

The Wenatchee School District's

Comprehensive School Counseling Program Transition Plan



2022/23

Component One

Foundation/Define

Introduction

The Wenatchee School District's Comprehensive School Counseling Plan serves as an organizational tool to identify, prioritize, and evaluate the elements of a Comprehensive School Counseling Program. The CSCP aligns with the requirements of the ASCA National Model, Washington State Learning Standards, and SB 5030.

School Counseling Standards and Competencies

[Washington Comprehensive School Counseling Program](#)
[Multi-Tiered Counseling Services](#)
[ASCA Mindsets & Behaviors for Student Success](#)
[ASCA School Counselor Competencies & Standards \(2019\)](#)
[Washington State Comprehensive School Counseling Program Guide](#)
[ASCA Ethical Standards \(2016\)](#)
[Social Emotional Learning Standards, Benchmarks, and Indicators](#)

School Counseling Team

School	Name	Email	Phone
Executive Director of Student Services			
District/Admin	Mike Lanw	lane.michael@wenatcheeschools.org	509 663-8161
Elementary School Counselors			
Columbia	Elizabeth Detamore	detamore.elizabeth@wenatcheeschools.org	509-662-7256
John Newbery	Kayla Gerst	gerst.kayla@wenatcheeschools.org	509-664-8930
Lincoln	Aaron Mackenzie	mackenzie.a@wenatcheeschools.org	509-662-5504

Mission View	Justin Neilson	neilson.j@wenatcheeschools.org	509-663-5851
Sunnyslope	Gioconda Jackson	jackson.g@wenatcheeschools.org	509-662-8803
Washington	Cody Wright	wright.cody@wenatcheeschools.org	509-662-5504
Lewis and Clark	Adela Valaas	valaas.adela@wenatcheeschools.org	509-663-5351

School	Name	Email	Phone
Middle School Counselors			
Foothills Middle School	Hailey Martin	martin.hailey@wenatcheeschools.org	509-664-8961 x22224
Foothills Middle School	Ernie Garza	garza.ernie@wenatcheeschools.org	509-664-8961 x
Orchard Middle School	Ronda Brender	brender.r@wenatcheeschools.org	509-662-7745 x 21222
Orchard Middle School	Luis Perez	perez.luis@wenatcheeschools.org	509-662-7745 x 21404
Pioneer Middle School	Kelli Ottley	ottley.k@wenatcheeschools.org	509-663-7171 x 20404
Pioneer Middle School	Tim Trainor	trainor.t@wenatcheeschools.org	509-663-7171 x 20306

School	Name	Email	Phone
High School Counselors			
Wenatchee High School	Jennifer Anaya Class of 2025	anaya.j@wenatcheeschools.org	509-663-8117 x39736
Wenatchee High	Tonya Luinstra	luinstra.t@wenatchee	509-663-8117

School	Class of 2024	schools.org	x39728
Wenatchee High School	Will White Class of 2023	white.w@wenatcheeschools.org	509-663-8117 x93709
Wenatchee High School	Stephanie Stuber Class of 2022	stuber.stephanie@wenatcheeschools.org	509-663-8117 x39727
Wenatchee High School	Samantha Holton Special Programs	holton.samantha@wenatcheeschools.org	509-663-8117 x39726
Westside High School	Jan Bullock	bullock.j@wenatcheeschool.org	509-663-7947
Westside High School	Heather Rosa	rosa.heather@wenatcheeschool.org	509-663-7947

Collaboration

Wenatchee School Counselors collaborate with building, district, and community stakeholders, including, but not limited to:

- | | |
|---|---|
| <ul style="list-style-type: none"> ● 504 Teams ● Administrators ● Community Counseling Agencies ● Community Partners: business leaders, mentors, presenters, and volunteers ● District Homeless Liaison ● SST Stakeholders ● Division of Children & Family Services ● Mental Health Treatment Centers and their Personnel ● Family Advocates ● Student Services Specialists (SSS) | <ul style="list-style-type: none"> ● Occupational Therapists ● Physical Therapists ● Police Departments ● School-Based Therapists ● School Counselors ● School Nurses ● School Psychologists ● School Resource Officers ● Social Workers ● Speech/Language Pathologist ● Teachers/Staff ● Translators |
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Beliefs

Wenatchee School District School Counselors believe:

1. An effective school counselor applies the ASCA ethical standards.

2. An effective school counseling program is developmental, comprehensive, and preventative.
3. An effective school counseling program is a collaborative effort between school counselors and stakeholders to promote academic, career, and social/emotional development.
4. An effective school counseling program is data-driven.
5. An effective school counseling program supports student achievement.
6. All students should have equitable access to comprehensive school counseling programs and services.
7. All students can develop academic, career, and social/emotional skills.

Alignment to the Strategic Plan

Promise Statement

We promise to build a foundation of diversity, equity and inclusion from which each student emerges future ready.

Values

- Excellence in Learning: Building the knowledge, understanding, and skills of all to achieve at the highest levels.
- Equity: Creating systems, structures, and practices to meet the individual needs of our students and staff, while eliminating practices, policies, and procedures that produce barriers.
- Accountability: Setting expectations and holding ourselves to the highest standards of integrity, learning, fiscal responsibility, and transparency.

Priorities

- Thriving Environment: Welcoming spaces where all individuals flourish, are seen and valued, feel safe, and know they belong.
- Opportunities: Equitable access to high-quality academic, extracurricular, and real-world experiences.
- Partnerships: Relationships between students, staff, families, and the community that enhance student well-being and success.

The Big Six

- Experience High Quality Instruction

- Receive High Levels of Social -Emotional Learning
- Read on Grade Level
- Algebra Ready
- On-track for Graduation
- Involved in Real World, Relevant learning

Vision Statement

Wenatchee School Counselors envision a future where all students achieve their greatest potential emotionally, personally, and professionally. Our students strengthen their families and communities with compassion, empathy, and acceptance. They are strong self-advocates who respond to life's challenges with resilience. Students lead their professions as innovators and successful collaborators. They are driven life-long learners who are able to adapt to an ever-changing world.

Mission Statement

Wenatchee School District's Comprehensive School Counseling Program empowers students to develop mindsets and behaviors essential for success in social/emotional, academic, and career domains through a range of preventative and responsive, direct and indirect services.

Purpose

Counselors authentically engage with the entire school community, advocating and collaborating to remove systemic barriers to help all students feel safe, valued and supported in their academic, career, and social/emotional development.

Component Two

Program Management/Manage

School Counseling Program Assessment

ASCA National Model Components	Yes	Comments
MANAGE		
Vision Statement		
Aligned with ASCA National Model's criteria for exemplary vision statement.	<input type="checkbox"/>	
Mission Statement		
Aligned with ASCA National Model's criteria for exemplary mission statement.	<input type="checkbox"/>	
Data		
School Data summary prioritizing data points addressed through the school counseling program completed.	<input type="checkbox"/>	
Annual Student Outcome Goals		
a. School improvement plan reviewed to identify school priorities.	<input type="checkbox"/>	
b. Outcome goals created based on student, school and/or district data to close the achievement, opportunity and/or information gaps.	<input type="checkbox"/>	
c. Goals written in alignment with ASCA National Model's criteria: end date, multiple descriptors of target group, specific outcome to be changed, baseline and target data.	<input type="checkbox"/>	
Use-of-Time Calculator		
Use-of-time calculator completed at least twice a year.	<input type="checkbox"/>	

ASCA National Model Components	Yes	Comments
MANAGE		
Annual Administrative Conference		
Conference held with supervising administrator. Template completed and signed by the school counselor and supervising administrator within first two months of school.	<input type="checkbox"/>	
Advisory Council		
Agendas and minutes completed from at least two meetings (one from first semester and one from second).	<input type="checkbox"/>	
Action Plans		
Classroom and Group Mindsets & Behaviors Action Plan detailing classroom lessons and groups aligned with the ASCA Student Standards completed.	<input type="checkbox"/>	
Closing-the-Gap Action Plan aligned with the ASCA Student Standards completed.	<input type="checkbox"/>	
Lesson Plans		
Lesson plans identifying activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered and how data will be assessed to determine impact on student outcomes completed.	<input type="checkbox"/>	
Calendars (Annual and Weekly)		
Highly detailed annual calendar created (includes specific examples with dates and times for major activities) documenting all activities, events and services within the comprehensive school counseling program.	<input type="checkbox"/>	
Weekly calendars available for each school counselor.	<input type="checkbox"/>	

Calendars

Elementary Level (K-5)

Annual Calendar at a Glance	
<p>Description: Annual calendars are developed, implemented, and shared with stakeholders on the district website. Calendars are aligned with the program goals, vision, mission, and planned time use.</p> <p>*Each elementary schools has a slightly different calendar due to different building needs</p>	
July	January

No School	Suicide prevention lessons in 5th grade
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August	February
Review 504s, contact parents and share the plans with staff SEL Tier 1 - Harmony refresher for Staff. Character Trait logistic refresher for Staff SST logistics and refresher for Staff	Intentional SEL work
September	March
School counselor introduction in classrooms Kelso's Choices Social Problem Solving Lessons Zones of Regulation K-5	Intentional SEL work
October	April
Teach Bullying Prevention lessons	Intentional SEL work

November	May
Abuse Prevention Lessons (Protect Yourself Rules)	Meet with middle school counselor to transition students to middle school Meet with preschools for incoming students
December	June

Collaborating with family advocate for holiday support (Shop with a Cop, gift cards, Rotary, Lion's Club)	Fifth grade tour of middle school
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Middle Level (6-8)

Annual Calendar at a Glance	
<p>Description: Annual calendars are developed, implemented, and shared with stakeholders on the district website. Calendars are aligned with the program goals, vision, mission, and planned time use.</p>	
July	January
<ul style="list-style-type: none"> No School 	<ul style="list-style-type: none"> Hope Squad weekly meetings Start of Semester 2 Schedule corrections Distribute 504 plans to elective teachers Check-In with 504 students and parents

August	February
<ul style="list-style-type: none"> Annual Agreement with building administration Schedules for new students Schedule corrections New student registration (grades 7 & 8) New student tours 6th grade orientation Distribute previous year 504 plans to teachers Parent Night/Open House 	<ul style="list-style-type: none"> Schedule corrections Hope Week Hope Squad weekly meetings Westside High School classroom visits (8th Grade) Wenatchee Valley Tech Center field trip (8th Grade) SchoolLinks Onboarding for any missing students
September	March

<ul style="list-style-type: none"> ● 504 Annual Reviews (schedule meetings, collaborate with parents, student, and teachers) ● SchoolLinks Onboarding and CTE classroom presentations ● Parent Communications ● School counselor introductions in classrooms ● Hope Squad peer referrals ● Hope Squad parent meetings ● Conduct student and staff needs assessments 	<ul style="list-style-type: none"> ● Wenatchee High School Registration (8th Grade) ● Spring Conferences - appointment only ● Hope Squad weekly meetings ● Application workshops for WVTC and WSHS (8th Grade) ● Schedule 5th Grade Counselor Visits ● Finalize elective request forms
October	April
<ul style="list-style-type: none"> ● Parent/Teacher Conferences - all students ● 504 Annual Reviews (schedule meetings, collaborate with parents, student, and teachers) ● Hope Squad New Member meeting ● Hope Squad Retreat ● Hope Squad weekly meetings 	<ul style="list-style-type: none"> ● Hope Squad weekly meetings ● Counselor visits at elementary schools - Incoming 5th grade elective registration ● Elective registration for following year 7th and 8th grade ● Meet with admin to propose adjustments and finalize master schedule for following year
November	May
<ul style="list-style-type: none"> ● 504 Annual Reviews (schedule meetings, collaborate with parents, student, and teachers) ● Hope Squad weekly meetings 	<ul style="list-style-type: none"> ● Hope Squad weekly meetings ● Complete WHS registration for any missing students ● Meet in grade level content teams to start scheduling ● Begin scheduling for next year
December	June
<ul style="list-style-type: none"> ● Hope Squad weekly meetings 	<ul style="list-style-type: none"> ● Scheduling ● End of the year celebration/8th grade graduation ● 504 completion & folder exchange ● Summer School Registration

	<ul style="list-style-type: none"> • Transition meetings with elementary and high school counselors
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High School Level (9-12)

Annual Calendar at a Glance	
<p>Description: Annual calendars are developed, implemented and shared with stakeholders on the district website. Calendars are aligned with the program goals, vision, mission, and the planned use of time.</p>	
July	January
<p>No School</p>	<ul style="list-style-type: none"> • Schedule Corrections • Spring 504 Annual Reviews • Resend 504 plans to teachers • Concurrent credit registration • Schedule spring ASVAB • College admissions applications, recommendations along with scholarships • Assist with credit recovery process • Interventions for students failing • Meet deadlines as they come up for Schoolinks, Common App, College Bound and others • FAFSA Completion/Information
August	February
<ul style="list-style-type: none"> • Schedules for new students • Schedule corrections • Course leveling • Class meetings • Concurrent course registration • Distribute 504 plans to teachers • Individual counseling 	<ul style="list-style-type: none"> • Registration presentations, with career cluster and class specific information • Student registrations • Visit middle school 8th grade classes • Spring 504 Annual Reviews • Group Accuplacer test • Scholarship recommendations & letters • Interventions for students failing • Individual counseling • Meet deadlines as they come up

September	March
<ul style="list-style-type: none"> ● 504 Annual Reviews ● PSAT registration ● Schedule fall ASVAB ● FAFSA Night ● CollegeBound Scholarship information sent to all qualified students & address updates completed ● Interventions for failing students ● Individual counseling ● College admissions applications and recommendations ● Meet deadlines as they come up 	<ul style="list-style-type: none"> ● Registration cleanup ● Spring 504 Annual Reviews ● Scholarship recommendations/letters ● National Merit Celebration ● Interventions for students failing ● FAFSA Reminders ● Individual Counseling ● Graduation meeting with seniors ● Schedule Requests connected to career interests ● Bridge to WIA or WSHS
October	April
<ul style="list-style-type: none"> ● PSAT ● ASVAB ● Parent/Teacher Conferences ● Senior Class Presentation ● College/Trade/Military Recruiter Visits ● Senior Conferences ● Interventions for failing students ● 504 Annual Reviews ● Individual counseling ● College admissions applications and recommendations ● Sophomore career exploration lessons 	<ul style="list-style-type: none"> ● Registration clean up ● Intense interventions with seniors ● STAMP Testing ● Spring 504 Annual Reviews ● Scholarship recommendations/letters ● Interventions for students failing ● Individual counseling ● Running Start Info Night ● Nudge letters to parents/students
November	May

<ul style="list-style-type: none"> • Junior Class Meetings • 504 Annual Reviews • Interventions for failing students • Individual counseling • College admissions applications and recommendations • Meet deadlines as they come up for early decision college apps. • Sophomore career exploration lessons 	<ul style="list-style-type: none"> • Senior credit check • Graduation Info • 9-11 student interventions • Need Assessment - all grades • Summer school registration • 504 completion & folder exchange • End of year credit checks • Individual counseling
December	June
<ul style="list-style-type: none"> • Spring semester schedule cleanup • Schedule Senior events • 504 Annual Reviews • Failure conferences for RS • Interventions for students failing • Individual counseling • College admissions applications and recommendations • Meet deadlines as they come up for college apps. 	<ul style="list-style-type: none"> • Complete credit evaluations for next year <ul style="list-style-type: none"> • Reschedule failures • Scheduling cleanup • Resolve scheduling conflicts • Planning meeting for next school year <ul style="list-style-type: none"> • Summer school

Professional Competencies and Ethical Standards

Description	Link
Wenatchee School counselors review the ASCA professional standards and competencies annually.	Standards American School Counselor Association
Wenatchee School counselors abide by the ASCA Code of Ethics.	In the counseling world, using the ASCA model and following the Code of Ethics is the standard. The two groups help counselors design and align their work day to emphasize the greatest impact of student well-being and therefore their ability to learn and self-manage. In addition, ASCA helps

	<p>creates models and frameworks that keep the work in perspective and not allow operational items take over the direct services aspect of the work.</p>
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Component Three

Delivery/Deliver

Direct Services

Elementary Level (K-5)

Service	<i>At Least 80% Direct and Indirect Face to Face</i>
<p>Individual and Group Counseling</p>	<p>Data is reviewed to determine student needs. Interventions are based on the identified gaps in the school and student needs. Follow-up should occur to ensure students are continuing to develop the skills taught.</p> <p>Examples: Individual counseling, friendship groups, social/emotional groups, behavioral support, crisis response</p>
<p>Core Curriculum Lessons</p>	<p>Lessons are developmentally appropriate, based on ASCA standards, individual needs identified through school data review, and the associated goals that are created to address those needs. They also address the components of SB 5030</p> <p>Examples: bullying prevention, suicide awareness, conflict/resolution, self-regulation, character lessons</p>
<p>Orientation / Transition Programs</p>	<p>Students are provided support as they transition to middle school. Tour of their middle school.</p> <p>Meet with the Middle school counselor to transition 5th graders to middle school.</p> <p>Meet with local preschools to help support incoming kindergarteners.</p>

Academic Advisement / Student Goal Setting	<p>The counselor promotes understanding of the relationship between classroom performance/success.</p> <p>The counselor is a key member of the Student/Child Study Team.</p>
Social/Emotional (Mindsets/Behaviors)	<p>Counselors provide students with opportunities to develop skills in the areas of personal growth (problem-solving skills, mindfulness, and perseverance), personal understanding (self-awareness, strengths and weaknesses, critical thinking skills), interactions with others (appropriate treatment of others, building communication skills, how to seek assistance &/or offering help to others when needed), decision-making skills (considering personal beliefs, safety & situations, our actions have consequences, putting your best foot forward), and empathy (seeing others' perspectives, valuing others' feelings, appreciating diversity). Examples: school-wide initiatives, individual and group counseling sessions, modeling, classroom guidance lessons</p>
Parent Partnership	<p>School Counselors create, support, and maintain relationships with families, supporting agencies, and community members to ensure the best decisions possible are made for our students.</p>

Middle Level (6-8)

Service	<i>At Least 80% Direct and Indirect Face to Face</i>
Individual and Group Counseling	<p>Data is reviewed to determine student needs. Interventions are based on the identified gaps in the school and student needs. Follow-up should occur to ensure students are continuing to develop the skills taught.</p> <p>Delivery: Crisis intervention, academic support, behavioral support, social/emotional support, and helping students understand the role of attendance in school success</p>

<p>Core Curriculum Lessons</p>	<p>Lessons are developmentally appropriate, based on ASCA standards, individual needs identified through school data review, and the associated goals that are created to address those needs. They also address the components of the CSCP and SB 5030.</p> <p>Delivery: Character Strong Curriculum (SEL), SchoolLinks (Career/College Preparedness), Suicide Awareness and Prevention, Hope Squad (Suicide Prevention)</p>
<p>Orientation / Transition Programs</p>	<p>6th Grade Transition</p> <ul style="list-style-type: none"> ● 5th grade counselor visits ● 5th grade student tours ● 6th grade orientation - students and parents ● Open house <p>New Student Orientation</p> <ul style="list-style-type: none"> ● Registration ● Counselor interview ● Tours ● Peer-support <p>High School Transition</p> <ul style="list-style-type: none"> ● High School and Beyond Plan - School Links ● High School counselor visits ● Tours of WVTC and WSHS (upon request) ● High school counselor transition meetings
<p>Academic Advisement / Student Goal Setting</p>	<p>The counselor promotes understanding of the relationship between classroom performance/success and provides interpretation of educational assessment results to develop academic goals.</p> <p>Delivery: MTSS collaboration, Student Study Teams, individual or group counseling, facilitating academic success plans</p>
<p>Social/Emotional</p>	<p>Students engage in activities to promote social/emotional development through individual assessments and reflection. Social/emotional development may be addressed through individual and small group counseling interventions, as needed.</p> <p>Delivery: Classroom lessons, individual and group counseling, MTSS support, and Character Strong curriculum.</p>

Threat Assessment	Counselors are members of the Level I Threat Assessment Team and often a vital source of information on the well-being and emotional stability of the student(s) in question.
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Bullying Prevention & Responsive Services	<p>Bullying mandates are reviewed each year followed by classroom discussion of how to identify bullying behavior, appropriate interventions, and how to report observed bullying behavior.</p> <p>Delivery: Counselors provide a way for students to report concerns and facilitate meetings to address concerns and support students.</p>
Suicide Prevention & Responsive Services	<p>During orientations and culture building, students are provided information for accessing school counselors, outside counselors and crisis response support, and are encouraged to seek assistance if they or someone they know are struggling with social or emotional issues, including suicidal thoughts. Counselors work individually with students, make referrals for therapy and make referrals for risk assessments.</p> <p>Delivery: Hope Squad, Crisis Intervention</p>
Career Planning	<p>Guidance is offered for course selection designed to provide multiple career and academic options. Additionally, career fairs and internships are made available. Career Interest Inventory and decide on their career cluster in 8th grade.</p>
Accelerated Learning Opportunities	<p>Counselors promote accelerated learning opportunities available to students. Students are offered accelerated learning opportunities through enrollment in advanced courses and extra curricular opportunities.</p>

Parent Partnership	School Counselors create, support, and maintain relationships with families, supporting agencies, and community members to ensure that all stakeholders are provided with appropriate representation in decisions made within the school. Parent input regarding, building tours, new student orientation, Student Success Plans, volunteer opportunities, family interventions, and support.
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High School Level (9-12)

Service	<i>At Least 80% Direct and Indirect Face to Face</i>
Individual and Group Counseling	<p>Data is reviewed to determine student needs. Interventions are based on the identified gaps in the school and student needs. Follow-up should occur to ensure students are continuing to develop the skills taught.</p> <p>Examples: Academic support, behavioral support, Social/Emotional support, and helping students understand the role of HSBP in post-secondary success.</p>
Core Curriculum Lessons	<p>Lessons are developmentally appropriate, based on ASCA standards, individual needs identified through school data review, and the associated goals that are created to address those needs. They also address the components of the CSCP and SB 5030.</p> <p>Examples: Career exploration and planning using Schoolinks; Bullying and Sexual Harassment prevention; and Suicide Awareness and Prevention; Course selections; Scholarship search and application; College application process; College admissions test practice and preparation.</p>

<p>Orientation / Transition Programs</p>	<p>Spring of eighth grade, students visit the high school campus in preparation for transition. Parent information meetings are held and orientation is conducted for incoming ninth graders.</p>
<p>Academic Advisement/ Student Goal Setting</p>	<p>Students review academic progress and credit checks each semester. Students develop HSBP and log progress toward meeting those goals through Schoolinks accounts.</p>
<p>Social/Emotional</p>	<p>Students engage in activities to promote social/emotional development through individual assessments and reflection. Social/emotional development may be addressed through individual and small group counseling interventions, as needed.</p>
<p>Bullying Prevention & Responsive Services</p>	<p>Bullying mandates are reviewed each year followed by classroom discussion on how to identify bullying behavior, appropriate interventions, and how to report observed bullying behavior.</p>
<p>Suicide Prevention & Responsive Services</p>	<p>During orientations and culture building, students are provided information for accessing school counselors, social workers, and community support, and encouraged to seek assistance if they or someone they know are struggling with social or emotional issues, including suicidal thoughts. Counselors and social workers collaborate individually with students, make referrals for therapy and make referrals for risk assessments.</p>
<p>Career Planning</p>	<p>Individual conferences are held to review academic progress in light of intended career pursuits. Guidance is offered for course selection designed to provide multiple post-secondary options. Additionally, college and career fairs and internships are made available.</p>

<p>Accelerated Learning Opportunities</p>	<p>Counselors promote accelerated learning opportunities available to students. Students are offered accelerated learning opportunities through the College Board Advanced Placement Program and through our partnership with Wenatchee Valley Community College. Concurrent courses are offered on our high school campuses and WIA. Students have the opportunity to earn an Associate's Degree while in high school. Students can take courses through Wenatchee Technical Center to earn career and technical certifications while in high school.</p>
<p>Parent Partnership</p>	<p>School Counselors create, support, and maintain relationships with families, supporting agencies, and community members to ensure that all stakeholders are provided with appropriate representation in decisions made within the school. Parent input regarding, building tours, new student orientation, Student Success Plans, volunteer opportunities, family interventions, and support.</p>

Indirect Services

Elementary Level (K-5)

<p>Service</p>	<p><i>At Least 80% Direct and Indirect On Behalf of, Referral, Consultation</i></p>
<p>Staff Professional Development</p>	<p>School counselors provide professional development to staff members to improve students academic, career and/or social-emotional development.</p>
<p>Consultation</p>	<p>Consultations occur on behalf of a student. They can include interactions with parents or legal guardians, school staff, and community agencies concerning a student's behavior/discipline, academics, or attendance.</p>
<p>Referrals</p>	<p>Indirect services include referring a student for outside mental health services, making child maltreatment reports and child wellness checks.</p>

Decision-making Teams	<p>Serving as a contributing member of decision-making teams, which include without limitation:</p> <ul style="list-style-type: none"> ● Section 504 ● Student/Child Study Teams ● Response to Intervention (RTI) ● PBIS ● Team Meetings
Creating Plans and Coordinating Services	<ul style="list-style-type: none"> ● Creating behavior plans ● Completing fair-share Special Education Referrals ● Collecting SST data

Middle Level (6-8)

Service	<i>At Least 80% Direct and Indirect On Behalf of, Referral, Consultation</i>
Consultation	<p>Consultations occur on behalf of a student. They can include interactions with families, school staff, and community agencies concerning a student's behavior/discipline, academics, or attendance.</p>
Referrals	<p>Indirect services include referring a student for mental health services and making child maltreatment reports.</p>
Decision-making Teams	<p>Serving as a contributing member of decision-making teams, which include without limitation:</p> <ul style="list-style-type: none"> ● Section 504 ● Response to Intervention RTI ● Parental Involvement ● PBIS/MTSS Teams ● Student Study Team Meetings

High School Level (9-12)

Service	<i>At Least 80% Direct and Indirect On Behalf of, Referral, Consultation</i>
Consultation	Consultations occur on behalf of the student. They can include interactions with parents or legal guardians, school staff, and community agencies concerning a student's behavior/discipline, academics, or attendance.
Referrals	Indirect services include referring a student for school-based mental health services, other community supports, or making child maltreatment reports.
Decision-making Teams	Serving as a contributing member of decision-making teams, which include without limitation: <ul style="list-style-type: none"> ● Section 504 ● MTSS ● Parental Involvement ● Team Meetings

Career Planning

Middle Level (6-8)

- School Links Career Interest Inventory - career exploration, interest inventories, academic S.M.A.R.T goals career
- CTE classroom presentations by professionals and WHS staff
 - Business and Marketing
 - Agriculture and Animal Science
 - Family and Consumer Sciences
 - Health Science
 - Skilled & Technical Science & STEM
- CTE Field Trips - Exposure to high school career pathways and CTE professions
 - Business and Marketing
 - Agriculture and Animal Science
 - Family and Consumer Sciences
 - Health Science
 - Skilled & Technical Science & STEM

- College and Career Exploration Class - Orchard
- AVID Program
 - structured college preparatory system that provides direct support for first-generation college-goers. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

High School Level (9-12)

Counselors work with students annually to develop and maintain their High School and Beyond Plans to help students take ownership of their coursework and focus on post-secondary school success.

High School counselors meet with students to help them connect the importance of education, school attendance, classroom performance, and integrity of work. Through direct counseling, students understand the importance of goal setting and how to do so.

Schoollinks is the hub for housing students' academic, personal, and career goals; career interests, development and research; resume development, and exploration of personal strengths. The culmination of this work is the implementation of a post-secondary plan upon reaching high school graduation.

- 9th grade assigned tasks include:
 - Create Academic SMART Goal
 - Create a Personal/Social SMART Goal
 - View and Edit High School Course Plans
 - Build/Update Resume
 - Develop a 4-Year Academic Plan for High School

- 10th grade assigned tasks include:
 - Build/Update Resume
 - Complete Career Interest Profiler
 - Add careers to my list
 - View and Edit High School Course Plans
 - Complete Career Cluster Finder
 - Add career clusters to my list
 - Complete StrengthsExplorer
 - Create Academic SMART Goal
 - Develop a 4-Year Academic Plan for High School
 - Create a Personal/Social SMART Goal

- 11th grade assigned tasks include:

- Take SAT/ACT
- Build/Update Resume
- Complete Career Interest Profiler
- Add colleges to my list
- Add careers to my list
- View and Edit High School Course Plans
- Complete Career Cluster Finder
- Add career clusters to my list
- Create Academic SMART Goal
- Develop a 4-Year Academic Plan for High School
- Create a Personal/Social SMART Goal
- 12th grade assigned tasks include:
 - Take SAT/ACT
 - Build/Update Resume
 - Complete Career Interest Profiler
 - Complete college search
 - Add colleges to my list
 - Add careers to my list
 - Scholarship search
 - FAFSA Completion
 - Complete Career Cluster Finder
 - Add career clusters to my list
 - Create Academic SMART Goal
 - Create a Career SMART Goal
 - Complete Student Success Plan Checklist Survey
 - Create a Personal/Social SMART Goal
 - Complete Senior Survey

Intervention

Elementary Level (K-5)

Elementary School Counselors design/utilize proactive programs to increase the likelihood of graduation.

- Student/Child Study Teams
- Attendance monitoring
- Goal setting/Individual counseling
- Social Problem Solving
- Classroom guidance lessons
- Small Groups
- Middle school tours

- Collaborating with outside agencies
- Creating and implementing behavior plans

Middle Level (6-8)

Middle School Counselors design/utilize proactive programs to increase the likelihood of graduation.

- Schoollinks - career exploration, interest inventories, academic S.M.A.R.T goals career
- Behavior Intervention Plans - CICO, collaboration with district BCBA
- Attendance monitoring and intervention
- Classroom guidance - SEL (Character Strong)
- SEL prevention and intervention
- Restorative practices - restorative circles, teacher/student, student/student, administrator/student
- Classroom Support - behavior, academics, SEL
- Drug/alcohol prevention, intervention and cessation support
- MTSS Student Study Teams - team approach to intervention and student support
- Mental Health Referrals
- Referrals to community resources
- Section 504 referrals, monitoring, and support
- Parent/Student/Staff conferences

High School Level (9-12)

High School Counselors design/utilize proactive strategies to increase the likelihood of graduation.

- Schoollinks (career exploration, interest inventories, academic S.M.A.R.T goals
- Student Success Plans
- Behavior Intervention Plans - CICO, collaborations with interventionists
- Attendance monitoring
- Goal setting
- Classroom guidance
- Career days and other events
- College/University/Trade school tours
- Military Recruitment Visits
- MTSS - team approach to intervention and student support
- Mental Health Referrals
- Referrals to community resources
- Section 504 referrals, monitoring, and support

- Parent/Student/Staff conferences

Component Four

Accountability/Assess

Program Assessment

Through analysis of school counseling program data, school counselors measure differences in students' behavior, achievement, and attendance to illustrate the value and impact of a CSCP as well as to guide future action and improve results for all students.

Data Tracking

Disclaimer: Most of our data tracking will occur during the 2022/23 school year as each grade level and building teams map out their goals and progress monitoring tools. More to come at the review stage for the initial year.

Elementary Level (K-5)

Elementary school counselors will utilize organizational assessments and tools that are reflective of the school's needs to include:

- School counselor competency and program assessments
- Use-of-time assessment
- Annual Administrator/Counselor Agreements
- SST meetings
- Use of data through annual and weekly calendars
- Core counseling curriculum (small group and closing-the-gap action plans)
- Office Discipline Referrals

Middle Level (6-8)

Middle school counselors will utilize organizational assessments and tools that are reflective of the school's needs to include:

- School counselor competency and program assessments
- Use-of-time assessment
- Annual Administrator/Counselor Agreements
- MTSS Student Study meetings
- Use of data through annual and weekly calendars
- Core counseling curriculum (small group and closing-the-gap action plans)

High School Level (9-12)

High school counselors will utilize organizational assessments and tools that are reflective of the school's needs to include:

- School counselor competency and program assessments
- Use-of-time assessment
- Annual agreements
- SST meetings
- Use of data through annual and weekly calendars
- Core counseling curriculum (small group and closing-the-gap action plans)

Program Results

Disclaimer: Data will be shared in board presentation in June of each year.

Elementary Level (K-5)

Program Results will be entered in the spring of 2023
-Use of time data
-CSCP goal
-Add the Closing the Gap goal for 23/24

Middle Level (6-8)

Program Results will be entered in the spring of 2023
-Use of time data

- CSCP goal
- Add the Closing the Gap goal for 23/24

High School Level (9-12)

- Program Results will be entered in the spring of 2023
- Use of time data
- CSCP goal
- Add the Closing the Gap goal for 23/24

Evaluation and Improvement

Elementary Level (K-5)

- Evaluation and Improvement plan will be entered after goal setting in the fall of 2022
 - All plans have been submitted and live in a folder with the Assistant Executive Director of Learning and Teaching
 - Highlights will be shared with the School Board in June 2023

Middle Level (6-8)

- Evaluation and Improvement plan will be entered after goal setting in the fall of 2022
 - All plans have been submitted and live in a folder with the Assistant Executive Director of Learning and Teaching
 - Highlights will be shared with the School Board in June 2023

High School Level (9-12)

- Evaluation and Improvement plan will be entered after goal setting in the fall of 2022
 - All plans have been submitted and live in a folder with the Assistant Executive Director of Learning and Teaching
 - Highlights will be shared with the School Board in June 2023

Component Five

Administrative Activities

Elementary Level (K-5)

Service	Description: <i>No more than 10% Coordination, Chair, Duties</i>
Coordination of Programs and Data Input	All Elementary Counselors <u>Coordinate programs</u> including but not limited to: <ul style="list-style-type: none"> ● Section 504 Plans ● District PLC ● Administrative Meetings ● Professional Development ● Team meetings with parents and teachers
Chairing Committees and Meetings	Chairing 504 meetings Student Study Teams
Duties	None - ASCA standards do not support counselors having assigned duty.
Non-School Counseling Duties	

Middle Level (6-8)

Service	Description: <i>No more than 10% Coordination, Chair, Duties</i>

<p>Coordination of Programs</p>	<p>Coordination of programs varies by school. Programs include:</p> <ul style="list-style-type: none"> ● Parental Involvement ● Section 504 ● District middle school counselors PLC ● SchoolLinks ● Student Success Plan ● Administrative Meetings ● Professional Development presentations on mandated topics within the counseling domain ● Lesson Planning
<p>Chairing Committees and Meetings</p>	<ul style="list-style-type: none"> ● Chairing 504 conferences ● Student Study Team meeting
<p>Duties</p>	<ul style="list-style-type: none"> ● Responsible for data entry, scheduling, or creating master schedules.
<p>Non-School Counseling Tasks</p>	<ul style="list-style-type: none"> ● Lunch Supervision (1.5 hours per day) ● Before school or afters school supervision

High School Level (9-12)

Service	Description: <i>No more than 10% Coordination, Chair, Duties</i>
Coordination of Programs and Data Input	Coordination of programs including but not limited to: <ul style="list-style-type: none"> ● Parental Involvement ● Section 504 ● District PLC ● Schoolinks ● Student Success Plan ● Course Selection Process/Planning ● Master schedule requests ● Application recommendations: job, college admissions, scholarships ● Administrative Meetings ● Professional Development ● Lesson Planning
Chairing Committees and Meetings	Chairing 504 conferences
Duties	ASCA standards do not support counselors having assigned duty.
Non-School Counseling Duties	