

Pasco School District Comprehensive School Counseling Program Framework and Transition Plan



PSD-PAE Counseling Committee

2021 – 2022

Committee Participants

Name	Position	Building
Salina Castro	School Counselor	McClintock
Elizabeth Espindola	School Counselor	Longfellow
Mary Gutierrez	School Counselor	Chiawana
Tim Haugen	School Counselor	Chiawana
Erika Mendoza	School Counselor	Captain Gray
Emma Mercado	School Counselor	Chess
Kirsten Metcalf	School Counselor	Ochoa
Kristy Piceno	School Counselor	Markham
Claudia Serna Stephenson	School Counselor	Chiawana
Julia Dudley	Assistant Principal	Pasco High
Becky Hitchman	Assistant Principal	New Horizons
Robin Hay	Principal	Columbia River
Shannon Lockard	Principal	Reynolds
Kristi Docken	Director of Early Learning	Early Learning Center
Mira Gobel	Assist. Supt. of Schools and SEL	Booth

Facilitators: Alice Amaya
 Maria G. Lee

Director of Student Supports
 Pasco Association of Educators, President

Pasco School District Comprehensive School Counseling Program Framework

Pasco School District school counselors provide universal learning supports for all students and are uniquely positioned to be among the first school-employed professionals to recognize and address students' social/emotional, career, and academic needs. School counselors function as advocates, collaborators, and leaders, and use the Pasco School District Comprehensive School Counseling Framework to implement school counseling programs in alignment with the Pasco School District's mission, vision, Outrageous Outcomes, and individual school improvement plans.

The Pasco School District Comprehensive School Counseling Framework meets the requirements of Substitute Senate Bill 5030, which was the result of a multi-year effort by the Washington School Counselor Association and other statewide advocates to clarify the role of the school counselor in alignment with current best practices. The following elements of the framework are detailed below: (a) state and national standards alignment; (b) identifying student needs; (c) service delivery; and (d) annual review and assessment.

State and National Standards Alignment

Pasco School District's Comprehensive School Counseling Program (CSCP) is systematically aligned with state and national standards supporting the three domains school counselors are trained to address: social/emotional development, academic development, and career readiness. Each domain involves specific strategies and activities to support student well-being and are described below.

- **Social/Emotional Development:** strategies and activities to help students manage their emotions, learn and apply interpersonal skills, and maintain positive mental health.
- **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.
- **Career Readiness:** strategies and activities for helping students 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.

The standards describe what students should know and be able to do after participating in the CSCP. The following sets of standards serve as the foundation for CSCP programming.

- American School Counselor Association (ASCA) Student Standards: *Mindsets and Behaviors for Student Success* (Appendix A)
- Washington's K-12 Social Emotional Learning Standards and Benchmarks (Appendix B)

Identifying Student Needs

Pasco School District's CSCP will align with both the Washington State and Pasco School District Multi-Tiered System of Supports (MTSS) 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 once per trimester 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:

- Reviewing school data to establish annual school counseling priorities.
- 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

Service Delivery

Pasco School District school counselors and other certified ESAs assigned to implement the CSCP deliver developmentally appropriate activities and services directly to or indirectly for students. These activities are designed to support positive student outcomes and are driven by identified student needs. CSCP activities are also aligned with the school counseling standards and both the Washington State and the Pasco School District MTSS Framework. The CSCP delivery model helps ensure equitable social/emotional, academic, and career readiness opportunities for all students.

- **Direct Services with Students**
Direct services are in-person interactions between school counselors and students. These services include but are not limited to the following:
 - Instruction
 - Appraisal and Advisement
 - Counseling

- **Indirect Services for Students**

Indirect services are provided on behalf of students and are based on school counselor interactions with others. These services include but are not limited to the following:

- Consultation
- Collaboration
- Referrals

Annual Review and Assessment

CSCPs are reviewed and assessed annually to improve and enhance program delivery. School counselors and other ESAs assigned to implement the CSCP follow the review process below.

- The school counselor uses results from program evaluation and other data sources to update the CSCP annually.
- The school counselor reflects on the CSCP and recommends changes based on areas of strength and improvement.
- CSCP evaluation results data are reported to others (school, district, and/or other stakeholders).

School-based data sources may include but are not limited to the following:

- Behavior / Discipline
- Attendance
- Graduation Rates
- Other data sources pertinent to the CSCP

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

- ASCA School Counseling Program Assessment
- ASCA Classroom and Small-Group Results Report
- ASCA Closing-the-Gap Action Plan/Results Report

Pasco School District Transition Plan to support CSCP Development and Implementation

Professional Learning

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

- Describe the ASCA National Model
- Explain three types of data collected in a school counseling program
- Complete the School Data Summary
- Create Annual Student Outcome Goal Plan
- Create a Closing-the-Gap Action Plan
- Complete Column 1 of the Use-of-Time 5 Day Calculator
- Navigate ASCA National Model Portal

Session 2

- Create Mission and Vision statements
- Utilize ASCA Student Standards
- Explain data collection and analysis
- Calculate and analyze Mindsets & Behaviors pre assessment data
- Analyze time usage (using Use-of-Time 5 Day Calculator)
- Draft Annual Calendar

Session 3

- Develop Closing-the-Gap Results Reports
- Finalize Classroom & Group Mindsets & Behaviors Action Plan
- Identify purpose of Annual Administrative Conference
- Clarify specific session content for School Counseling Advisory Council meetings

Session 4

- Review/refine Classroom & Group Mindsets & Behaviors Action Plan
- Write lesson plans (classroom)
- Review and refine annual calendar
- Explain the School Counseling Advisory Council
- Complete the Annual Administrative Conference template (per counselor)

Session 5

- Write lesson plans (Small Group)
- Complete results reports (classroom, small group, closing-the-gap)
- Create a clear and concise graph conveying student impact at a glance
- Develop end-of-year presentation
- Identify best practices in reporting program results to stakeholders

Session 6

- Advocate for school counseling program using Results Reports
- Deliver annual school presentation (goals, three classroom lessons, small group, closing-the-gap)
- Information about the Recognized ASCA Model Program

Collaboration

Ongoing collaboration is needed to support successful implementation of the CSCP. School counselors will be offered consistent and regular opportunities to collaborate with their school counselor colleagues across the district. Collaboration opportunities will be provided for both the whole counseling group as well as for elementary, middle school, and high school teams.

- The district will regularly schedule and secure locations for professional collaboration opportunities.
- Collaboration time will be structured and facilitated by school counselors.
- The district will provide collaboration support as requested by school counselors.

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

Each of the following standards can be applied to the academic, career and social/emotional domains.

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>