact of the services delivered.
2. Informs improvement of future activities and interventions to better meet students' needs.
3. Provides an analysis of disaggregated data supports advocacy for systems change and closing opportunity gaps. (ASCA provides a report template for [Closing the Gap Results Report](#)).
4. Informs planning for use of time. The best use of the school counselor's time should be identified through data analysis and annual student outcome goals.

As with all interventions, results from school counseling activities take time and concerted, sustained effort to see positive results. It should be expected that outcome data will fluctuate due to the many factors that influence students' feelings, behavior, and school performance.

c. Data regarding communications with administrators, parents, students, and stakeholders. Counselors will include the following information in the Annual Administrative Conference:

- How have CSCP staff engaged with school and community stakeholders this year?
- What kinds of communications with families were most successful? Are they accessible for multi-lingual families?
- How, when, and why did the school counseling staff communicate with students this year? How did students respond? What sources of student voice are being utilized to inform CSCP services?
- Have the school counselor and building administrator(s) communicated regularly and effectively?
- Are there communications needs not yet being met?
- *This multi-level school data review and analysis process aligns with existing school and district [Multi-Tiered Systems of Support \(MTSS\)](#) data-based decision-making processes. Incorporating school counseling data and interventions into the school's and district's MTSS is an important step to coordinating student supports.*

ANNUAL REVIEW AND ASSESSMENT PROCESS FOR THE CSCP

Annual Administrative Conference

Each counselor will plan, schedule, and complete an Annual Administrative Conference. This annual review and assessment process for the Comprehensive School Counseling Plan (CSCP) will include building administrators and stakeholders. The administrative conference will:

- Explain the data collected to identify student needs that drive the interventions and supports provided during the year.
- report their outcomes and results data to administrators and interested parties.
 - The template for the Annual Administrative Conference is provided by [ASCA](#) and is included at the end of this plan.
 - Other [ASCA](#) reports that may facilitate explanations of data used include:
 - Classroom and Group Mindsets & Behaviors Results Report
 - Closing-the-Gap Results Report
- Counselors may also use the following data: participation, mindsets and behaviors changes, and student outcomes, including but not limited to, changes in attendance, discipline rates, postsecondary pathway attainment, grades, course choices, and behavior across all student groups.



Annual Administrative Conference

School Counselor _____ School Year _____

After completing the school data summary, I have identified the following data priorities:

Based on these data priorities, I will address the following goals as listed in the annual student outcome goal plan templates:

Annual Student Outcome Goals

1	
2	

School Counselor Use of Time

A minimum of 80% of time is should be spend on direct and indirect services and 20% or less in program planning and school support.

Use of Time from Previous School Year

Based on two use-of-time 5-day calculators from previous school year (attached)

Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-School-Counseling Duties
%	%	%	%

Ratio and Caseload

The American School Counselor Association recommended ratio is one school counselor per 250 students.

Ratio One School Counselor Per _____ Students

Caseload ☐ Alpha Assigned: Last names beginning with: _____ to _____

defined by:

<input type="checkbox"/>	Grade Level:	Students in grades:	_____
<input type="checkbox"/>	All Students in Building		
<input type="checkbox"/>	Other: _____		

Program Implementation Plan to Address Priorities

May Attach the following documents for review and discussion during the conference:

- Classroom and Group Mindsets & Behaviors Action Plan
- Closing-the-Gap Action Plan
- Annual Calendar

Advisory Council

The school counselor will invite at least 1 administrator and 1 other stakeholder to the annual administrative conference.

Meeting Date:	
Invited Members: (names and stakeholder position)	

Professional Development

I plan to participate in the following professional development based on annual student outcome goals and my School Counselor Professional Standards & Competencies self-assessment.

Date(s)	Topic	Cost

School and District Committees and Professional Work

Group	Time Commitment	School Counselor's Role

Budget Materials and Supplies

Materials and
supplies needed:

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Annual budget: \$ _____

School Counselor Availability/Office Organization

The school counseling office will be open for students/parents/teachers

from _____ to _____

My hours will be from _____ to _____ (if flexible scheduling is used)

Other Staff and Volunteers

Signatures of school counselor and administrator must be within the first two months of school.

School Counselor Signature	
Administrative Signature	
Other Stakeholder Signature	
First Day of School	
Date Conference Held & Template Signed	