



Comprehensive School Counseling Program

**Transitional Implementation Plan
2022-23**



Everett Public Schools

Comprehensive School Counseling Plan

Background

School counselors provide universal learning supports for all students, often positioned to be the first school-employed professional to recognize and address students' social/emotional, career, and academic needs. They function as advocates, collaborators, and leaders to bring about the systemic changes necessary to provide an equitably administered Comprehensive School Counseling Program (CSCP) aligned with the district's vision, mission, and school improvement goals. School counseling staff demonstrate their commitment to promoting equitable student outcomes by examining their own personal biases and engaging in professional development to recognize and break patterns of bias. They also authentically engage with their 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.

Purpose

The Everett Public Schools Comprehensive School Counseling Program (CSCP) is designed to meet the needs of all students at all levels. In alignment with the American School Counselor Association (ASCA) national model, it has a developmental focus and proactive approach including preventative activities, crisis response, planned curriculum and instruction, program management, and an emphasis on teamwork. It is accountable and undergoes continual evaluation and adjustment to remain current. The CSCP is an integral part of students' daily educational environment, and school counselors are partners in student achievement.

Mission

To provide a comprehensive school counseling program as an essential part of education for ALL students at ALL levels to facilitate student development in academic, career, and personal/social domains. This will promote responsible, productive citizenship and lifelong learning.

Beliefs

The Everett Public Schools Comprehensive School Counseling Program is based upon:

- Alignment with the American School Counselor Association (ASCA) National Model and the ASCA Professional Code of Ethics
- The belief that School Counseling is an essential educational program
- Continual analysis of data and use of evidence-based best practices
- Curriculum to meet the assessed needs of all students at all educational levels
- Equitable programs for individuals inclusive of all gender, race, ethnicity, cultural background, sexual orientation, ability, socioeconomic status, citizenship status, learning ability level, and language.
- Measurable student competencies essential to effective functioning and consistent with each developmental level

- Increasing an individual's understanding of his/her strengths and interests, and their relationship to high school readiness, college readiness, career readiness, and life readiness
- Increasing understanding of social issues such as diversity, equity, harassment, drug/alcohol abuse, and other issues in the educational and work setting, and in the community
- Collaboration with the entire school community and the community at large
- Required professional development to maintain quality programs
- Continuously evaluation and refinement through systemic planning, design, implementation, and data review

Program Components

The Everett Public Schools Comprehensive School Counseling program organizes the work of professional school counselors into four program components:

Guidance Curriculum consists of structured developmental experiences presented systematically through classroom and group activities.

Individual planning assists all students to plan, monitor, and manage their own academic, career, and personal development.

Responsive services meet the immediate needs and concerns of students, and link students and families to community resources.

System Support consists of management activities that establish, maintain, and enhance the total Comprehensive School Counseling Program.

Professional Development

Everett Public Schools K-12 professional school counselors meet monthly for professional development designed to further the implementation of the Everett Public Schools counseling plan, and to provide opportunities for continued alignment to the district's mission and initiatives, and development of counselors' professional skills. The three-hour sessions include, among other topics, alignment with the ASCA Model, presentations from community agencies, further development of the guidance curriculum, and peer/level meetings.

Everett Public Schools K-12 professional school counselors participate in additional professional development opportunities with their school staffs, through district professional development opportunities, and by attending conferences offered by state and national school counselor organizations.

Comprehensive School Counseling Program Transition Plan

District Name:

Everett Public Schools

Prepared By:

Dave Peters

School Year:

2022-23

SSB 5030, requiring the development of Comprehensive School Counseling Program Plans, specifies that a **transition plan** be created and adopted by the school board, with implementation beginning during the 2022–23 school year.

Transition Plan Components

Section 1: Use of Standards

A comprehensive school counseling program uses state and nationally recognized counselor frameworks and is systemically aligned to state learning standards.

District Self-Assessment & Template Section References: Section 1.1

Considerations for Districts:

- Alignment with district's Strategic Goals
- Collaboration with school counselors regarding the incorporation of standards
- Professional development around school counseling standards

Desired State of Expectations/Structures

What will this component look like once full implementation is achieved?

Full implementation is achieved when all schools have an identifiable set of mindsets and behaviors targeted in their CSCP plan and their CSCP components reflect these mindsets and behaviors.

Tools:

- ASCA Student Standards ([Mindsets & Behaviors for Student Success](#))
- [Washington Social Emotional Learning Standards, Benchmarks, & Indicators](#)
- Integrates supports from the [Washington MTSS Framework](#)

Transition Action Plan

What steps will the district engage in to incorporate the Use of Standards components in the Comprehensive School Counseling Program plan?

The EPS school counselors will meet monthly for professional development, collaboration, and planning toward the implementation of the CSCP to address

- Social/Emotional Development
- Academic Development
- Career Readiness

District Level

Professional development around school counseling standards- mindsets and behaviors.

Building Level

Time will be allocated during district school counseling meetings to assess and identify mindsets and behaviors.

- **Review.** School counselors will review current mindsets and behaviors that are being targeted through school counseling program.
- **Identify.** School counselors will identify gaps in ASCA National Model mindsets and behaviors that are not currently targeted but align with school mission/vision and needs.
- **Develop.** School counselors select specific mindsets and behaviors to focus on in their building CSCP through the lens of equitable, ethical, and inclusivity. School counselors will outline a set of mindsets and behaviors for each grade level.

	<ul style="list-style-type: none"> ○ Incorporate: School counselors will incorporate newly identified ASCA National Model mindsets and behaviors into their overall CSCP.
Partners Involved <i>Which partners will be engaged in this portion of CSCP implementation?</i>	<ul style="list-style-type: none"> - School Counselors - School Administrators - District Counseling Advisory Team - District MTSS Team
Timeline toward full Implementation <i>What incremental steps during the 2022-23 school year will your district take to ensure full implementation of this component by the 2023-24 school year?</i>	<p>2022-23</p> <ul style="list-style-type: none"> ○ The EPS district CSCP transition plan will be presented to the school board on 7/5/22 ○ A District Counselor Advisory Team (District Level Team) will be created Fall of 2022 ○ Professional development for counselors on the ASCA student standards and the WA MTSS framework throughout monthly district meetings ○ Time to review, identify, develop, and incorporate mindsets and behaviors into CSCP during district counselor meetings <p>2023-24</p> <ul style="list-style-type: none"> ○ Annual reviews of mindsets and behaviors during district counselor meetings

Section 2: Use of Data

A comprehensive school counseling program provides a process for identifying student needs through a multilevel school data review and analysis that includes, at a minimum, use-of-time data, program results data, and data regarding communication with administrators, parents, students, and stakeholders.

District Self-Assessment & Template Section References: Sections 2.1-2.4

Considerations for Districts:

- Alignment with district's Strategic Goals
- Collaboration with school counselors regarding how data will be used to inform the identification of student needs
- Professional development around use-of-data
- Collaboration with district data support teams to procure necessary data

Desired State of Expectations/Structures <i>What will this component look like once full implementation is achieved?</i>	<p>District-level expectations and structures are in place to support sites in gathering, evaluating, and implementing:</p> <ul style="list-style-type: none"> - Use-of-time data - Program results data - Data regarding communications with administrators, families, students, and stakeholders - Annual CSCP review and assessment process that includes building administrators and stakeholders
Transition Action Plan <i>What steps will the district engage in <u>to incorporate data</u> into the delivery of the Comprehensive School Counseling Program plan?</i>	<p>Use-of-Time Data</p> <ul style="list-style-type: none"> ○ Review methods to documenting use of time including ASCA National Model Use of Time Assessment (spend 1 week in the Fall and 1 week in the Spring estimating number of hours counselors spend engaged in direct and indirect student services) ○ Pilot Use of Time Assessment <p>Program Results Data</p>

- Professional development on Results Reports: curriculum results reports, small-group results reports, and closing the gap results reports including (1) how to collect process, perception and outcome data and (2) how to analyze data
- Practice and pilot Results Reports at the building level. Share out with other district level school counselors.

Communications Data

The District Counseling Advisory Team will collect and analyze data regarding communication needs in our school counseling programs including:

- Areas of improvement in communication with key stakeholders: parents, students, community members, staff
- Areas of improvement specifically for multilingual families
- Supports/resources needed

Annual Review & Assessment Data

- **Review.** At the building level, school counselors and key stakeholders will review components of CSCP and assess/evaluate their school counseling program to ASCA National Model to identify where gaps between ideal CSCP components and current practices exist.
- **Identify.** Based on building level evaluation, school counselors identify gaps between current practices in knowledge and implementation of the CSCP components. School counselors will also evaluate for barriers to full implementation of CSCP.
- **Compile.** Data is compiled at the district level and needs are identified.
- **Develop.** School counselors will participate in professional development during counseling meetings to 1) enhance knowledge of CSCP components and competencies that are not currently in practice or well understood and 2) to develop and build on an improved CSCP.

Once current CSCP practices are reviewed, identified, and compiled, school counselor professional development will be designed and implemented to support transition to a more robust CSCP. Each school will identify a set of components that 1) are implemented with full fidelity, 2) in progress, and 3) not yet an intentional focused. Full implementation is achieved when most components are fully implemented or in progress prior to 2024-25.

The District Counseling Advisory Team will be tasked to determine supports and resources needed for full implementation of a CSCP.

School Counselor Performance Appraisal

- District Counseling Advisory Team will determine best method and format for school counselor appraisal.
- School counselors will self-assess their own mindsets and behaviors to inform their professional development and annually participate in a school counselor performance appraisal with a qualified administrator. This will first be piloted by a sample of school counselors.

Summary

This multi-level school data review and analysis process will align with existing school and district Multi-Tiered Systems of Support (MTSS) data-based decision-making processes. Incorporating school counseling data and interventions into the school's and district's MTSS will coordinate student supports.

Partners Involved <i>Which partners will be engaged in this portion of CSCP implementation?</i>	The annual program review & assessment is implemented by certified school counselors or other qualified Education Staff Associates. Feedback will also be collected and considered from: <ul style="list-style-type: none"> - School Administrators - District Counseling Advisory Team
Timeline toward full Implementation <i>What incremental steps during the 2022-23 school year will your district take to ensure full implementation of this component by the 2023-24 school year?</i>	2022-23 <ul style="list-style-type: none"> ○ Review and assessment of CSCP to determine gaps and barriers to full implementation of CSCP at every level ○ Continued discussion around use of time tracking ○ Research and identify school counselor performance appraisal method and assessment 2023-24 <ul style="list-style-type: none"> ○ Review and assessment of CSCP to determine gaps and barriers to full implementation of CSCP at every level ○ PD and practice on Results Report ○ Pilot Use of Time Assessment ○ Implement school counselor performance appraisal

Section 3: Use of Time

School counselors or other educational staff assigned to implement CSCPs must allocate at least 80% of their work time to providing direct and indirect services to benefit students, as aligned with national school counseling standards.

District Self-Assessment & Template Section References: Sections 3.1 and 3.2

Considerations for Districts:

- Collective bargaining agreements/contracts and the allowable activities detailed within them
- Staffing considerations related to who will be providing which services considering the suggestions for use of school counselor time
- Professional development around use-of-time and effective teaming between school counselors and building administrative staff
- Stipends for staff to provide services that do not fall into the recommended use-of-time duties of school counselors

Desired State of Expectations/Structures <i>What will this component look like once full implementation is achieved?</i>	<ul style="list-style-type: none"> - School counselors dedicate 80% of their time to providing direct and indirect services to benefit students, aligned with the ASCA standards <ul style="list-style-type: none"> ○ Teaching, co-teaching, and/or organizing lessons aligned to standards that address social/emotional development, academic development, and/or career/college readiness <ul style="list-style-type: none"> ▪ ASCA's Student Mindsets and Behaviors Standards ▪ Washington SEL Standards ▪ P-12 career exploration and preparation that expands students' understanding of career options, in-demand skills, and post-secondary opportunities for further education and training ○ Providing short-term counseling and crisis intervention focused on mental health or situational concerns such as grief or difficult transitions ○ Facilitating small groups focused on instruction and activities designed to improve student success ○ Providing referrals to school and community resources ○ Consulting with parents/guardians and other staff ○ Providing academic advising and supports that can be differentiated to meet students' unique learning needs and to reach their academic goals
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	<ul style="list-style-type: none"> - Building administrators are aware of the suggested work-time allocation for school counselors and work with their school counseling team to ensure clarity of the school counselor's role - School counselors are engaging in students support activities for most of their time that directly impacts students - School counselors and building administrators will be engaging in annual meetings to ensure alignment between school counseling tasks and building priorities
Transition Action Plan <i>What steps will the district engage in to ensure that school counselors are able to use their time effectively and appropriately (according to use-of-time guidelines)?</i>	<ul style="list-style-type: none"> - The district will train administrators and school counselors around the 80/20 suggested time-allocation <ul style="list-style-type: none"> o <i>Direct Services</i> are in-person interactions between CSCP staff and students that help students improve achievement, attendance, and discipline (for example: instruction, appraisal, advisement, and counseling) o <i>Indirect Services</i> are provided on behalf of students to enhance student achievement and promote equity and access for all students (for example: collaboration, consultation, student advocacy, and referral) o <i>Program Planning and Support</i> includes the 20% of time used to plan and prepare, which includes activities such as analyzing data, goal setting, lesson planning, developing an annual calendar, and the annual administrative conference o <i>Work Time</i> is the portion of an employee's contracted hours for which they are contracted to implement the CSCP - Building administrators will engage in training around effective teaming to ensure productive partnerships with their school counseling team - District Counseling Advisory Team will collaborate around the 80/20 suggested time-allocation and determine barriers to reaching this suggested use of time - District Counseling Advisory Team will review methods to documenting use of time including ASCA National Model Use of Time Assessment (spend 1 week in the Fall and 1 week in the Spring estimating number of hours counselors spend engaged in direct and indirect student services) - Use of Time Assessment and other tools identified by the District Counseling Advisory Team will be piloted for best fit
Partners Involved <i>Which partners will be engaged in this portion of CSCP implementation?</i>	<ul style="list-style-type: none"> - School counselors - Other ESA staff who can assist in the delivery of student services - District-level school counseling supervisors - Building-level administrators - District Counseling Advisory Team
Timeline toward full Implementation <i>What incremental steps during the 2022-23 school year will your district take to ensure full implementation of this component by the 2023-24 school year?</i>	<p>2022-23</p> <ul style="list-style-type: none"> o The district will train administrators and school counselors around the 80/20 suggested time-allocation o Building administrators will engage in training around effective teaming to ensure productive partnerships with their school counseling team o District Counseling Advisory Team will identify tools for use of time tracking to aid counselors in practice <p>2023-24</p> <ul style="list-style-type: none"> o School counselors will track time using at least one of the tools identified by the District Counseling Advisory Team

Section 4: Use of Personnel

The CSCP must be implemented by school counselors or other educational staff associates for the purpose of guiding students in academic pursuits, career planning, and social-emotional learning.

District Self-Assessment & Template Section References: Sections 4.1 and 4.2

Considerations for Districts:

- Collective bargaining agreements/contracts and the allowable activities detailed within them
- Staffing considerations related to who will be providing which services considering the suggestions for use of school counselor time
- Professional development around use-of-time and effective teaming between school counselors and building administrative staff
- Stipends for staff to provide services that do not fall into the recommended use-of-time duties of school counselors

Desired State of Expectations/Structures <i>What will this component look like once full implementation is achieved?</i>	District-level expectations and structures are in place to ensure that: <ul style="list-style-type: none">- Credentialed school counselors or other qualified ESA staff implement the CSCP for the purpose of guiding students in their academic pursuits, career planning, and social/emotional development.- The districtwide CSCP is supported centrally by the district- The role of the school counselor is framed by “from/to” principles including:<ul style="list-style-type: none">o Reactive → Proactive/data-driveno Services to some → Program for allo Impact measured via feelings and perceptions → Impact measured via achievement, attendance and behavior datao Ancillary role to school improvement process → Essential role in the school improvement processo Work in isolation → School counselors as school leaders to develop, manage and evaluate the comprehensive school counseling program- The district will provide school counselors with a minimum of six (6) hours per year of professional collaboration.
Transition Action Plan <i>What steps will the district engage in to ensure that the appropriate ESA-certified staff are available and able to implement the CSCP?</i>	Currently in EPS, 100% of the practitioners implementing the CSCP are credentialed school counselors and/or other qualified ESA staff <ul style="list-style-type: none">o The EPS Human Resources Department and applicable district/building leaders will ensure that hiring practices and assignments maintain this standardo Practitioners will advocate for support from one another and seek CSCP implementation support from the district, ESD, and state
Partners Involved <i>Which partners will be engaged in this portion of CSCP implementation?</i>	<ul style="list-style-type: none">- School Counselors- District Leadership<ul style="list-style-type: none">o EPS Human Resources Departmento Director of Student Support Serviceso District Counseling Advisory Teamo District MTSS Facilitators and Social Workers- School-Level Supports (as applicable)<ul style="list-style-type: none">o Building-level administratorso School Psychologistso Student Support Advocateso Drug and Alcohol Intervention Specialists

Resources

- OSPI Staff
 - [Megan LaPalm](#), Program Supervisor for Elementary School Counseling
 - [Brittini Thompson](#), Program Supervisor for Secondary School Counseling
- OSPI Resources:
 - [OSPI Comprehensive School Counseling Programs Website](#)
 - [District Self-Assessment Template](#)
 - [CSCP Model Policy](#)
 - [CSPC Model Procedure](#)
 - [CSCP Plan Model Resolution](#)