PROCEDURE - COMPREHENSIVE SCHOOL COUNSELING PROGRAM

The district's comprehensive school counseling program will be based on the national model for school counseling and be regularly updated.

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 will align with the related state and national frameworks, such as the WA MTSS Framework. The program will be systematically aligned to state learning standards, such as the WA SEL standards. The program will utilize a data driven process to identify students' needs. Data sources will include, use of time data, program results data, and data from communications with administrators, parents, students, or other stakeholders.

The program will explain how the district will deliver 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. Examples of 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. Examples of 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.

The program will establish an annual program review and program assessment process that is implemented by certified school counselors or other qualified Education Staff Associates.

Training and Professional Collaboration

The district will provide school counselors, social workers, and psychologists with a minimum of six (6) hours per year of professional collaboration that focuses on recognizing signs of emotional or behavioral distress in students, including but not limited to indicators of possible substance abuse, violence, and youth suicide, screening, accessing current resources, and making appropriate referrals. Such professional collaboration should be in person, whenever possible.

Teachers may participate in this professional collaboration as well if it is deemed appropriate by the building administrator and the district.

The district will also arrange for short but regular collaboration time between local mental health service providers who are licensed under chapter 71.24 RCW and school counselors, social workers, and psychologists. This collaboration may take place via telephone or other technology that allows for dialogue and discussion and is intended to foster a connection between school personnel and the mental health professionals in the community.

Adoption Date: 1.23