Edmonds School District

Comprehensive School Counseling Program

2022-2025

Vision and Commitment

Equity, engagement, and excellence for each and every student

Mission

Edmonds School District's mission is to advocate for each and every student by providing learning environments that embrace their cultural and linguistic diversity as an asset that will prepare them for success as lifelong learners and responsible world citizens.

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Introduction

In response to SSB 5030, Edmonds School District has developed a Comprehensive School Counseling Program plan based on the *ASCA National Model* for school counseling and in accordance with state laws and regulations, school improvement plans, ethical standards, and district policies and procedures. The district will revise its plan as necessary based on relevant data. The district will also create a transition plan that supports the long-term goal of full implementation of the written plan over time. At all K-12 levels, the program will support the three domains of school counseling, which are (1) social/emotional development, (2) academic development, and (3) career readiness. The program aligns with the related state and national frameworks, such as the American School Counselor Association National Model (ASCA) Student Mindsets and Behaviors Standards and Washington's MTSS Framework, and will be systematically aligned to state and national learning standards, such as Washington's SEL Standards. The program will utilize a data-driven process to identify students' needs. Data sources will include the use of time data, program results data, and data from communications with administrators, parents, students, or other stakeholders.

A school counselor is a professional educator who holds a valid school counselor certification as defined by the professional educator standards board. School counselors serve a vital role in the comprehensive school counseling program. The school counselor plans, develops, organizes, and leads the delivery of a comprehensive school counseling program that focuses on the academic, career, and social-emotional needs of all students. School counselors align support with the district's vision, mission, and school improvement goals. In addition to school counselors, all Educational Staff Associate (ESA) staff, in collaboration, serve to support the implementation of a comprehensive, multi-tiered system of student supports.

Edmonds School District Comprehensive School Counseling Program plan is based on data-informed decision-making and will be delivered to all students systematically. The program includes a developmentally appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success that will assist every student in acquiring the knowledge, skills, and attitudes needed to become an effective student, responsible citizen, productive worker, and lifelong learner. Successful implementation of the plan will close achievement and opportunity gaps and will result in improved student achievement, attendance, and discipline.

The district will not deny any student the ability to participate in or benefit from its student support system based on sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression or identity, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal, whether they take place on or off school grounds or are offered as part of the district's online or alternative learning programs.

Goals

Upon full implementation, Edmonds School District will:

- have a fully aligned K-12 School Counseling Program, where student and professional ASCA standards are met using data to support the needs of our learning communities.

- deliberately connect interventions to school buildings' School Improvement Plans (SIPs) and the district's mission/vision.

- have agreed-upon scope and sequence appropriate to each School Improvement Plan and District strategic plan goals.

- consistently make use of data that drives interventions in the overall counseling program.

- be able to identify subgroups in the district's data to support closing achievement gaps, and counselors' time will be spent on activities aligned with student equity.

- be able to support schools in performing a full school data summary analysis, an annual data review, and creating student outcome goals.

- establish structures to support counselors in their use of time data to help maximize the work they do for students as guided by the expectations that 80% of the time is spent on direct and indirect services and 20% of the time on system support and planning.

- help to advocate for ASCA's suggested caseload of 1:250.

- support school counselors' shift to a proactive and preventative model as opposed to a responsive model.

Component 1: Alignment with Standards

Edmonds Comprehensive K-12 School Counseling Program uses state and nationally-recognized counselor frameworks and it's systemically aligned to state learning standards: American School Counselor Association (ASCA) Student Mindsets and Behaviors Standards (Table 1), Washington's SEL Standards (Table 2), and ASCA School Counselor Professional Standards & Competencies (Table 3). Student and professional standards are met using data to support the needs of our learning communities and an agreed-upon scope and sequence appropriate to each school's SIP goals and the district's strategic plan.

ASCA Student Standards: Mindsets & Behaviors for Student Success

The ASCA Student Standards: Mindsets & Behaviors for Student Success: K-12 College-, Career- and Life-Readiness Standards for Every Student describe the knowledge, attitudes, and skills students need to achieve academic success, college and career readiness, and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts. 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.

Academic development standards guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn. The goals of the Edmonds Comprehensive School Counseling Program support the acquisition of skills, attitudes, and knowledge that contribute to effective learning in school; employing strategies to achieve success in school and understanding the relationship of academics to the world of work, and to life at home and in the community. Edmonds Comprehensive School Counseling Program's academic goals support the premise that all students should meet or exceed the local and state requirements.

Career readiness standards guide school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/ or the world of work. These standards provide the foundation for the acquisition of skills, attitudes, and knowledge that enable students to make these transitions successful. The goals of the Edmonds Comprehensive School Counseling Program ensure that students develop an understanding of self, skills, abilities, strengths, and interests as well as career awareness and exploration.

Social/Emotional Development standards guide school counseling programs to help students manage emotions and learn and apply interpersonal skills. These standards provide the foundation for personal and social growth through experience, expressions, and management of emotions as students progress through school and into adulthood. It involves both intra- and interpersonal skill development. This contributes to academic and career success by helping students understand and respect themselves and others, acquire effective interpersonal skills, and develop into contributing members of society.

Table 1: *ASCA Student Mindsets and Behaviors Standards*

Category 1: Mindset Standards

Mindset Standards include standards related to students' psycho-social attitudes or beliefs about themselves in relation to academic work. These make up the student's belief system as exhibited in behaviors. School counselors encourage the following mindsets for all students.

M1. Belief in the development of the whole self, including a healthy balance of mental, social/emotional physical well-being
M2. Self-confidence in the ability to succeed
M3. Sense of belonging in the school environment
M4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M6. Positive attitude toward work and learning

Category 2: Behavior Standards

Behavior standards include behaviors commonly associated with being a successful student. The behaviors are visible, outward signs that a student is engaged as well as putting forth the effort to learn. School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:

Learning Strategies
Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning

B-LS1. Demonstrate critical-thinking skills to make informed decisions
B-LS2. Demonstrate creativity
B-LS3. Use time-management, organizational and study skills
B-LS4. Apply self-motivation and self-direction to learning
B-LS5. Apply media and technology skills
B-LS6. Set high standards of quality
B-LS7. Identify long- and short-term academic, career and social/emotional goals
B-LS8. Actively engage in challenging coursework
B-LS9. Gather evidence and consider multiple perspectives to make informed decisions
B-LS10. Participate in enrichment and extracurricular activities

Self-Management Skills
Continued focus on a goal despite obstacles and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures

B-SMS1. Demonstrate ability to assume responsibility
B-SMS2. Demonstrate self-discipline and self-control
B-SMS3. Demonstrate ability to work independently
B-SMS4. Demonstrate ability to delay immediate gratification for long-term rewards
B-SMS5. Demonstrate perseverance to achieve long- and short-term goals
B-SMS6. Demonstrate ability to overcome barriers to learning
B-SMS7. Demonstrate effective coping skills when faced with a problem
B-SMS8. Demonstrate the ability to balance school, home and community activities
B-SMS9. Demonstrate personal safety skills
B-SMS10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Social Skills
Acceptable behaviors that improve social interactions, such as those among peers or between students and adults

B-SS1. Use effective oral and written communication skills and listening skills
B-SS2. Create positive and supportive relationships with other students
B-SS3. Create relationships with adults that support success
B-SS4. Demonstrate empathy
B-SS5. Demonstrate ethical decision-making and social responsibility
B-SS6. Use effective collaboration and cooperation skills
B-SS7. Use leadership and teamwork skills to work effectively in diverse teams
B-SS8. Demonstrate advocacy skills and ability to assert self, when necessary
B-SS9. Demonstrate social maturity and behaviors appropriate to the situation and environment

SEL Standards and Benchmarks

Social Emotional Learning (SEL) is broadly understood as a process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life. Edmonds School District recognizes that social emotional learning (SEL) should be an integral part of every student's educational experience. Washington's SEL framework outlines key SEL skills and defines SEL as a process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life. The Washington state SEL standards and benchmarks were developed by a team comprised of practitioners and other experts working with youth and families in an educational setting and with knowledge of topics related to SEL.

Table 2. *Washington's K-12 SEL Standards and Benchmarks*

Washington's K-12 SEL Standards and Benchmarks

Self	Social
Standard 1—Self-Awareness: Individual can identify their emotions, personal assets, areas for growth, and potential external resources and supports.	**Standard 4—Social Awareness**: Individual can 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 can regulate emotions, thoughts, and behaviors.	**Standard 5—Social Management**: Individual can 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 can motivate themselves, persevere, and see themselves as capable.	**Standard 6—Social Engagement**: Individual can 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.

ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies outline the mindsets and behaviors school counselors need to meet the rigorous demands of the school counseling profession and the needs of pre-K–12 students. These standards and competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a school counseling program addressing academic achievement, career planning and social/emotional development.

Table 3. *ASCA School Counselor Professional Standards & Competencies*

Category 1: Mindset Standards

The mindset standards include beliefs school counselors hold about student achievement and success. School counselors believe:

M 1. Every student can learn, and every student can succeed.
M 2. Every student should have access to and opportunity for a high-quality education.
M 3. Every student should graduate from high school prepared for postsecondary opportunities.
M 4. Every student should have access to a school counseling program.
M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff, and education stakeholders.
M 6. School counselors are leaders in the school, district, state, and nation.
M 7. School counseling programs promote and enhance student academic, career, and social/emotional outcomes

Category 2: Behavior Standards

The behavior standards include essential behaviors school counselors demonstrate through the implementation of a school counseling program. School counselors demonstrate the following standards in the design, implementation, and assessment of a school counseling program.

Professional Foundation
Essential skills that are the basis of a school counselor's professional orientation

B-PF 1.   Apply developmental, learning, counseling and education theories
B-PF 2.   Demonstrate understanding of educational systems, legal issues, policies, research and trends in education
B-PF 3.   Apply legal and ethical principles of the school counseling profession skills
B-PF 4.   Apply school counseling professional standards and competencies
B-PF 5.   Use ASCA Student Standards: Mindsets & Behaviors for Student Success to inform the implementation of a school counseling program
B-PF 6.   Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities
B-PF 7.   Demonstrate leadership through the development and implementation of a school counseling program
B-PF 8.   Demonstrate advocacy for a school counseling program
B-PF 9.   Create systemic change through the implementation of a school counseling program

Direct and Indirect Student Services
Interactions provided directly to students or indirectly for students in collaboration with families, teachers, administrators, other school staff, and education stakeholders

B-SS 1.   Design and implement instruction aligned to ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings
B-SS 2.   Provide appraisal and advisement in large-group, classroom, small group and individual settings
B-SS 3.   Provide short-term counseling in small-group and individual settings
B-SS 4.   Make referrals to appropriate school and community resources
B-SS 5.   Consult to support student achievement and success
B-SS 6.   Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success

Planning and Assessment
Activities necessary for the design, implementation, and assessment of the school counseling program

B-PA 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district
B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity, and resources
B-PA 3. Develop annual student outcome goals based on student data
B-PA 4 Develop and implement action plans aligned with annual student outcome goals and student data
B-PA 5. Assess and report program results to the school community
B-PA 6. Use time appropriately according to national recommendations and student/school data
B-PA 7. Establish agreement with the principal and other administrators about the school counseling program
B-PA 8. Establish and convene an advisory council for the school counseling program
B-PA 9. Use appropriate school counselor performance appraisal process

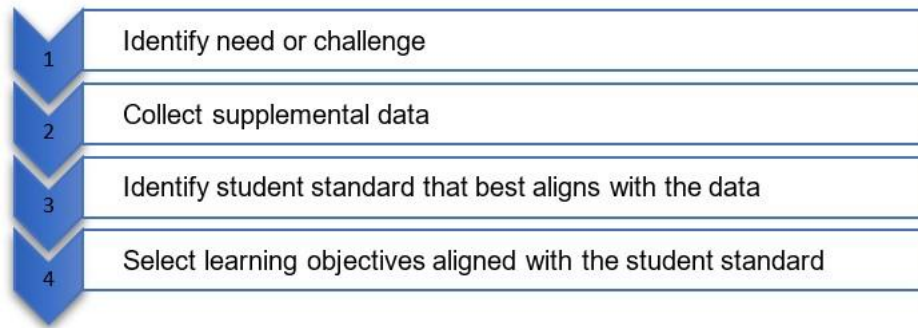## Component 2: Using Data to Identify Student Needs

A comprehensive school counseling program provides a process for identifying student needs through a multilevel 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. Edmonds School District considered alignment with the district's strategic plan, collaboration with school counselors regarding how data will be used, and collaboration with district data support teams to procure necessary data. Partners and data support teams include district data partners (e.g. Skyward, Homeroom, Panorama), school administrators (who are vital in making connections to the SIP and building goals), MTSS leaders, and the Director of Itinerant Services. Director of Itinerant Services will help with data collection, create professional development opportunities around the use of data, and make time for district counselors to collaborate during district counselor meetings.

Use-of-time data

Use-of time data refers to the breakdown of the time spent providing direct and indirect services, program planning and school support, and non-school counseling tasks. The district defines tasks that are indirect vs. direct services and the school counselor job description reflects duties as defined by direct vs. indirect services. During the 2022-23 school year, efforts should be made at the district and building level to evaluate School Counselors' current use of time. Building teams will set expectations around how their School Counselors use their time to best honor the needs of their unique populations, and each School Counselor will complete a Use of Time audit, twice per year, to objectively evaluate how each professional is spending their time. The Director of Itinerant Services will partner with buildings to assess this data and identify areas of improvement. The targeted shift of time will always connect School Counselors use of time to equity outcomes. The district will work to establish a 1:250 student to School Counselor ratio, which will be ideal in order for counselors to have the capacity to reach underrepresented students and do meaningful, time-consuming individual work. The district will designate a director to oversee the CSCP and help audit, manage, and improve the School Counselors' use of time. An annual calendar (Appendix B) will be created at the beginning of the school year and updated and adjusted as necessary throughout the school year to assist in this process.

Program results data

The ASCA Student Standards help school counselors guide the development, delivery, and assessment of the three direct student services as defined by the ASCA National Model: instruction, appraisal and advisement, and counseling. School counselors deliver services to students in a manner that is appropriate for their development level/age. The use of data is essential to identify and evaluate necessary interventions and the impact services have on the academic, career, and social/emotional growth of every student. To accomplish these goals, school counselors use the ASCA Student Standards through the following steps:

1 — Identify need or challenge
2 — Collect supplemental data
3 — Identify student standard that best aligns with the data
4 — Select learning objectives aligned with the student standard

School counselors identify student needs or existing challenges through data review and analysis of a variety of resources and data sources to accomplish these goals, which may include:

- Panorama survey data
- Attendance, discipline, and achievement data obtained through Skyward
- Graduation rates
- Classroom and small groups action plan (Appendix A)
- Closing the gap action plan/results report (Appendix C)

School counselors collect and review achievement, attendance, and discipline data to guide the selection of specific mindsets and behaviors appropriate for the individual, group or grade level, as well as learning objectives. Counselors may use the classroom and group Mindsets & Behaviors Action Plan (Appendix A) to identify all ASCA Student Standards that will be addressed through classroom and group activities. Incorporating school counseling data and interventions into the school's MTSS process is a crucial step in coordinating student support.

Data regarding communications with administrators, families, students, and other stakeholders

Successful implementation of the Edmonds Comprehensive School Counseling Program requires that communication methods successfully reach all students and families, especially populations who are underrepresented. Staff engaged with the school and community will ensure that there is ongoing communication with students and that student voice is leveraged to inform CSCP services. In addition, school counselors and building administrators will communicate regularly and effectively utilizing modes of communication that are accessible for multi-lingual families and that have proven successful and will consider new modes as the needs arise. Data regarding communication may include:

- Family and student communication through email and a newsletter

- Family and student surveys

- Student advisory council feedback

- Webinars/videos provided for students and families

Teams will engage families, students, and community partners to plan, implement, and improve services. This multi-level school data review and analysis process may align well 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 in coordinating student support.

Component 3: Direct and Indirect Services

Direct services are in person interactions between comprehensive school counseling program staff and students that help students improve achievement, attendance, and discipline. Direct services include 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. Indirect services include collaboration, consultation, student advocacy, and referral. At least 80% of the school counselor's time will be for providing direct and indirect services. No more than 20% of the school counselor's time will be spent on program planning and school support activities.

ASCA Recommendation	ASCA Delivery System Component	
80% or more	**Direct Services**	**Classroom Instruction** *(Tier 1)*
		Individual Student Planning *(Can be Tier 1/2/3)*
		Responsive Services *(Can be Tier 1/2/3)*
	Indirect Services	**Referrals, Consultation, Collaboration** *(Can be Tier 1/2/3)*
20% or less	**System Support**	*(Can support Tiers 1/2/3)*

Chart adapted from Hatching Results, LLC ASCA National Model, 3rd Edition

MTSS (Multi-Tiered System of Supports)

Edmonds School District Schools uses a Multi-Tiered System of Supports (MTSS) as a framework for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. School counselors are partners in the development and implementation of this framework including, but not limited to, response to intervention and responsive positive behavioral interventions and supports. School counselors align their work with MTSS through the implementation of a school counseling program designed to affect student development in the academic (achievement), career (career exploration and development) and social/emotional (behavior) domains.
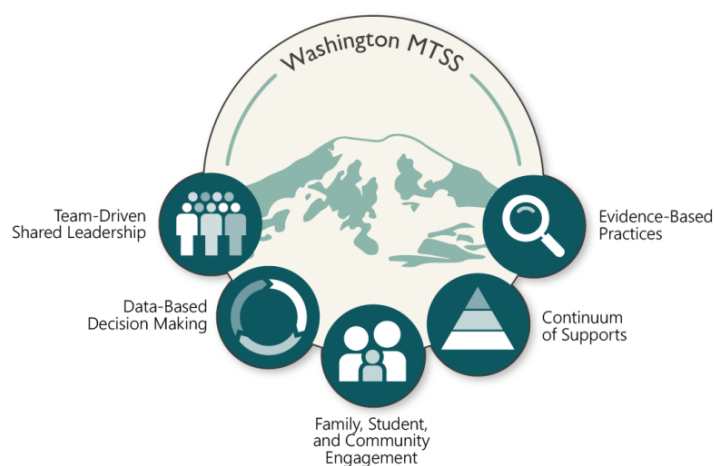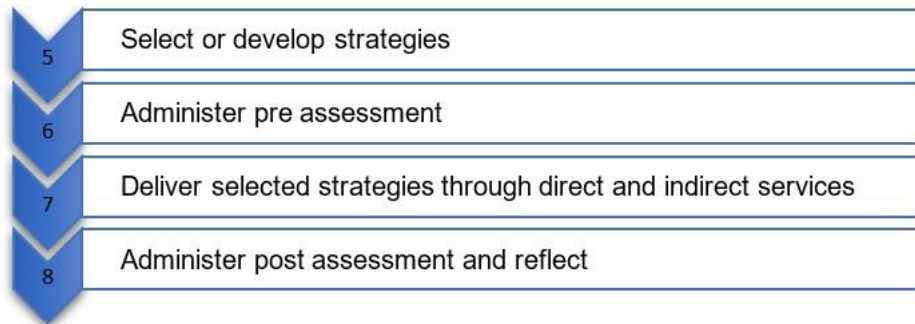

Figure 1. Multi-Tiered System of Supports, from OSPI.

MTSS decisions are driven by high-quality data, collected over time, from multiple sources. Teams engage families, students, and community partners to plan, implement, and improve services. Staff and community partners provide a continuum of supports to students through a tiered delivery system, starting with strong core instruction. Staff use evidence-based practices to accelerate student learning across all tiers. School counselors use the MTSS framework in the implementation of the ASCA Student Standards through the following steps:

5	Select or develop strategies
6	Administer pre assessment
7	Deliver selected strategies through direct and indirect services
8	Administer post assessment and reflect

Use of Personnel

A school counselor is a professional educator who holds a valid school counselor certification as defined by the professional educator standards board. School counselors serve a vital role in the comprehensive school counseling program. The school counselor plans, develops, organizes, and leads delivery of a comprehensive school counseling program that focuses on the academic, career, and social-emotional needs of all students, based on the national standards for school counseling programs of the American School Counselor Association and state standards. School counselors align supports with the district's vision, mission, and school improvement goals. In addition to school counselors, all Educational Staff Associates (ESA), in collaboration, serve to support the implementation of a comprehensive, multi-tiered system of student supports.

School counselors and other ESAs implementing the comprehensive school counseling program will spend no less than 80% of their contracted time delivering direct and indirect supports to students, and no more than 20% of their contracted time on program planning and school support activities. To this end, the district will have structures in place to support sites in ensuring that at least 80% of CSCP staff work time is spent providing direct and indirect services to students

- **"Work time"** means the portion of an employee's contracted hours for which they are contracted to perform the duties of a school counselor or other educational staff associate assignment.
- **"Direct services"** are in-person interactions between CSCP staff and students that support improvement in the areas of academic achievement, attendance, and/or behavior. Examples include instruction, appraisal, advisement, and counseling.
- **"Indirect services"** are provided by CSCP staff on behalf of students to enhance student achievement and promote equity and access for all students. Examples include collaboration, consultation, and referrals.

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School counselors align their school counseling program with MTSS by providing direct and indirect student services including Tier 1, Tier 2, and Tier 3 services.
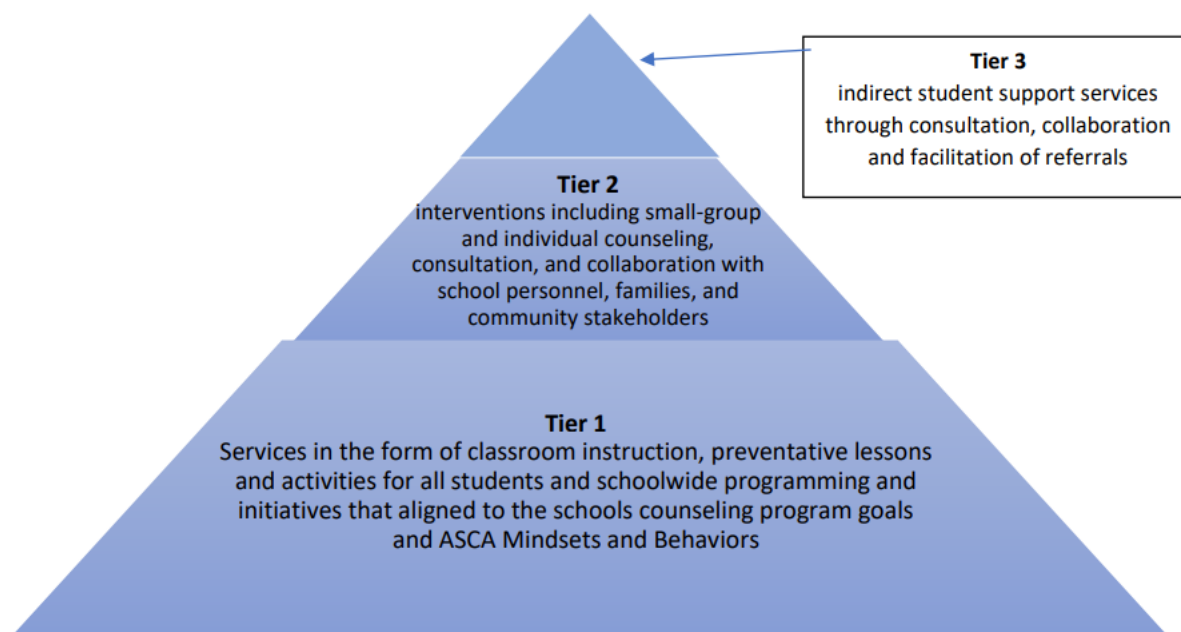

Tier 3
indirect student support services through consultation, collaboration and facilitation of referrals

Tier 2
interventions including small-group and individual counseling, consultation, and collaboration with school personnel, families, and community stakeholders

Tier 1
Services in the form of classroom instruction, preventative lessons and activities for all students and schoolwide programming and initiatives that aligned to the schools counseling program goals and ASCA Mindsets and Behaviors

Figure 2. Aligning Comprehensive School Counseling Programs with School-wide supports
(Adapted from Goodman-Scott, et al., 2015)

Elementary School Services

Counseling Services are available in every elementary school in the Edmonds School District and include the following:

- classroom lessons on bullying awareness, coping skills and personal safety
- small group and/or individual counseling for students with lagging social emotional skills which interfere with their learning
- consultation with teachers, administrators, and parents to support the learning and social emotional well-being of students is available by appointment

Middle and High School Services

The district will develop and use materials, orientation programs, professional learning, and evidence-based counseling techniques that encourage participation in all available guidance and support opportunities, school programs, and courses of study, including career and technical programs and employment opportunities. The staff will work to expand students' understanding of career options, in demand skills, and post-secondary opportunities for further education and training. The following services are available in every secondary school:

- classroom lessons based on school needs data
- small group counseling based on school needs data
- individual counseling and planning
- family support meetings and referrals
- consultation with families, school staff, and outside providers

Table 4. *Appropriate Activities for School Counselors*

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
■ advisement and appraisal for academic planning	■ building the master schedule
■ orientation, coordination and academic advising for new students	■ coordinating paperwork and data entry of all new students
■ interpreting cognitive, aptitude and achievement tests	■ coordinating cognitive, aptitude and achievement testing programs
■ providing counseling to students who are tardy or absent	■ signing excuses for students who are tardy or absent
■ providing counseling to students who have disciplinary problems	■ performing disciplinary actions or assigning discipline consequences
■ providing short-term individual and small-group counseling services to students	■ providing long-term counseling in schools to address psychological disorders
■ consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data	■ covering classes when teachers are absent or to create teacher planning time
■ interpreting student records	■ maintaining student records
■ analyzing grade-point averages in relationship to achievement	■ computing grade-point averages
■ consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success	■ supervising classrooms or common areas
■ protecting student records and information per state and federal regulations	■ keeping clerical records
■ consulting with the school principal to identify and resolve student issues, needs and problems	■ assisting with duties in the principal's office
■ advocating for students at individual education plan meetings and 504 meetings, student study teams and school attendance review boards, as necessary	■ coordinating schoolwide individual education plans, student study teams, response to intervention plans, MTSS and school attendance review boards
■ analyzing disaggregated schoolwide and school counseling program data	■ serving as a data entry clerk

Component 4: Review and Assessment Process

Edmonds School District will establish an annual program review and program assessment process for the Comprehensive School Counseling Program, implemented by certified school counselors or other qualified Education Staff Associates. The process will include reviewing multi-level data review and analysis. School counselors will be provided collaboration time to review the program. The annual review will also consist of analyzing school counseling needs assessment results. Assessment tools and activities may include:

- Classroom and Group Mindsets & Behaviors Results Report(s) (Appendix A)
- Annual Calendar (Appendix B)
- Closing-the-Gap Results Report (Appendix C)
- Use of Time Calculator
- ASCA School Counselor Professional Standards & Competencies Assessment
- School Counseling Program Assessment
- Annual School Counseling Performance Appraisal
- Dissemination of program results with school staff and stakeholders

Closing-the-Gap Action Plan (Appendix C) guides the school counselors in determining goals to support district-wide collaboration and support. These can be similar to their building-specific goals and SIP; however, the focus is on collaboration to align the counseling programs throughout the district in order to help close the achievement gap and remove barriers in either academics, career, and/or social-emotional learning.

A Use-of-Time calculator may be utilized by each school counselor to document and help determine how much time is currently spent on school counseling activities versus non-school counseling activities. At least 80% of their time should be spent on direct and indirect services with students, and no more than 20% of their time on system support and planning.

The Comprehensive School Counseling Program includes the provision of social-emotional learning (SEL) services within the Multi-Tier System of Support model. Within this model, counselors are active participants in providing preventative structures to enhance student social and emotional outcomes. Counselor teams at each building will work together to share equal caseloads and duties, in order to provide an equitable program. At the end of small-group services, counselor teams utilize ASCA's Closing-the-Gap Results Report (Appendix C) to identify whether students achieved growth and the Comprehensive School Counseling Program (CSCP) and the District Self-Assessment & Template. These tools have been developed to identify areas of professional growth or systemic needs and support deep, intentional thinking about how the CSCP is planned, delivered, evaluated, and improved to support high priority, district-aligned student outcomes.

Other data to consider in the program evaluation 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.

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Appendix A

**Classroom and Group
Mindsets & Behaviors Action Plan**

The ASCA Student Standards: Mindsets & Behaviors for Student Success guide the planning and delivery of all student activities and interventions. The classroom and group Mindsets & Behaviors action plan provides an overview of the delivery of direct services in large group (LG), classroom (Class) and small-group (SG) settings. This plan presents the topics addressed, while the annual calendar presents the schedule of all classroom and groups activities.

Use the classroom and group Mindsets & Behaviors action plan to identify all ASCA Student Standards addressed through classroom and group activities. Although some activities address multiple standards, list the activity with the primary mindset or behavior addressed by the activity. It is not necessary to repeat activities with all standards addressed through that activity.

School Name	Date Created	Most Recent Revision Date

Mindset Standards				
Mindset	**Activity/Focus or Purpose**	**Participants**	**Class/LG**	**SG**
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				
Behavior Standards				
Learning Strategies	**Activity/Focus or Purpose**	**Participants**	**Class/LG**	**SG**
B-LS 1. Critical-thinking skills to make informed decisions				
B-LS 2. Creative approach to learning, tasks and problem solving				
B-LS 3. Time-management, organizational and study skills				
B-LS 4. Self-motivation and self-direction to learning				
B-LS 5. Media and technology skills to enhance learning				
B-LS 6. High-quality standards 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				
Self-Management Skills	**Activity/Focus or Purpose**	**Participants**	**Class/LG**	**SG**
B-SMS 1. Responsibility for self and actions				
B-SMS 2. Self-discipline and self-control				
B-SMS 3. Independent work				
B-SMS 4. Delayed gratification for long-term rewards				
B-SMS 5. Perseverance to achieve long- and short-term goals				
B-SMS 6. Ability to identify and overcome barriers				
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				
Social Skills	**Activity/Focus or Purpose**	**Participants**	**Class/LG**	**SG**
B-SS 1. Effective oral and written communication skills and listening skills				
B-SS 2. Positive, respectful and supportive relationships with other students who are similar to and different from them				
B-SS 3. Positive relationships with adults that support success				
B-SS 4. Empathy				
B-SS 5. Ethical decision-making and social responsibility				
B-SS 6. Effective collaboration and cooperation skills				
B-SS 7. Leadership and teamwork skills to work effectively in diverse groups				
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 awareness, sensitivity and responsiveness				

Appendix B

AMERICAN
SCHOOL
COUNSELOR
ASSOCIATION **Annual Calendar Template**

School: _____ Academic Year: _____

A minimum of 80% of time recommended for direct and indirect student services and 20% or less in program planning and school support

Month	Delivering		Program Planning and School Support *(Defining, Managing, Assessing, Fair-Share Responsibilities)*
	Direct Student Services Activities *(Include dates of school counseling initiatives or events, classroom and group activities, career or college nights, schoolwide academic support events, etc.)*	**Indirect Student Services Activities** *(Significant collaborations, leadership and advocacy activities)*	
Ongoing Services			
August			
September			
October			
November			
December			
January			
February			
March			
April			
May			
June			

Appendix C

Closing-the-Gap Action Plan/Results Report

School Name	
Annual Student Outcome Goal	

ASCA Student Standards (Limit of two standards)
1.
2.
Mindsets & Behaviors Pre-/Post-Assessment Statements 1. 2. 3. 4.

Interventions That Support Achieving the Annual Student Outcome Goal	
Describe Direct Student Services (minimum of two)	Describe Indirect Student Services (minimum of two)
1.	1.
2.	2.
3.	3.

Systemic Focus
Identify school or system policies, procedures or practices that create or maintain inequities relevant to this goal.
List 1–2 strategies that could influence systemic change related to this goal.

Baseline Data	Results Data
Participation Data Plan	Participation Results Data
Anticipated	*Actual*
Mindsets & Behaviors Pre-Assessment Results	Mindsets & Behaviors Post-Assessment Results
Pre-Assessment Data *(calculate the average student response for each item)* 1. 2. 3. 4.	*Post-Assessment Data* *(calculate the average student response for each item)* 1. 2. 3. 4.
Outcome Data Plan	Outcome Data Results
Baseline Data:	*Final Data:* *Percent Change:*

Reflection
• How did the interventions facilitate the attainment of identified ASCA Student Standards? • How could the interventions be improved (e.g., consider timing, number and type of services, student access and identified barriers)?