**The Darrington School District’s PK-12 Comprehensive School Counseling Program (CSCP)**

**Component #1: Alignment with State and National Standards**

The CSCP addresses students’ Social/Emotional Development, Academic Development, and Career Readiness. These domains will align to state and national learning standards.

* **Academic Development**
  + Promote strategies and activities for elementary, middle, and high school counseling that optimize the learning potential of each learner and support the relationship between academic development and readiness for career, college, and life. Staff assigned to implement the CSCP will incorporate 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.
    - This will include utilizing data to understand student needs, providing school counseling classroom, group and individual interventions, working to remove systemic barriers for students, ensuring all students have the opportunity to develop academic goals at all grade levels reflecting their abilities/academic interest, and supporting student’s ability to access appropriate rigorous, relevant coursework and experiences.
    - This will include learning for students aligned with the [ASCA Student Standards: Mindsets & Behaviors for Student Success](https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/Mindsets-Behaviors.pdf).
* **Career Development**
  + Assist students in the early exploration and development of their postsecondary plan and goals. Staff assigned to implement the CSCP will incorporate strategies and activities to support and maximize each student’s ability to understand the connection between school and 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.
    - This will include introducing careers and the world of work beginning in lower elementary grades, providing learning and experiential opportunities for student to acquire behaviors and sills for career readiness, advising students on multiple postsecondary pathways, supporting students with the development of the High School and Beyond Plan (HSBP), and collaborating with administration, staff to create a postsecondary-readiness and technical training/college going culture.
    - Recognize that social emotional development is integral to building the foundational skills students need to make decisions that will prepare them for their career and postsecondary goals.
* **Social Emotional Development**
  + Provide a proven foundation of social-emotional growth that helps students manage their emotions and develop effective interpersonal skills. Staff assigned to implement the CSCP will incorporate strategies and activities to support and maximize each student’s ability to manage emotions, learn and apply interpersonal skills, and maintain positive mental health.
    - This will include learning for students aligned with the [American School Counselor Association (ASCA) Student Standards: Mindsets & Behaviors for Student Success](https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/Mindsets-Behaviors.pdf).
    - This will include learning for students aligned with the [WA State K-12 SEL Learning Standards and Benchmarks](https://www.k12.wa.us/sites/default/files/public/studentsupport/sel/pubdocs/Appendix%20O%20Washington%20SEL%20Standards%20Annotated%20Bibliography%20WA%20Standards%20and%20Benchmarks.pdf).
    - This will include supporting and leading all building personnel with implementation of district adopted curriculum designed for Social Emotional Learning:
      * Kindergarten - 5th Grade: PurposeFull People
      * 6th – 8th Grade: Character Strong
      * 9th - 12th Grade: School Connect

**Component #2: Provide a Process for Identifying Student Needs**

The CSCP will include a multi-tiered process of data review and analysis to identify student needs.

* **Use-of-time Data**
  + Quarterly, staff assigned to implement the CSCP will evaluate a breakdown of time spent providing direct (80%) and indirect (20%) student services, program planning and school support, and non-school counseling tasks using the [ASCA Use of Time Template](https://www.schoolcounselor.org/About-School-Counseling/ASCA-National-Model-for-School-Counseling-Programs/Templates-Resources), or other district designated tool.
* **Program Results Data**
  + Staff assigned to implement the CSCP will collect and review program results data through the following measures: Process Data, Perception Data, and Outcome Data. This data collected will be shared with the administration at the end of each semester.
    - This will include the use of surveys and post-strategy tools to identify perception data.
    - This will include the use of the [ASCA Classroom and Group Mindsets & Behaviors Action Plan](https://www.schoolcounselor.org/About-School-Counseling/ASCA-National-Model-for-School-Counseling-Programs/Templates-Resources), or other district designated tool.
    - This will include the use [of ASCA Annual Student Outcome Goal Plans](https://www.schoolcounselor.org/About-School-Counseling/ASCA-National-Model-for-School-Counseling-Programs/Templates-Resources), or other tools to identify outcome data.
* **Data Regarding Communications** 
  + Staff assigned to implement the CSCP will collect and review data related to communication with administrators, families, students, and community partners.
    - Data will include forms of communication and which forms were most successful with administration, staff, families and students; sources of student voice are being utilized to inform CSCP services; communication needs that still may need to be met.
    - This data will be collected at the end of each semester and summarized by the ASCA Use of Time Template, or other district designated tool, and will be shared with the administration.

**Component #3: Delivery of Direct and Indirect Services**

Counseling services will be delivered using the Multi-Tiered Systems of Support (MTSS) model.

* **Evidence Based Practices**
  + CSCP will use evidence based practices, team driven shared leadership, and family and student community engagement described in the [MTSS WA State Framework](https://www.k12.wa.us/sites/default/files/public/cisl/iss/pubdocs/WA%20MTSS%20Framework%20Publication_final.pdf).
* **MTSS Model**
  + Tier One counseling programs are provided to all students across the district including, but not limited to: supporting SEL delivery among all grade levels and collaboration with district personnel to deliver student centered academic and career guidance.
    - Tier Two is additional support, in addition to Tier One, to address identified deficiencies, missed opportunities, or needs within groups of students. May include, but not limited to: individualized classroom lessons, small groups, consultation about interventions and supports, peer mediation.
    - Tier Three is intensified, short-term support for a few students. Tier Three may be appropriate for students who:
      * Need individual academic and career exploration guidance
      * 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

**Component #4: Annual Review and Assessment**

An annual review and assessment process of the CSCP that includes building administrators and stakeholders.

* **Identify Student Needs** 
  + During the review, explain the data collected to identify student needs that drive the interventions and supports during the year using the following two [templates](https://www.schoolcounselor.org/About-School-Counseling/ASCA-National-Model-for-School-Counseling-Programs/Templates-Resources), or other district designated tool will be used:
    - Classroom and Group Mindsets & Behaviors Action Plan
    - Closing-the-Gap Results Report
* **District and Site Level Self-Assessments**
  + [OSPI District Self-Assessment Tool](https://www.google.com/url?client=internal-element-cse&cx=006237070161275942077:ua7ttvn4j6u&q=https://www.k12.wa.us/sites/default/files/public/bulletinsmemos/bulletins2021/Comprehensive-School-Counseling-Program_District-Self-Assessment-Template.docx&sa=U&ved=2ahUKEwj3_OCa2IX5AhXIBDQIHbu1CQMQFnoECAYQAQ&usg=AOvVaw37Kgls1pTavL3kZrogj_Xk)
  + [School Counseling Program Assessment](https://www.schoolcounselor.org/About-School-Counseling/ASCA-National-Model-for-School-Counseling-Programs/Templates-Resources)
* **Assess Program Effectiveness** 
  + This will include all of the data collected including, but not limited to participation, mindsets/behaviors, and student outcomes. The following tool, or other district designated tool will be used.
    - [ASCA Annual Administrative Conference](https://www.schoolcounselor.org/About-School-Counseling/ASCA-National-Model-for-School-Counseling-Programs/Templates-Resources)
  + Data to consider may include participation, mindsets and behaviors changes, and student outcomes, including but not limited to, changes in attendance, discipline rates, postsecondary pathway attainment, grades, course choices and behavior across all student groups.