Stanwood Camano School District

TO: Board of Directors

FROM: Robert Hascall, Executive Director of Special Services

SUBJECT: Comprehensive School Counseling Plan

DATE: August 16, 2022

TYPE: Action Required

The Comprehensive School Counseling Plan was developed with input from a team of Counselors over the past several months based on guidance provided by OSPI and under the expectations of Substitute Senate Bill 5030.

Recommendation:

We recommend the board move to approve the Comprehensive School Counseling Plan.

Comprehensive School Counseling Program
Stanwood-Camano School District

Prepared By:

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Purpose and Background

Washington [Substitute Senate Bill (SSB) 5030](#), passed in May 2021, requires the development of a Comprehensive School Counseling Program (CSCP) by each school district. SSB 5030 specifies that a transition plan be created and adopted by the school board with implementation beginning during the 2022–23 school year, a full implementation of the CSCP by the following year, and an annual review each consecutive year. A full implementation of the CSCP is expected to take between 3–5 years.
The American School Counselor Association (ASCA) created the ASCA National Model to provide a shared focus among school counselors. The ASCA National Model was developed out of a movement in school counseling to be a program for all students and not just a responsive service for some students, This model provides a framework for serving all students academically, socially and emotionally, and toward career and college readiness. This model ensures that school counseling programs are comprehensive in scope, preventive in design and developmental in nature.

Our district CSCP will be developed using the guidelines of SSB 5030, the ASCA National Model, and our district strategic plan.

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ASCA National Model: Student and Professional Standards

The ASCA model features four key components: Define, Deliver, Assess, and Manage. The CSCP is designed to be written based on this model. Below is a description of what the role of a school counselor is. Following that the 4 components of the ASCA model will be defined and show how they align with the practices of school counselors in the Stanwood-Camano School District.
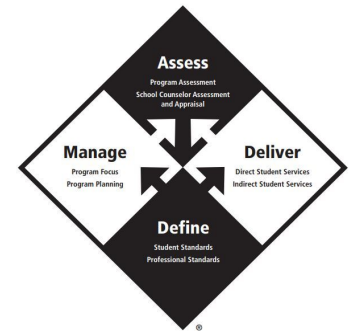
Role of a School Counselor

School counselors work to maximize student success, promoting access and equity for all students. As vital members of the school leadership team, school counselors create a school culture of success for all. School counselors design and deliver school counseling programs that improve student outcomes. They lead, advocate and collaborate to promote equity and access for all students by connecting their school counseling program to the school's academic mission and school improvement plan. They uphold the ethical and professional standards of ASCA and promote the development of the school counseling program based on the following areas of the ASCA National Model: define, deliver, manage and assess.

Section I. Define

A comprehensive school counseling program uses state and nationally recognized counselor frameworks and is systemically aligned to state learning standards. The following documents outline the required standards put forth by ASCA and OSPI.

ASCA Student Mindset Standards

> M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
> M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment
> M 3. Positive attitude toward work and learning
> M 4. Self-confidence in ability to succeed
> M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
> M 6. Understanding that postsecondary education and life-long learning are necessary for long-term success

ASCA Student Behavior Standards

Self-Management Skills	Learning Strategies	Social Skills
B-SMS 1. Responsibility for self and actions	B-LS 1. Critical-thinking skills to make informed decisions	B-SS 1. Effective oral and written communication skills and listening skills
B-SMS 2. Self-discipline and self-control	B-LS 2. Creative approach to learning, tasks and problem solving	B-SS 2. Positive, respectful and supportive relationships with other students
B-SMS 3. Independent work	B-LS 3. Time-management, organizational and study skills	B-SS 3. Positive relationships with adults that support success
B-SMS 4. Delayed gratification for long-term rewards	B-LS 4. Self-motivation and self-direction to learning	B-SS 4. Empathy
B-SMS 5. Perseverance to achieve long- and short-term goals	B-LS 5. Media and technology skills to enhance learning	B-SS 5. Ethical decision-making and social responsibility
B-SMS 6. Ability to overcome	B-LS 6. High standards of quality	B-SS 6. Effective collaboration and cooperation skills
		B-SS 7. Leadership and teamwork skills to

barriers to learning B-SMS 7. Effective coping skills B-SMS 8. Balance of school, home and community activities B-SMS 9. Personal safety skills B-SMS 10. Ability to manage transitions and adapt to change	for tasks and activities B-LS 7. Long- and short-term academic, career and social/emotional goals B-LS 8. Engagement in challenging coursework B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias B-LS 10. Participation in enrichment and extracurricular activities	work effectively in diverse teams B-SS 8. Advocacy skills for self and others and ability to assert self when necessary B-SS 9. Social maturity and behaviors appropriate to the situation and environment B-SS 10. Cultural proficiency and responsiveness

Source: [ASCA Student Standards](#)

OSPI K-12 SEL Standards

Self		Social	
STANDARD 1 - SELF-AWARENESS – Individual has the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports.		**STANDARD 4 - SOCIAL AWARENESS** – Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.	
BENCHMARK 1A -Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior. BENCHMARK 1B - Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets. BENCHMARK 1C - Demonstrates self-awareness and understanding of external influences, e.g., culture, family, school, and community resources and supports.		BENCHMARK 4A - Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities. BENCHMARK 4B - Demonstrates an awareness and respect for similarities and differences among community, cultural and social groups. BENCHMARK 4C - Demonstrates an understanding of the variation within and across cultures.	
STANDARD 2 - SELF-MANAGEMENT – Individual has the ability to regulate emotions, thoughts, and behaviors.		**STANDARD 5 - SOCIAL MANAGEMENT** – Individual has the ability to make safe and constructive choices about personal behavior and social interactions.	
BENCHMARK 2A - Demonstrates the skills to manage one's emotions, thoughts, impulses, and stress in constructive ways. BENCHMARK 2B - Demonstrates responsible decision-making and problem-solving skills.		BENCHMARK 5A - Demonstrates a range of communication and social skills to interact effectively with others. BENCHMARK 5B - Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways. BENCHMARK 5C - Demonstrates the ability to engage in respectful and healthy relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.	
STANDARD 3 - SELF-EFFICACY – Individual has the ability to motivate themselves, persevere, and see themselves as capable.		**STANDARD 6 - SOCIAL ENGAGEMENT** – Individual has the ability to consider others and show a desire to contribute to the well-being of school and community.	
BENCHMARK 3A - Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals. BENCHMARK 3B --Demonstrates problem-solving skills to engage responsibly in a variety of situations. BENCHMARK 3C - Demonstrate awareness and ability to speak on behalf of personal rights and advocacy.		BENCHMARK 6A - Demonstrates a sense of school and community responsibility. BENCHMARK 6B - Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals. BENCHMARK 6C - Contributes productively to one's school, workplace, and community.	

Source: [K-12 Social and Emotional Learning Standard](#)

School Counselor Professional Standards

School counselors follow a set of professional standards and ethical standards. A complete outline of these standards can be found below:

[ASCA School Counselor Professional Standards](#)

[ASCA Ethical Standards for School Counselors](#)

School Counseling Domains

The ASCA student standards can be applied to three broad domains: academic, career and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college, career and life readiness for every student. The domain definitions are as follows:
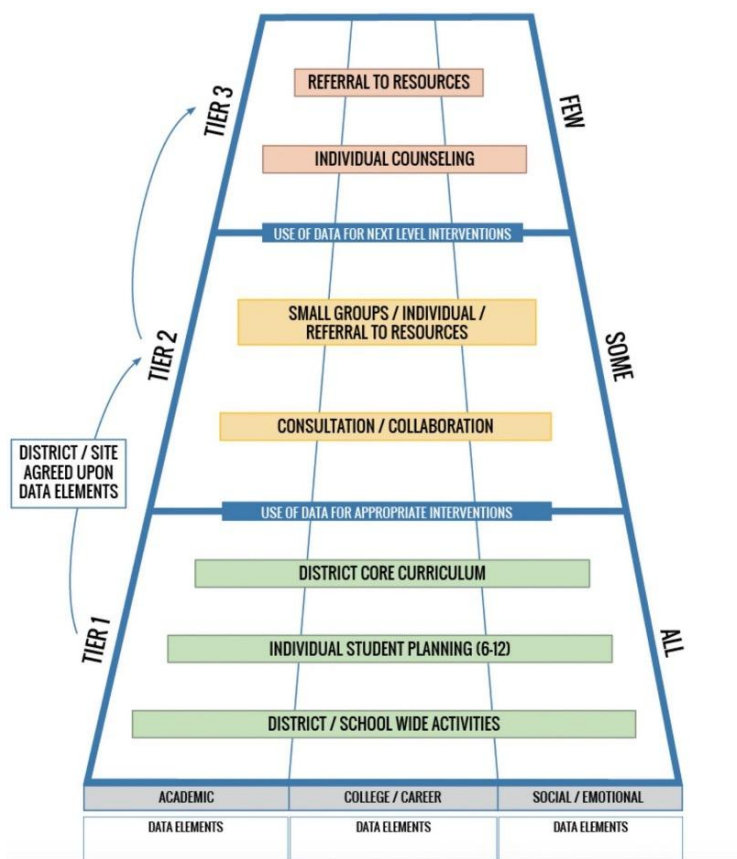
Academic Development: Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Career Development: Standards guiding school counseling programs to help students understand the connection between school and the world of work, and plan for and make a successful transition from school to postsecondary education and/ or the world of work and from job to job across the lifespan.

Social/Emotional Development: Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills ([Source](#))

Multi-Tiered Systems of Support

The CSCP will support the work of implementing Multi-Tiered Systems of Support in each school. According to the the ASCA National Model, "MTSS mirrors the structure outlined in the National Model in which all students receive the benefits of a school counseling program (Tier 1) with targeted interventions for students who need them (Tier 2) and referrals, collaboration, and consultation for and with intense intervention for a small segment of the student population (Tier 3). The MTSS approach also more clearly defines the school counselor's role in providing mental health services. School counselors provide Tier 1 support for all students, provide or coordinate Tier 2 targeted interventions for identified students and primarily collaborate and consult with Tier 3 level support (ASCA, 2020)."

Transition Plan for 2022–2023: Use of Standards

Desired State of Expectations/Structures *What will this component look like once full implementation is achieved?*	☐ ASCA Mindsets & Behaviors and WA State SEL standards will be used to form our instruction in classrooms, small groups, and individual counseling. ☐ ASCA Mindsets & Behaviors and WA State SEL standards will be used to determine appropriate Tier 1 lesson subjects, schoolwide programs, and student planning, as well as, Tier 2 and Tier 3 individual/small group interventions. ☐ We will continue to implement suicide prevention curriculum for secondary students. ☐ Ongoing professional development will be provided for staff on the role of school counselors, the importance of standards based SEL, and the ASCA model.
Transition Action Plan *What steps will the district engage in to incorporate the Use of Standards components in the Comprehensive School Counseling Program plan?*	☐ Character Strong curriculum will be used district wide for all grades with fidelity. ☐ The ASCA national model will be used to train staff on our comprehensive school counseling program. ☐ Counselors will collaborate between buildings and levels to ensure standards are being taught with fidelity. ☐ A pilot program for suicide prevention applicable to 5th graders will be explored. ☐ Career exploration strategies and activities will be implemented at all levels to help students understand the connection between school and all postsecondary career and education options.
Partners Involved *Which partners will be engaged in this portion of CSCP implementation?*	☐ School Counselors ☐ Building Administration ☐ Teachers ☐ District office staff ☐ Parents and Guardians ☐ Community Members
Timeline toward full Implementation *What incremental steps during the 2022–2023 school year will your district take to ensure full implementation of this component by the 2023–2024 school year?*	☐ Elementary teachers will be trained in PurposeFull People at the beginning of the year and provided continued support as they instruct students in SEL lessons. Elementary school counselors will create a year-long plan for what is taught each month by both teachers and the counselor. ☐ Middle and High School students will continue Character Strong lessons in advisory classrooms throughout the year. Secondary School Counselors will then supplement teacher-instructed Character Strong lessons dependent on grade-level and/or individual classroom needs. ☐ Secondary School Counselors will use standards to guide individual student planning. ☐ All school counselors will work together to align the use of standards throughout our schools.

Section II. Manage

The Manage component of the ASCA National Model provides organizational tools and assessments designed to guide, target, structure and construct a school counseling program to optimize results. These assessments and tools help school counselors develop, implement and assess their school counseling program based on clearly defined priorities reflecting student needs.

Program Planning

School counselors are designing a comprehensive school counseling program with focus and direction based on student needs, determined through a review of school and district data; as well as in alignment with the district's mission & vision, tri-yearly SIP (School Improvement Plan) and AAP (Annual Action Plan).

Data Tools

School counselors use data to assess if the school counseling programs, strategies, interventions and activities are effective and make changes accordingly.

Annual Data Review

A data review involves a systematic examination of current school achievement, attendance and discipline data. This collaborative practice may be the responsibility of the entire faculty, leadership teams or specific data teams.

[School Data Summary](#) guides school counselors in review of school data and helps in establishing annual school counseling priorities.

[Annual Student Outcome Goals](#) help identify the measurable impact a school counseling program will have on student achievement, attendance or discipline. Each building's SIP is a key component in the alignment of annual student outcome goals and school priorities. The goals written in the SIP identify the school's big-picture needs.

Action Plans

[Classroom, Group Mindsets & Behavior Action Plans](#) help school counselors create an effective plan to teach students the knowledge, attitudes and skills appropriate for their developmental level, informed by specific ASCA Mindsets & Behaviors, in a variety of settings.

[Classroom & Small Group Results](#) ensure classroom and group activities are assessed and amended annually.

[Closing the Gap Action Plan & Results](#) serves as a guide to address academic, attendance or disciplinary discrepancies existing between student groups.

[Annual Administrative Conference](#) is a formal discussion and data review process between school counselors and the building and district administrators in charge of the school counseling program.

Use of Time

ASCA recommends school counselors spend at least 80% of their time in direct and indirect services to students. The remaining 20% of time is used for program management and school support services. To help achieve this school counselors should adhere to the appropriate activities found in the link below:

Appropriate & Inappropriate Activities for School Counselors

Time Trackers

Time-tracking data identifies how much time is spent in each of the components and advocates for the best use of time to meet students' needs.

Use of Time 5 Day Calculator by ASCA The use-of-time calculator provides a snapshot of how school counselors spend their time in each of the components of the ASCA National Model.

ASCA Model APP (MApp) The ASCA National Model App allows counselors to utilize school counseling data on their phones, desktop computers, laptop/tablet.

Calendars School counselors develop and publish calendars of school counseling events to inform students, parents, teachers and administrators of what, when and where school counseling activities will be held.

Use of Personnel

School Counseling Programs are collaborative efforts benefiting students, parents, teachers, administrators and the overall community. Programs are based on schoolwide data as well as support and complement the overall academic mission of the school and the district.
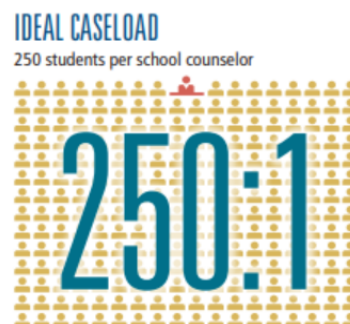
School Counseling Advisory Council is a representative group of stakeholders selected to review and advise on the implementation of the school counseling program. The council meets at least twice a year and maintains an agenda and minutes for each meeting.

Advisory Council Semester 1 Agenda Template

Advisory Council Semester 2 Agenda Template

School Counselor Ratio Data by State (2020-2021)

Although ASCA recommends a 250-to-1 ratio of students to school counselors, Stanwood-Camano School District is currently 345-to-1.

IDEAL CASELOAD
250 students per school counselor

250:1

Transition Plan for 2022–2023: Use of Personnel

Desired State of Expectations/Structures *What will this component look like once full implementation is achieved?*	☐ School Counselors employed by the district will be trained in the ASCA model and have an ESA license. ☐ School counselors will be appropriately evaluated based on the ASCA model and CSCP
Transition Action Plan *What steps will the district engage in to ensure that the appropriate ESA-certified staff are available and able to implement the CSCP?*	☐ A district leader will be provided to oversee the creation, implementation, and evaluation of our comprehensive school counseling program ☐ Formation of an advisory counsel with primary stakeholders
Partners Involved *Which partners will be engaged in this portion of CSCP implementation?*	☐ School Counselors ☐ Teachers ☐ Building Administration ☐ District Office staff
Timeline toward full Implementation *What incremental steps during the 2022–2023 school year will your district take to ensure full implementation of this component by the 2023–2024 school year?*	☐ A team of counselors, administration, and district office leaders will meet regularly to work on creating SCSD's comprehensive school counseling program ☐ We will define next steps for continuing to refine our comprehensive school counseling program over the next 2–5 years.

Section III: Deliver

School counselors deliver the comprehensive school counseling program through two broad categories: direct and indirect services.

Direct Student Services

Direct Student Services are in-person interactions between school counselors and students that help students improve achievement, attendance, and mindsets/behaviors. Through direct services, school counselors help students develop the knowledge, attitudes, and skills identified in the ASCA Student Standards. Direct student services are delivered in several ways: instruction, appraisal/advisement, and counseling.

Instruction

Instruction includes teaching students in classrooms, hosting small groups, and providing individual counseling as needed to enhance student attainment of the ASCA Mindsets and Behaviors.

School Counseling Core Curriculum

School counseling curriculum provides all students with the knowledge and skills appropriate for their developmental level. School counselors team with teachers, and/or

support teachers with materials and classroom activities to provide access to the standards and competencies.

CSD utilizes Character Strong as one of our primary means for delivering social and emotional learning across all schools. Character Strong is a standards-based approach to fostering student social and emotional skills, and is written in accordance with the ASCA National model student mindset and behavior standards. Delivery of this program with fidelity across all levels is a key aspect of the CSCP and the use of school counseling standards.

Appraisal and Advisement

Appraisal and Advisement serves to inspire students to realize their maximum potential. School counselors can work with students and their families to provide Appraisal and Advisement through a variety of settings including: individual meetings, the Student Support Team (SST is an established team of educators at each school building site), attending IEP or 504 meetings.

Counseling

Counseling may be provided individually or in a small group setting during times of transition, heightened stress, critical change, or other situations impeding student success. It is short-term and based on counseling theories and techniques that are effective in a school setting to promote academic, college/career, and social-emotional development.

Crisis Response and Referral

Responsive services consist of activities such as counseling and crisis response that are reactive in nature to meet student's immediate needs. School counselors will intervene in a situation where they feel a student's safety is at risk. School counselors may then refer students and parents/guardians to community services for long-term counseling needs and get support for crises and behavioral health challenges.

Indirect Student Services

Indirect student services are provided on behalf of a student, as a result of the school counselor's interactions with other teachers/staff, parents, students in order to enhance student achievement and promote equity and access for all students.

Consultation

School counselors provide and seek consultation by sharing strategies that support student achievement with parent/guardians, teachers, other educators, and community organizations, advocating for academic, college/career, and social-emotional development of students.

Collaboration

Partnering with families, administrators, school staff, school committees and advisory boards, business, and community organizations to support student success and the school

counseling program which in turn provides greater opportunities for students to be successful.

Referrals

When a student's needs exceed the training and responsibilities of the school counselor, school counselors will make referrals to outside resources.

Transition Plan for 2022-2023: Use of Time

Desired State of Expectations/Structures *What will this component look like once full implementation is achieved?*	☐ School counselors can dedicate 80% of their time to providing direct and indirect services to students. ☐ School counselors are able to engage in **preventative** practices with an appropriate amount of time given for responding to crises. ☐ Elementary, Middle and High school counselors will provide career exploration that is developmentally appropriate at each level.
Transition Action Plan *What steps will the district engage in to ensure that school counselors are able to use their time effectively and appropriately (according to use-of-time guidelines)?*	☐ The district will train administrators and school counselors around the 80/20 suggested time-allocation put forth by the ASCA model. ☐ All school counselors will track use of time data two times during the year. ☐ School counselors will deliver lessons at the elementary level and secondary level will provide individual counseling/advisement in addition to lessons to help students develop career/college readiness skills.
Partners Involved *Which partners will be engaged in this portion of CSCP implementation?*	☐ School Counselors ☐ Building Administration ☐ District office staff
Timeline toward full Implementation *What incremental steps during the 2022-2023 school year will your district take to ensure full implementation of this component by the 2023-2024 school year?*	☐ We will determine a platform to use for tracking counselor use of time. ☐ We will determine two different weeks during the school year to track time. ☐ We will use this data to help educate staff and admin on the role school counselors play in each building.

Section IV: Assess

Use of Data

A comprehensive school counseling program provides a process for identifying student needs through a multi-level school data review and analysis that includes, at a minimum, use-of-time data*, program results data, and data regarding communication with administrators, parents, students, and stakeholders. Data provides school counselors the information needed to determine the effectiveness of direct student services. The data

should drive decision making for interventions, SEL initiatives, and to further grow the school counseling program. At a minimum school counselors use data to:

- Identify school counseling program goals from baseline data
- Identify students who are having difficulties or discipline problems
- Identify barriers to learning
- Promote evidence-based interventions based on the MTSS model
- Monitor student progress in social/emotional learning, academics, and college/career readiness
- Close achievement, opportunity and attainment gaps through action plans
- Identify access and equity issues and advocate for equitable access
- Monitor and evaluate program effectiveness

Data sources to support the impact of the CSCP may include:

- The use of pre/post surveys during lessons and small groups
- Attendance, discipline, achievement data
- Closing the gap action plan

Data Regarding Communication

Sharing data with school stakeholders promotes academic engagement and success. These relationships are integral in helping close the achievement gaps, improve short and long term outcomes for students, and foster their educational resilience. Communication with school stakeholders ensures that students will receive the necessary support and resources to be successful. increased students' successful academic, career and social/emotional development. School counselors and building administrators will communicate regularly and effectively to ensure the CSCP plan and goals are working adequately. School counselors can communicate data to stakeholders through a variety of ways. Some of these ways may include:

- Family and student surveys
- Multiple modes of communication and communication in the home language of families
- Using emails, newsletters, phone calls to communicate with families and students

Transition Plan for 2022-2023: Use of Data

Desired State of Expectations/Structures *What will this component look like once full implementation is achieved?*	☐ Data will drive decision making for interventions, SEL initiatives, and to further grow the school counseling program. ☐ Quality data will be readily accessible. ☐ Use of data will be used as a preventative measure to help support students academically, socially, emotionally, and toward their post-secondary life.
Transition Action Plan *What steps will the district engage in to*	☐ We will define what kinds of data needed to make decisions.

incorporate data into the delivery of the Comprehensive School Counseling Program plan?	☐ We will research the best ways to gather data and identify what tools are needed to collect this information. Data gathering tools to be considered are hyperlinked below: **Program Assessment** **Closing the Gap Action Plan** **School Data Summary** **School Counselor Performance Appraisal** **ASCA School Counselor Professional Standards & Competencies Assessment** **Use of Time 5 Day Calculator by ASCA** **ASCA Model APP** **Note Counselor**
Partners Involved *Which partners will be engaged in this portion of CSCP implementation?*	☐ School Counselors ☐ Building Administration ☐ District office staff ☐ Parents and Guardians ☐ Students ☐ Teachers
Timeline toward full Implementation *What incremental steps during the 2022–2023 school year will your district take to ensure full implementation of this component by the 2023–2024 school year?*	☐ School counselors will define a tool to track their use of time. ☐ District platforms will be evaluated to see if they are providing the necessary data that we need to provide a comprehensive school counseling program.

* Please refer to Section II. Manage: Use of Personnel

District School Counseling Staff Directory

School	Name	Email	Phone
Utsalady Elementary	Jessica Mati	jmati2@stanwood.wednet.edu	(360) 629-1260
Elger Bay Elementary	Allison Nosker	anosker@stanwood.wednet.edu	(360) 629-1290
Stanwood Elementary	Kathleen Reding	kreding@stanwood.wednet.edu	(360) 629-1255
Cedarhome Elementary			(360) 629-1280
Twin City Elementary	JoAnna Schwarze	jschwarze@stanwood.wednet.edu	(360) 629-1270
Port Susan Middle School	Keli Niegemann (7/8)	kniegemann@stanwood.wednet.edu	(360) 629-1360
Port Susan Middle School	Jayde Piggott (6)	jpiggott@stanwood.wednet.edu	(360) 629-1360
Stanwood Middle School	Kyland Fischer (7/8)	kfischer@stanwood.wednet.edu	(360) 629-1350
Stanwood Middle School	Jayde Piggott (6)	jpiggott@stanwood.wednet.edu	(360) 629-1350
Lincoln Academy	Christy Thompson	cthompson2@stanwood.wednet.edu	(360) 629-1340
Stanwood High School	Tricia Tayon	ttayon@stanwood.wednet.edu	(360) 629-1330
Stanwood High School	Paige Watson	pwatsonschornack@stanwood.wednet.edu	(360) 629-1330
Stanwood High School	Emily Elde	eelde@stanwood.wednet.edu	(360) 629-1330
Stanwood High School	Maren Holzinger	mholzinger@stanwood.wednet.edu	(360) 629-1330
Lincoln Hill High School	Christy Thompson	cthompson2@stanwood.wednet.edu	(360) 629-1340

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