



# Comprehensive School Counseling Program



## Introduction

The Orting School District's Comprehensive School Counseling Program advocates for students' social/emotional, career, and academic development by aligning with the [American School Counseling Association \(ASCA\) Framework](#) and the [Senate Bill 5030](#).

Please visit the link to learn more about the [School Counselor's Role](#). In the 2022-2023 school year, our school counselors are: Orting Primary School-Megan Barbara, Ptarmigan Ridge Elementary-Rebecca Edick, Orting Middle School-April Reynolds and Robin Joy, Orting High School-Anna Hager, Maria Reyes, Penny Nelson-Schlegel, and Shelly Smith.



## Define

Orting School District School Counselors align with ASCA student and professional standards.

Students Standards

[ASCA Student Standards](#)

Professional Standards

[ASCA Professional Standards](#) [ASCA Ethical Standards](#)

The Orting School District School Counseling Program aligns with the [Washington OSPI SEL Standards](#).

Orting School Counselors Align with ASCA Beliefs:

- M1. Every student can learn, and every student can succeed.
- M2. Every student should have access to and opportunity for a high-quality education.
- M3. Every student should graduate from high school prepared for postsecondary opportunities.
- M4. Every student should have access to a school counseling program.
- M5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders.

- M6. School counselors are leaders in the school district, state and nation.
- M7. School counseling programs promote and enhance students' academic, career, and social/emotional outcomes.

## Manage

### Mission Statement

The mission of the Orting School District Comprehensive School Counseling program, in collaboration with other educators, parents/guardians and community stakeholders is to provide a comprehensive, developmental counseling program. Our program addresses the academic, personal/social, and career development of all students and ensures that they are self-directed, life-long learners who are college and career ready.

### Vision Statement

Through participation in the comprehensive school counseling program, all Orting School District students will...

- Fully engage in lifelong learning and exploration of their post-secondary pathways.
- Persevere through new and challenging experiences that expand their worldviews.
- Build meaningful compassionate relationships with respect to diversity.
- Foster a sense of individual responsibility, self-worth, and resiliency.
- Develop agency in order to become contributing members of their community.

### Beliefs

1. Our comprehensive school counseling program is student-centered, data-informed, and uses ASCA best practices.
2. All students will have access to high quality K-12 school counseling services.
3. All students, parents, & educators work together to promote student success, with the attitudes, knowledge and skills to be prepared for post-secondary pathways.
4. We believe in cultivating a positive
5. environment where mutual respect and individual responsibility are learned and practiced.
6. We believe in providing opportunities for an equitable and inclusive learning environment.
7. Our school counselors adhere to the ASCA Ethical & Professional Standards.

## Program Planning

The Orting School District K-12 Counseling Team delivers and coordinates a Comprehensive School Counseling Program (CSCP) across three domains:

**A. 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.

**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.

**C. Career Readiness:** 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.

Direct and Indirect counseling services will be delivered by school counselors. Some services in the Comprehensive School Counseling Program (CSCP) will be coordinated or supported by counselors but delivered by other school staff.

These counseling services are aligned with national standards:

[ASCA's Student Mindsets and Behaviors Standards](#)

Counseling services are delivered as part of a tiered system of supports that include Tier 1, Tier 2, and Tier 3:

**Tier 1** counseling programs are provided to all students across the district.

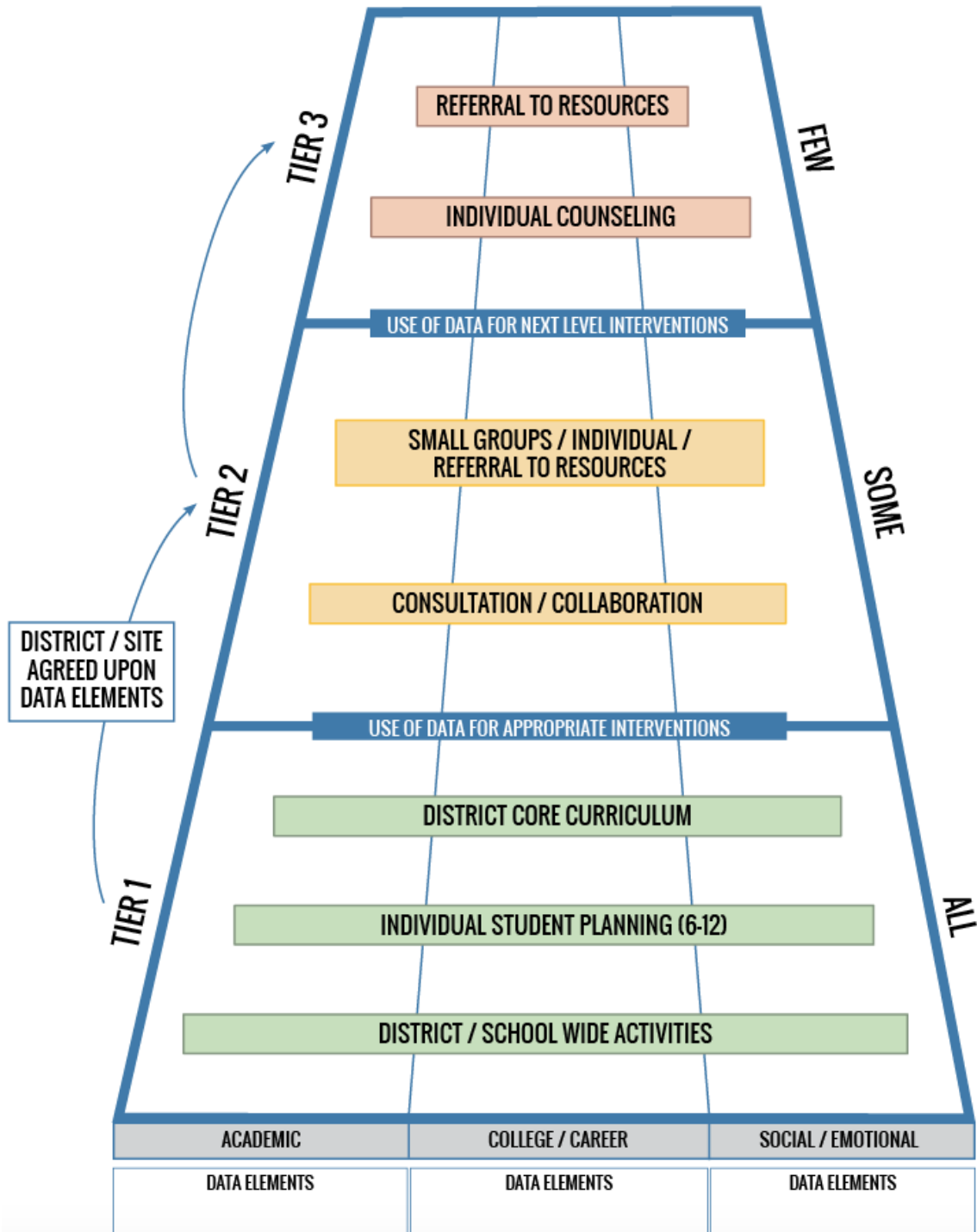
**Tier 2** is additional support, in addition to Tier One, to address identified deficiencies, missed opportunities, or needs within groups of students.

**Tier 3** is intensified, short-term support for a few students. Tier Three may be appropriate for students who:

- Continue to demonstrate a high level of need and exhibit barriers to learning after receiving Tier 2 interventions
- Experience a crisis
- Transfer to the school with data that position them as having a high need for Tier 3
- Need individual counseling or other short-term crisis response
- Need referrals to outside resources

Please see the graphic on the next page for an illustration of our tiered support system across the three domains of academics, college/career, social/emotional.





## Delivery

### Direct Student Services

OSD school counselors utilize *instruction, appraisal & advisement*, and *counseling* to address social/emotional, academic, and career domains to improve student achievement, attendance and discipline.

#### Instruction

- Classroom instruction
- Small group instruction
- Individual instruction

#### Appraisal & Advisement

- Appraisal is the analysis and assessment of student abilities, interests, skills and achievement.
- Advisement is the recommendations based on appraisal of assessments, inventories and other data to help students make decisions for their future.

#### Counseling

- Short term individual and group school counseling to promote academic, career and social/emotional development.
- Crisis counseling

### Indirect Student Services

- The interactions between school counselors and stakeholders to advocate for all students.

#### Consultation

- Share strategies to support student success with families, teachers, other educators and community organizations.

#### Collaboration

- Creating partnerships with families, administrators, teachers, school staff, businesses, and community organizations.

#### Referrals

- When a student needs support beyond short term services or school counseling, OSD counselors will provide resources within the school and community.

## Delivery of Direct and Indirect Services and Related State and National Learning Standards

### Related Standards:

[ASCA's Student Mindsets and Behaviors Standards](#)

[Washington State Social Emotional Learning Standards](#)

### Elementary School: Grades K-5

#### Elementary School TIER 1:

Classroom Teachers	Teach Second Step to support social awareness, self-efficacy, social engagement, self management, social management
School Counselor	Whole class lessons that may include Second Step Bullying Prevention.
All Staff	Positive Behavior Intervention Supports (PBIS) Monthly CharacterStrong Traits and student recognition Continually foster positive relationships with students and each other

#### Elementary School TIER 2:

School counselor	Small groups to address identified needs such as worry, friendship, anger, managing/regulating feelings, emotions, and actions. Individual, short term counseling to address identified needs. Planning and implementing 504's. Using interventions, such as check-in/check-out
All Staff	Refer student(s) to nurse, counselor, as needed. Support team meetings (MTSS) to discuss and plan for meeting student needs and 504 plans.
School Counselor & Administration	Restorative justice conversations to help with problems solving, conflict resolution, and peer mediation.

#### Elementary School TIER 3:

School Counselor	1:1 responsive services based on identified need, mental & behavioral health referrals
Crisis Response Team	Plans and responds to critical incidents and emergencies
Community Mental Health Services	Provides mental healthcare at the school site or their headquarters based on referrals.
All Staff: Administrators, school counselor, teacher, parents, Student Services Coord.	Support team meetings to discuss and plan for meeting student needs and may plan IEPs
BECCA Truancy Board	School and community members meet to address barriers to school attendance for referred students

**Middle School: Grades 6-8**

**Related Standards:**

[ASCA's Student Mindsets and Behaviors Standards](#)

[Washington State Social Emotional Learning Standards](#)

**Middle School TIER 1:**

School Counselor	Available to all students by appointment High School and Beyond Plans CTE Tours Academic Advisement Transition/Orientation Meetings Parent Meetings Student Need Surveys Academic skill support
Classroom Teachers	Teach Character Strong Lessons
Advisory Teachers	During advisory, foster space for relationships and community



All Staff	Positive Behavior Intervention Supports (PBIS) Continually foster positive relationships with students and each other Afterschool homework club Conferences Open House Monthly Character Strong Traits and student recognition School spirit days to support connections and relationships
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**Middle School TIER 2:**

School Counselor	Small group activities based on need College Bound Program Check In Check Out Brief individual counseling
Club Advisors	Clubs selected by students based on interests to foster relationships and connections
All Staff	Refer student(s) to nurse, counselor, advisory teacher, as needed SAT meetings
Family Navigator, Administrators, Counselor, teacher, parents, Student Services Coord.	Support team meetings to discuss and plan for meeting student needs, attendance concerns
Student Assistance Professional	Individual and small group support for identified students
School Counselor, Administrators	Restorative justice to discuss and solve conflicts

**Middle School TIER 3:**

School Counselor, Student Support Coordinator	1:1 responsive services based on identified need Personal, social, academic, and safety intervention Check In Check Out
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Crisis Response Team	Plans for and responds to critical incidents and emergencies
District Contracted Mental Health Providers	Provides mental health services at the school site based on referrals, via an MOU with OSD
Substance Abuse Prevention Professional	Individual and small group support for identified students
All Staff: Family navigator, administrators, school counselor, teacher, parents, Student Services Coordinator	Support team meetings to discuss and plan for meeting student needs and may plan 504 Plans, IEPs
Attendance Team/Truancy Board	School and community members meet to address barriers to school attendance for referred students

**High School: Grades 9-12**

**Related Standards:**

[ASCA’s Student Mindsets and Behaviors Standards](#)

[Washington State Social Emotional Learning Standards](#)

**High School TIER 1:**

School Counselor	<p>Instruction/information for all students in person, via videos, and/or individual class meetings to discuss time management, stress management, and other topics, programs, and events.</p> <p>High School and Beyond Plans (aka, Summit Plan at OHS)</p> <p>Parent and student events</p> <p>Academic Advising</p> <p>Conferences</p> <p>See OHS Counseling Calendar for specific scope and sequence</p>
Cards Teachers	<p>During Cardinal Time, foster space for relationships and community, grade checks</p> <p>Summit Plan Lessons</p>

All Staff	<p>Positive Behavior Intervention Supports (PBIS)</p> <p>Continually foster positive relationships with students</p> <p>Monthly Panorama SEL lessons and student recognition</p> <p>School spirit days to support connection and relationships</p>
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**High School TIER 2:**

School Counselor	<p>Small group activities based on need/interest</p> <p>Individual interventions based on personal/social and academic needs</p> <p>Facilitate meetings between parents, students, and teachers,</p> <p>504 plan implementation, information, meetings and resources</p>
Club Advisors	Clubs selected by students based on interests to foster relationships and connections.
All Staff	<p>MTSS meetings</p> <p>Learning Strategies lessons</p> <p>Refer student(s) to nurse, counselor as needed</p> <p>Support team meetings to discuss and plan for meeting student needs</p>
Special Services	<p>Mckinney Vento enrollment and related services</p> <p>New student IEP implementation, information, meetings</p>
School Counselor, Administrator, Students	Restorative justice to discuss and solve conflicts, Peer mediation

**High School TIER 3:**

School Counselor	<p>1:1 responsive services based on identified need</p> <p>Personal, social, academic, and safety intervention</p>
Crisis Response Team	Plans for and responds to critical incidents and emergencies
District Contracted Mental Health Providers	Provides mental health services at the school site based on referrals, via an MOU with OSD

All Staff: administrators, school counselor, teacher, parents, Student Services Coord.	Support team meetings to discuss and plan for meeting student needs and may result in plan 504 Plans, IEPs , BIP, safety plans, attendance contracts
Student Assistance Professional	Individual and small group support for identified students
Attendance team/Community Truancy Board	School and community members meet to address barriers to school attendance for referred students

### Process for Identifying Student Needs

Counselors will identify student needs through multi-level school data review and analysis. School counselors will incorporate the following tools and strategies into their process.

- A. Use-of time data: At least annually, counselors will complete a 5-day time study that provides a breakdown of the time spent providing direct and indirect student services, program planning and school support, and non-school counseling tasks. ASCA provides a [‘Use of Time 5 Day Calculator’](#) for this time study. **At least 80% of a school counselor’s time is to be dedicated to direct and indirect counseling services for students.**

### Suggested Use of Time for School Counselors (ASCA National Model, 4<sup>th</sup> Ed. (2019):

	ASCA National Model, 4th Edition Component	Elementary School % of Time	Middle School % of Time	High School % of Time	ASCA Recommendation
Direct Services	Instruction (Tier 1)	30%	25%	15%	80% or more
	Appraisal and Advisement (Can be Tier 1, 2, or 3)	5%	15%	25%	

	<b>Counseling (Can be Tier 2 or 3)</b>	<b>25%</b>	<b>20%</b>	<b>20%</b>	
<b>Indirect Services</b>	<b>Consultation, Collaboration, and Referrals (Can support Tier 1, 2, or 3)</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	
<b>System Support</b>	<b>Program Planning, Support, and Assessment (Can support Tiers 1, 2, or 3)</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20% or less</b>

A. Program results data

Counselors will collect data that:

1. Documents that instruction was delivered as planned, all students were served, and the impact of the services delivered.
2. Informs improvement of future activities and interventions to better meet students' needs.
3. Provides an analysis of disaggregated data supports advocacy for systems change and closing opportunity gaps. (ASCA provides a report template for [Closing the Gap Results Report](#)).
4. Informs planning for use of time. The best use of the school counselor's time should be identified through data analysis and annual student outcome goals.

*As with all interventions, results from school counseling activities take time and concerted, sustained effort to see positive results. It should be expected that outcome data will fluctuate due to the many factors that influence students' feelings, behavior, and school performance.*

B. Data will be provided regarding communications with administrators, parents, students, and stakeholders. Counselors may include the following information in the [Annual Administrative Conference](#)

- Engagement with school and community stakeholders

- Communication with students and families; assuring communications are accessible for multilingual families
- Effective and regular communication with school counselor(s) and building administrator(s)
- This multi-level school data review and analysis process aligns with existing school and district [Multi-Tiered Systems of Support \(MTSS\)](#) data-based decision-making processes.

### **Annual Student Outcome Goals (Closing the Gap)**

The school counseling program will identify at least two Annual Student Outcome Goals from student achievement, attendance, and/or discipline data and will align with the school's improvement plans.

[Annual Student Outcome Goal Template](#)

### **School Data Summary**

The school counseling program will utilize data to guide and implement our comprehensive school counseling program. The school summary includes a review of data to guide school counseling goals and priorities

[School Data Summary Template](#)

### **Program Results Data**

Data will be continually collected and analyzed to improve and implement the school counseling program.

[Closing the Gap Action Plan/Results Report Template](#)

### **Action plans**

The Orting School District counseling team will design and implement instruction aligned to the ASCA Mindsets & Behaviors for Student Success in classroom, group, and individual settings. To efficiently and effectively deliver the school counseling program requires intentional planning, which is facilitated by developing action plans.

[Action Plans Template](#)

### **Lesson plans**

It is imperative to give enough time and thought about what will be delivered, to whom it will be delivered, how it will be delivered and how student attainment of the lesson's plans goals will be assessed. Orting School District CSCP utilizes ASCA's lesson plan outline to plan for classroom and group instruction.

[Lesson Plan Template](#)



## **Calendars**

School counselors develop and publish calendars of school counseling events to inform students, families, teachers, administrators, and stakeholders of coming events. Communication regarding calendar events may be published via:

- Friday newsletter
- Google Classroom
- Remind
- Parent Square/Skyward
- Email/phone

## **Annual Calendar**

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

## **Use of Time**

School Counselors will collect data on their use of time using the ASCA template below.

[Use of Time](#)

## **Advisory Council**

An advisory council is a representative group of stakeholders selected to collaborate with the implementation of the school counseling program. The council meets at least twice a year and maintains an agenda and minutes for each meeting.

Members of the Advisory Council may include:

- OSD families
- Community Mental Health agencies
- OSTOP Coalition
- Local community member
- School Administrators
- Director of Student Support Services
- OSD School Counselors

## **Annual Administrative Conference**

The annual administrative conference is a formal discussion between school counselors and the administrator in charge of the school counseling program. The discussion can increase an administrator's understanding of a school counseling program and includes information in the

[Annual Administrative Conference Template](#).

## **Assess**

### **Program Assessment**

School counselors engage in regular assessment of their counseling program and the impact of their services for students.

### **School Counseling Program Assessment**

- [School Counseling Program Assessment Template](#)

### **Annual Results Report**

- [Classroom and Small Group Results Report Template](#)
- [Closing the Gap Action Plan/Results Report Template](#)

### **School Counselor Assessment and Appraisal**

- [ASCA Professional Standards](#)
- [Annual Administrative Conference Template](#)