

Orting School District's

COMPREHENSIVE SCHOOL COUNSELING PLAN



Orting Elementary School
Ptarmigan Ridge
Orting Middle School
Orting High School

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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](#). Our school counselors are: Orting Elementary School-Megan Barbara, Ptarmigan Ridge Elementary-Alannah Winters, Orting Middle School-Rebecca Edick and Jessica Oller, Orting High School-Anna Hager, Maria Reyes, 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. Each and every student can learn and succeed.
- M2. Each and every student deserves access to and opportunity for a high-quality education.
- M3. Each and every student should graduate from high school prepared for postsecondary opportunities.
- M4. Each and every student deserves access to a school counseling program.
- M5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators and other education partners.
- M6. School counselors are leaders in the school, district, state and nation.
- M7. School counseling programs promote and enhance student academic, career and social/emotional development

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 access, life readiness, and academic success of all students and ensures that they are self-directed, life-long learners who are college and career ready.

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 environment where mutual respect and individual responsibility are learned and practiced.
5. We believe in providing opportunities for an equitable and inclusive learning environment.
6. 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:

- 1. Access:** Engages each and every student in Tier 1 school counseling activities. Provides interventions to students with identified Tier 2 needs. Addresses barriers to student success, which promotes systemic change
- 2. Life-readiness:** Enhances each and every student's mindsets and behaviors for life-readiness as defined by the ASCA Student Standards, which leads to academic success, college and career readiness and social/emotional development.
- C. Academic Success:** Helps each and every student achieve their highest academic potential. Identifies students with specific needs and provides support aligned to those needs. This support includes addressing factors that contribute to achievement gaps, such as attendance, discipline, school climate and systemic barriers.

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:

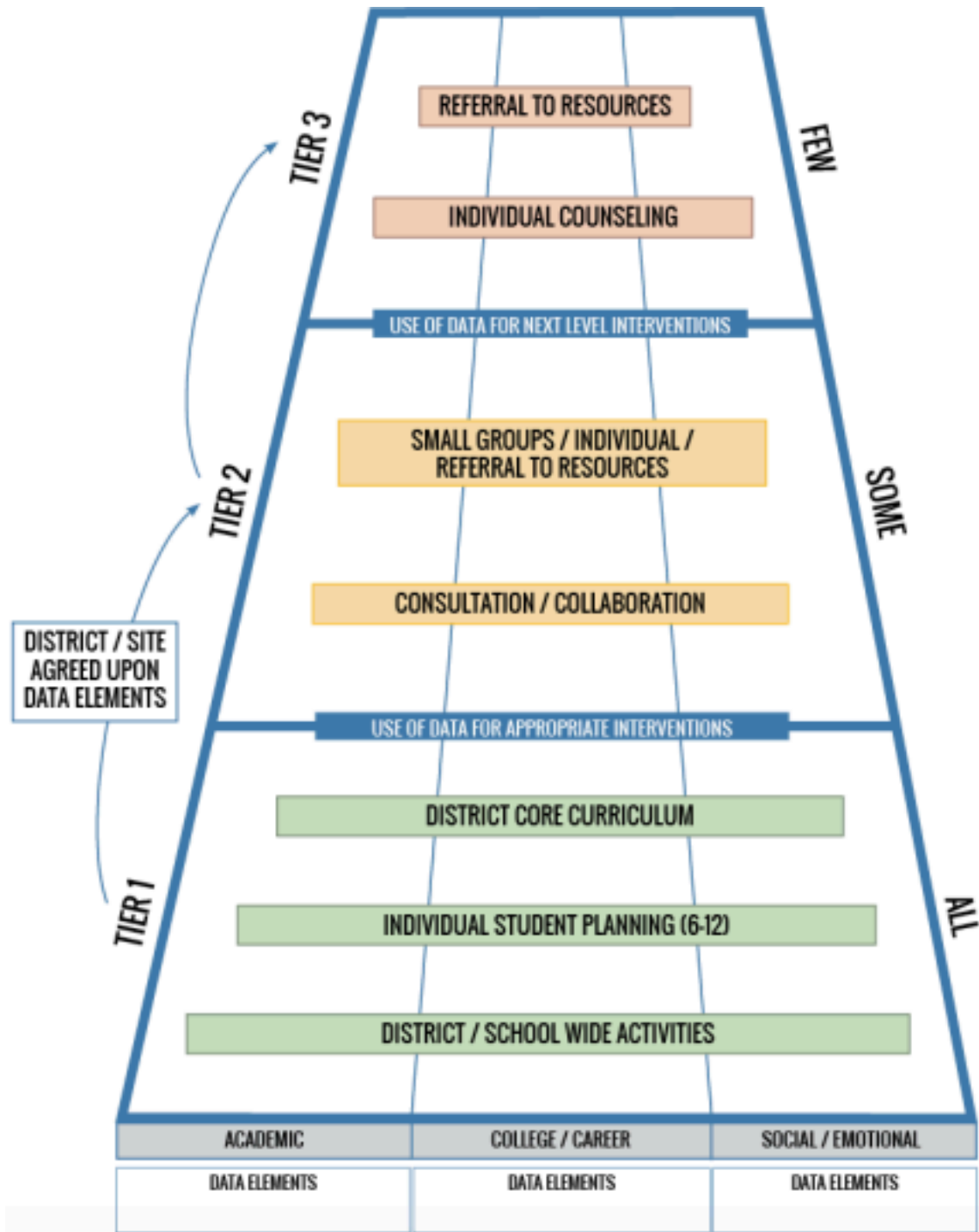
Tier 1 counseling programs are provided to all students across the district.

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.



Trish Hatch (2017). Multi-Tiered, Multi-Domain System of Supports by Trish Hatch, PhD. Hatching Results. <https://www.hatchingresults.com/blog/2017/3/multi-tiered-multi-domain-system-of-supports-by-trish-hatch-phd>

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's K-12 SEL Standards and Benchmarks](#)

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 Community Mental Health Services	Plans and responds to critical incidents and emergencies Provides mental healthcare at the school site or their headquarters based on referrals.
All Staff: Administrator, School Counselor, Teacher, Parents and 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 Schoolinks: High School and Beyond Plan
Advisory Teachers	Teach Second Step Lessons

Classroom Teachers	Foster space for relationships and community Schoolinks: High School and Beyond Plan
All Staff	Positive Behavior Intervention Supports (PBIS) Continually foster positive relationships with students and each other Student Led Conferences Open House School spirit days to support connections and relationships

Middle School TIER 2:

School Counselor	Small group activities based on need Check In Check Out Brief individual counseling Student Support/Parent Meetings
Club Advisors	Clubs selected by students based on interests to foster relationships and connections
All Staff	Refer student(s) to nurse, counselor, advisory teacher, and MTSS Tier 2 team as needed
Community Navigator, Administrators, Counselor, Teacher, Parents, Student Services Coord.	Support team meetings to discuss and plan for addressing student needs, attendance concerns
Student Assistance Professional	Individual and small group support for identified students
School Counselor, Administrators	Restorative justice/mediations to discuss and solve conflicts

Middle School TIER 3:

School Counselor	Personal, social, academic, and safety interventions Check In and Check Out 1:1 responsive services based on identified need
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: Community Navigator, Administrators, School Counselor, Teachers, Parents, Student Services Coordinator	Support team meetings to discuss and plan for meeting student needs and support 504 Plans, IEPs, FBA/BIPs
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	Instruction/information for all students in person, via Schoollinks, messaging and/or individual class meetings to discuss time management, stress management, and other topics, programs, and events. High School and Beyond Plans (aka, Summit Plan at OHS) Parent and student events Academic Advising Conferences See OHS Counseling Calendar for specific scope and sequence
Advisory Teachers	During Advisory Time, foster space for relationships and community, grade checks, Schoollinks lessons and SEL Lessons.

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	<p>Restorative justice to discuss and solve conflicts</p> <p>Peer Mediation</p>

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 which can be downloaded as a Microsoft Excel spreadsheet [HERE](#). **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, 4th 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 (Direct)
Appraisal and Advisement	(Can be Tier 1, 2, or 3)	5%	15%, 25%	80% or more (Direct)
Counseling	(Can be Tier 2 or 3)	25%	20% 20%	80% or more (Direct)

Indirect Services	Consultation, Collaboration, and Referrals (Can support Tier 1, 2, or 3)	20%	20% 20%	20% or less (Indirect)
System Support	Program Planning, Support, and Assessment (Can support Tiers 1, 2, or 3)	20%	20% 20%	20% or less (Indirect)

Program results data

A. 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 which can be downloaded as a Microsoft Word document [HERE](#)).
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.

The following templates can be downloaded as Microsoft Word Documents/Excel Spreadsheets here: [ASCA Templates and Tools](#)

Annual Student Outcome Goals

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.

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

Program Results Data

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

Action plans (Closing the Gap)

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.

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.

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
- Minga
- Schoolinks
- Parent Square/Skyward
- Social media
- Email/phone
- Monthly newsletter

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 Use-of-Time 5-Day Calculator ASCA template. Can be downloaded as a Microsoft Excel spreadsheet [HERE](#)

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
- 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](#)