



Kennewick School District

**Comprehensive School Counseling Program Framework
and Transition Plan**

In compliance with [SSB 5030](#)

Developed by KSD SB 5030 Advisory Committee 2021-2022

Kennewick School District Comprehensive School Counseling Program Framework

Kennewick School counselors provide universal learning supports for all students, often positioned to be the first school-employed professionals to recognize and address students' social/emotional, career, and academic needs. They function as advocates, collaborators, and leaders to bring about the systemic changes necessary to provide an equitably administered CSCP aligned with Kennewick School District's vision, mission, and school improvement goals. In alignment with [ASCAs ethical standards for school counseling](#), practitioners are compelled to deliver services in a universally accessible, strengths-based, and unbiased manner. School counseling staff demonstrate their commitment to promoting equitable student outcomes by examining their own personal biases and engaging in professional development to recognize and break patterns of bias. They also authentically engage with their entire school community, advocating and collaborating to remove systemic barriers to help all students feel safe, valued, and supported in their academic, career, and social/emotional development.

The Kennewick School District Comprehensive School Counseling Framework meets the requirements of [Substitute Senate Bill \(SSB\) 5030](#). During the 2021 Washington State Legislative Session, the Legislature passed 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.

Alignment with State and National Standards

Kennewick School District's (KSD) Comprehensive School Counseling Program (CSCP) is aligned with state and national learning standards, including the review of [ASCA's Appropriate and Inappropriate Activities for School Counselors](#). ASCA recommends that school counselors spend 80 percent or more of their time in direct and indirect services to students and 20 percent or less of their time should be focused on program planning and support.

- **Direct Services** are in-person interactions between CSCP staff and students that help students improve achievement, attendance, and discipline. For example: instruction, appraisal, advisement, and counseling.
- **Indirect Services** are provided on behalf of students to enhance student achievement and promote equity and access for all students. For example: collaboration, consultation, student advocacy, and referral.

- **Program Planning and Support** is the time used to plan and prepare, which includes activities such as analyzing data, goal setting, lesson planning, developing an annual calendar, and annual administrative conference.

The three domains that school counselors are trained to address include social/emotional, academic, and career development, and are listed below with related resource links.

- **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. Kennewick School District’s CSCP systematically aligns with:
 - Self- Management and Social Skills Standards align with ASCAs [Student Mindsets and Behaviors Standards](#) (See Appendix A)
 - [Washington SEL Standards](#). (Appendix 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.
 - KSD’s CSCP systematically aligns with Learning Strategies Standards outlined in [ASCA’s Student Mindsets and Behaviors Standards](#) (See Appendix A)
 - KSD’s plans articulate how staff implementing the CSCP provide academic advising and supports that can be differentiated to meet students’ unique learning needs and support each student in reaching their academic goals.
- **Career Readiness:** KSD’s CSCP defines 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.
 - Social/emotional development is integral to building the foundational skills students need to make decisions that will prepare them for their career and postsecondary goals.

Identifying Student Needs

Kennewick School District’s CSCP is aligned with both the Washington State MTSS Framework and Kennewick School District Multi-Tiered System of Support in Social, Emotional, and Behavioral (MTSS-SEB) framework. The CSCP is driven by both process and results data and identifies student needs through a multilevel school data review and analysis. Components of the process include evaluating (1) use-of-time data, (2) program results data, and (3) data regarding communications with administrators, parents, students, and stakeholders. School

counselors and other certified Educational Staff Associates (ESA) assigned to implement the CSCP use the following activities to identify student needs.

- Monitor use-of-time data at least twice annually to ensure the required proportion of time is allotted for direct and indirect services to students.
- Collect, disaggregate, and analyze data to synthesize student needs to close opportunity gaps.
- Engage in two-way communication with administrators, parents, students, and stakeholders to monitor student growth and communicate outcomes and results.

School counselors engage in various elements of program planning including but not limited to the following:

- Participate in implementation of MTSS-SEB as part of a school-based team.
- Reviewing school data to establish annual school counseling priorities and refer students to appropriate interventions.
- Establishing annual school outcome goals.
- Developing action plans for the delivery of school interventions and services.
- Developing lesson plans related to the school counseling standards.

Resources from the ASCA National Model to support this process include but are not limited to the following:

- Annual Administrative Conference Template
- Annual Calendar Template
- School Counseling Weekly Calendar
- Use of Time Calculator/Template

[Washington MTSS Framework](#) (See Appendix C)

Service Delivery

KSD counselors are often the first school-employed professional to recognize and address students' social/emotional, career, and academic needs. They function as advocates, collaborators, and leaders. KSD counselors can be seen providing a number of direct and indirect services to students according to SSB 5030 and the ASCA [School Counselors Professional Standards & Competencies](#) including:

- Teaching, co-teaching, and/or organizing lessons aligned to standards that address social/emotional development, academic development, and/or career/college readiness
 - ASCAs Student Mindsets and Behaviors Standards
 - Washington SEL Standards
 - P–12 career exploration and preparation that expands students' understanding of career options, in-demand skills, and post-secondary opportunities for further education and training

- Provide short-term counseling and crisis intervention focused on mental health or situational concerns such as grief or difficult transitions
- Facilitating small groups focused on instruction and activities designed to improve student success
- Providing referrals to school and community resources
- Consulting with parents/guardians and other staff

Annual Review and Assessment Process

- KSD counselors monitor their time at least twice annually to ensure that they are spending the majority of their time in direct and indirect services to students.
- They also collect, disaggregate and analyze data to ensure that they are meeting students' needs and closing opportunity gaps
- KSD counselors engage in two-way communication with administrators and community members about their work and results
 - Part of this communication includes an annual review and assessment process
 - Data considered during this review may include participation, mindsets and behavior 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.

****Counselors will use a Use of Time calculator 2 times a year (Oct/April) to evaluate success of a comprehensive counseling program. The same calculator will be used at all three levels.**

Example: https://docs.google.com/spreadsheets/d/1s4WeJgM4C-C8Rp0EyLOGxlqqQoEORH_CfYk_ZkSHpzc/edit#gid=0

****ASCA Program Evaluation form will be used to evaluate school level and district comprehensive counseling programs.**

<https://www.schoolcounselor.org/About-School-Counseling/ASCA-National-Model-for-School-Counseling-Programs/Templates-Resources>

Two-Year Districtwide ASCA National Model Training

To support the CSCP development and implementation, school counselors will be offered an opportunity to participate in the Two-Year Districtwide ASCA National Model Training during

the 2022-2023 and 2023-2024 school years. The scope and sequence for this training is outlined below.

Session 1

- Complete your school counseling program assessment
- Provide an overview of the ASCA National Model
- Conduct a school data review and analysis based on district's academic, attendance and discipline data
- Complete an annual student outcome goals plan
- Create a closing-the-gap action plan
- Navigate to the ASCA National Model portal

Session 2

- Create beliefs, mission and vision statements
- Understand and utilize student standards
- Select, write and/or adapt student competencies/objectives
- Review data types
- Assess closing-the-gap progress
- Analyze weekly time usage
- Develop effective weekly calendars

Session 3

- Explain data collection and analysis
- Develop results reports
- Review and update action plans
- Complete a progress check on goal/closing-the-gap results
- Discuss the annual administrative conference

Session 4

- Conduct a school data review and analysis based on district's academic, attendance and discipline data
- Complete an annual student outcome goals plan
- Review/refine action plans
- Write lesson plans (classroom)
- Develop effective calendars (annual)

- Understand the school counseling advisory council

Session 5

- Write lesson plans (small group)
- Identify best practices in reporting program results to stakeholders
- Locate and utilize school counselor competencies and professional development plan

Session 6

- Advocate for your school counseling program using results reports
- Give your annual school presentation (goals, three classroom lessons, small group, closing-the-gap)
- Review and reflect on the two-year program
- Consider RAMP

FINAL DRAFT

KSD SB 5030 Advisory Committee Members

NAME	LOCATION	ROLE
Nick Paulakis	Sunset View Elementary	Elementary School Counselor
Elisa Powell	Sage Crest Elementary	Elementary School Counselor
Melissa Whitmore	Vista Elementary	Elementary School Counselor
Nikki Wood	Eastgate Elementary	Elementary School Counselor
Jacki Moore	Ridgeview Elementary	Elementary Assistant Principal
Johanna 'JoJo' Davis	Highlands Middle School	Middle School Counselor
Taryn Martin	Chinook Middle School	Middle School Counselor
Ben Schuldheisz	Desert Hills Middle School	Middle School Counselor
Corie Kelly	Park Middle School	Middle School Assistant Principal
Michelle Holmes	Legacy High School	High School Counselor
Tina McCallum	Kamiakin High School	High School Counselor
Amy Payson	Kennewick High School	High School Counselor
Chris Clem	Southridge High School	High School Assistant Principal
Brian Leavitt	Kennewick School District	K-12 Director of Student Services
Vanessa McCollum	Kennewick School District	MTSS-SEB District Specialist
Lisa Scott	Kennewick School District	K-12 Compliance and Data Analysis Assistant
Alyssa St Hilaire	Kennewick School District	Director of Federal Programs

Appendix A:

ASCA Student Standards: Mindsets and Behaviors for Student Success

ASCA Student Standards: Mindsets & Behaviors for Student Success K-12 College-, Career- and Life-Readiness Standards for Every Student <i>Each of the following standards can be applied to the academic, career and social/emotional domains.</i>		
Category 1: Mindset Standards School counselors encourage the following mindsets for all students.		
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		
Category 2: Behavior Standards School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:		
Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Critical-thinking skills to make informed decisions	B-SMS 1. Responsibility for self and actions	B-SS 1. Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks and problem solving	B-SMS 2. Self-discipline and self-control	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3. Time-management, organizational and study skills	B-SMS 3. Independent work	B-SS 3. Positive relationships with adults to support success
B-LS 4. Self-motivation and self-direction for learning	B-SMS 4. Delayed gratification for long-term rewards	B-SS 4. Empathy
B-LS 5. Media and technology skills to enhance learning	B-SMS 5. Perseverance to achieve long- and short-term goals	B-SS 5. Ethical decision-making and social responsibility
B-LS 6. High-quality standards for tasks and activities	B-SMS 6. Ability to identify and overcome barriers	B-SS 6. Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career and social/emotional goals	B-SMS 7. Effective coping skills	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
B-LS 8. Engagement in challenging coursework	B-SMS 8. Balance of school, home and community activities	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	B-SMS 9. Personal safety skills	B-SS 9. Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	B-SMS 10. Ability to manage transitions and adapt to change	B-SS 10. Cultural awareness, sensitivity and responsiveness

Appendix B:

Washington Social-Emotional Learning Standards

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

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Appendix C:

Washington's MTSS Framework

Multi-Tiered System of Supports (MTSS) is a framework for enhancing the adoption and implementation of a continuum of evidence-based practices to achieve important outcomes for every student. When MTSS is implemented with fidelity, this prevention-based framework ensures that schools create the necessary conditions to systematically integrate academic and nonacademic supports to meet the needs of the whole child. This integration involves coordination of tiered delivery systems, including Academic Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS), Pyramid Model, and Social and Emotional Learning (SEL). By integrating these supports, schools may increase the efficiency, effectiveness, and sustainability of their services (McIntosh & Goodman, 2016). The MTSS framework builds on a public health approach that is preventative and focuses on organizing the efforts of adults within systems to be more efficient and effective. MTSS helps to ensure students benefit from nurturing environments and equitable access to universal instruction and supports that are culturally and linguistically responsive, universally designed, and differentiated to meet their unique needs.

