Lake Washington School District
Comprehensive School Counseling Program

Purpose and Background:

During the 2021 legislative session, the Legislature passed Substitute Senate Bill (SSB) 5030, which was the result of a multi-year effort by the Washington School Counselor Association (WSCA) and other statewide advocates to clarify the role of the school counselor in alignment with current best practices. SSB 5030 requires districts to develop and implement a comprehensive school counseling program (CSCP) for all schools within the district that addresses students' social/emotional, academic, and career development in alignment with the American School Counselor Association (ASCA) National Model.

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 CSCP aligned with the district's vision, mission, and school improvement goals. In alignment with ASCAs ethical standards for school counseling, practitioners will deliver services in a universally accessible, strengths-based, and unbiased manner. 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.

([OSPI Bulletin NO. 083-21 Elementary Education and Early Learning and Secondary Education and Pathway Preparation](#))

The written plan for a Comprehensive School Counseling Program (CSCP) must include the following:

1. Related state and national model standards that align with the three domains.
2. Multi-level school data review
3. Explanation of how direct and indirect services will be delivered through the CSCP.
4. An annual review and assessment process for the CSCP.

Lake Washington School District Mission:
Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society.

District Vision: Every Student Future Ready
- Prepared for college
- Prepared for the global workplace
- Prepared for personal success

Student Services Department Mission Statement:
Our mission is to ensure each student attending Lake Washington School District feel:
They **matter** to our community. We take pride in knowing each student's name, strengths, needs, and aspirations.
They **belong** to our community. Our schools thrive when each student can contribute in a meaningful way.
They are **safe** within our community. Staff and students take responsibility in nurturing both the physical and psychological health of others and themselves.

School counselors are advocates, leaders, collaborators, and consultants who create systemic change by providing equitable educational access and success. School counselors demonstrate their belief that all students can learn by advocating for an education system that provides optimal learning environments for all students (ASCA, 2016). In addition, school counselors work to help close achievement, opportunity, attainment, and funding gaps in their schools, district, and communities. School counselors are mindful of school and community perceptions of the treatment of underrepresented groups and understand the importance of collaboration with school and community groups to help all students succeed (ASCA, 2018).

Program Foundation

The Lake Washington School District's Comprehensive School Counseling Program systemically aligns with the American School Counselor Association. The foundation of our program is built upon ASCA's standards for students and professional school counselors which are defined in the *Mindsets and Behavior Standards for Student Success* and *School Counselor Professional Standards and Competencies.* School Counselors utilize these standards to guide and support students in the following three Domains: **Academic Development, Career Development and Social Emotional Development**.

The ASCA Student Standards: Mindsets & Behaviors for Student Success, describe the knowledge, attitudes and skills students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts.

The Mindset Standards include standards related to the psychosocial attitudes or beliefs students have about themselves in relation to academic work. The Behavior Standards include behaviors commonly associated with being a successful student.

ASCA Student Standards: Mindsets & Behaviors for Student Success K-12
College, Career, and Life-readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards
School counselors encourage the following mindsets for all students.
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being
M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment
M 3. Positive attitude toward work and learning
M 4. Self-confidence in ability to succeed
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
M 6. Understanding that postsecondary education and life-long learning are necessary for long-term success

Category 2: Behavior Standards		
School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:		
Learning Strategies	**Self-Management Skills**	**Social Skills**
B-LS 1. Critical-thinking skills to make informed decisions	**B-SMS 1.** Responsibility for self and actions	**B-SS 1.** Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks and problem solving	**B-SMS 2.** Self-discipline and self-control	**B-SS 2.** Positive, respectful, and supportive relationships with students who are similar to and

					different from them
B-LS 3.	Time-management, organizational and study skills	**B-SMS 3.**	Independent work	**B-SS 3.**	Positive relationships with adults to support success
B-LS 4.	Self-motivation and self-direction for learning	**B-SMS 4.**	Delayed gratification for long-term rewards	**B-SS 4.**	Empathy
B-LS 5.	Media and technology skills to enhance learning	**B-SMS 5.**	Perseverance to achieve long- and short-term goals	**B-SS 5.**	Ethical decision-making and social responsibility
B-LS 6.	High-quality standards for tasks and activities	**B-SMS 6.**	Ability to identify and overcome barriers	**B-SS 6.**	Effective collaboration and cooperation skills
B-LS 7.	Long- and short-term academic, career and social/emotional goals	**B-SMS 7.**	Effective coping skills	**B-SS 7.**	Leadership and teamwork skills to work effectively in diverse groups
B-LS 8.	Engagement in challenging coursework	**B-SMS 8.**	Balance of school, home, and community activities	**B-SS 8.**	Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9.	Decision-making informed by gathering evidence, getting others' perspectives, and recognizing personal bias	**B-SMS 9.**	Personal safety skills	**B-SS 9.**	Social maturity and behaviors appropriate to the situation and environment
B-LS 10.	Participation in enrichment and extracurricular activities	**B-SMS 10.**	Ability to manage transitions and adapt to change	**B-SS 10.**	Cultural awareness, sensitivity, and responsiveness

The ASCA School Counselor Professional Standards and Competencies outline the mindsets and behaviors that LWSD school counselors practice through the lens of helping to support all students in our collaborative mission to feel like they matter, belong, and feel safe within our community and that every student will graduate prepared to lead a rewarding and responsible life as a contributing member of our community and greater society.

The Mindset Standards include the belief school counselors hold about student's achievement and success. The Behavior Standards include essential behavior school counselors demonstrate through the implementation of a CSCP.

ASCA School Counselor Professional Standards & Competencies

MINDSETS
School counselors believe:

M 1. Every student can learn, and every student can succeed.

M 2. Every student should have access to and opportunity for a high-quality education.

M 3. Every student should graduate from high school prepared for postsecondary opportunities.

M 4. Every student should have access to a school counseling program.

M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders.

M 6. School counselors are leaders in the school, district, state, and nation.

M 7. School counseling programs promote and enhance student academic, career, and social/emotional outcomes.

BEHAVIORS

School counselors demonstrate the following standards in the design, implementation, and assessment of a school counseling program.

Professional Foundation	Direct and Indirect Student Services	Planning and Assessment
B-PF 1. Apply developmental, learning, counseling, and education theories	**B-SS 1.** Design and implement instruction aligned to ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group, and individual settings	**B-PA 1.** Create school counseling program beliefs, vision and mission statements aligned with the school and district
B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research, and trends in education	**B-SS 2.** Provide appraisal and advisement in large-group, classroom, small- group and individual settings	**B-PA 2.** Identify gaps in achievement, attendance, discipline, opportunity, and resources
B-PF 3. Apply legal and ethical principles of the school counseling profession	**B-SS 3.** Provide short-term counseling in small-group and individual settings	**B-PA 3.** Develop annual student outcome goals based on student data
B-PF 4. Apply school counseling professional standards and competencies	**B-SS 4.** Make referrals to appropriate school and community resources	**B-PA 4.** Develop and implement action plans aligned with annual student outcome goals and student data
B-PF 5. Use ASCA Mindsets & Behaviors for Student Success to inform the	**B-SS 5.** Consult to support student achievement and success	**B-PA 5.** Assess and report program results to the school community

implementation of a school counseling program		
B-PF 6. Demonstrate understanding of the impact of cultural, social, and environmental influences on student success and opportunities	**B-SS 6.** Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success	**B-PA 6.** Use time appropriately according to national recommendations and student/school data
B-PF 7. Demonstrate leadership through the development and implementation of a school counseling program		**B-PA 7.** Establish agreement with the principal and other administrators about the school counseling program
B-PF 8. Demonstrate advocacy for a school counseling program		**B-PA 8.** Establish and convene an advisory council for the school counseling program
B-PF 9. Create systemic change through the implementation of a school counseling program		**B-PA 9.** Use appropriate school counselor performance appraisal process

School Counseling Domains include academic, career and social/emotional development. School counselors recognize students should demonstrate growth in these domains equally to be successful and understand that these domains are not separate but are interconnected, each affecting the other. School counselors work to promote student mindsets and behaviors within these domains through an MTSS lens to enhance the learning process and create a culture of college, career, and life-readiness for every student.

According to the ASCA National Model, "MTSS mirrors the structure outlined in the National Model in which all students receive the benefits of a school counseling program (Tier 1) with targeted interventions for students who need them (Tier 2) and referrals, collaboration, and consultation for and with intense intervention for a small segment of the student population (Tier 3). The MTSS approach also more clearly defines the school counselor's role in providing mental health services. School counselors provide Tier 1 support for all students, provide or coordinate Tier 2 targeted interventions for identified students and primarily collaborate and consult with Tier 3 level support (ASCA, 2020)."
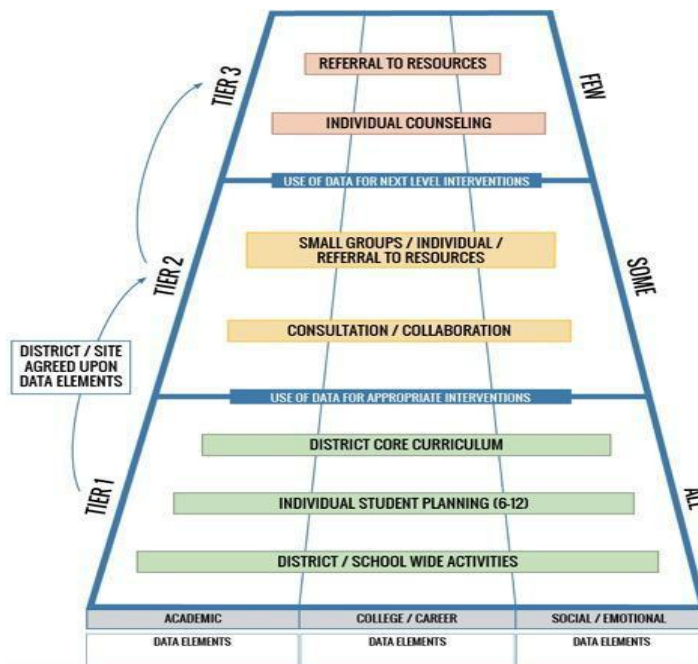
(Hatching Results, 2017)

Academic Development: Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn. Because of their unique position within a school and their unique training, school counselors can work with students facing mental health issues, family, and social problems, as well as support career exploration and course planning to make school relevant. Examples of activities done within this domain 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 opportunity to develop academic goals at all grade levels reflecting their abilities/academic interests, and supporting student's ability to access appropriate rigorous, relevant coursework and experiences.

Career Development: Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/ or the world of work and from job to job across the lifespan. School counselors recognize that each student, regardless of background, possesses unique interests, abilities, and goals, which will lead to future opportunities. Examples of activities done within this domain include: Introducing careers and the world of work beginning in lower elementary grades, Providing learning and experiential opportunities for students to acquire behaviors and skills for career readiness, advising students on multiple postsecondary pathways, supporting students with the development of their High School and Beyond Plan (HSBP), identifying gaps in college and career access and the implications of such data for addressing both intentional and unintentional biases related to college and career counseling, and collaborating with administration, teachers, staff and decision makers to create a postsecondary-readiness and college going culture.

Social/Emotional Development: Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills. School counselors serve as a first line of defense in identifying and addressing student social/emotional needs within the school setting. School counselors

have unique training in helping students with social/emotional issues that may become barriers to academic success. Examples of activities done within this domain include: support the development and delivery of social emotional learning (SEL) curriculum, solution-focused small group counseling, short-term individual counseling, providing professional development around best practices to support student mental health to staff, identifying and making appropriate referrals for intensive behavioral health support.

Program Delivery

This section describes the activities, interactions, and areas in which school counselors work to deliver the comprehensive school counseling program. It consists of two broad categories: direct and indirect services. Washington state requires that school counselors assigned to implement comprehensive school counseling programs must allocate at least 80% of their work time providing direct and indirect services to benefit students, as aligned with standards developed by ASCA.

Direct Services

Direct Student Services are in person interactions between school counselors and students that help students improve achievement, attendance, and mindsets/behaviors. Through the direct services components, school counselors help students develop the knowledge, attitudes, and skills identified in the ASCA Student Standards. Direct student services are delivered in several ways: Instruction, appraisal/advisement, and counseling. Through each of these direct services, the school counselor and students work together toward a specific goal.

Instruction:
Instruction includes teaching students in classrooms, large and small groups, or individually as needed to enhance student attainment of the ASCA Mindsets and Behaviors, support academic, college /career, and social/emotional skills and improve achievement, attendance, or discipline.

School Counseling Core Curriculum:
The purpose of the school counseling curriculum is to provide all students with the knowledge and skills appropriate for their developmental level. Lesson plans are designed to assist students in achieving specific competencies and presented systematically through classroom and group activities. The scope and sequence of the curriculum may include units delivered through other classroom subjects (e.g., personal safety is taught through the health curriculum). School counselors teach, team with teachers, and/or support teachers with materials and classroom activities to provide access to the standards and competencies. Counselors also conduct workshops and informational sessions with parents/guardians to address the needs of the school community and reflect the school counseling curriculum.

Appraisal & Advisement:
Appraisal is the process where school counselors work with students to analyze and assess their abilities, interests, skills, and achievements. Through Advisement, school counselors help students explore academic, college /career, and social/emotional opportunities, expectations, or requirements. Appraisal and Advisement serve to inspire students to realize their maximum potential. Working with students and families, through individual meetings or as part of a Guidance Team, Student Intervention Team, IEP or

504 meeting, to provide appraisal and advisement on academic skills, social/emotional awareness/management, and college or career opportunities apply as well.

Individual Student Advisement and Planning by Level:
Self-concept development, interpersonal relationship skills development, decision-making, skill building, and beginning awareness of careers are examples of topics addressed at the **Elementary School** level to prepare students for career and education planning in middle and high school, where these same topics are reinforced.

Students move from an awareness level to understanding and application of the above topics at the **Middle School** level. Students are assessed on their interests and abilities and understand that their attributes may change as they age and gain more knowledge and experiences.

High School provides opportunities for consultation with students and their parents/ guardians that support student planning by emphasizing the development and use of career decision making, goal setting, and planning skills. High School and Beyond Plans, started in middle school, are reviewed, and updated annually. School counselors use current information to advise students in planning academic, career, and personal/social goals. Topics may include promotion, annual course selection, job shadowing, financial aid, credit recovery and course recovery opportunities, credit checks, and academic skills support.

Counseling:
The professional assistance and support provided to a student and their family, or small group of students, during times of transition, heightened stress, critical change, or other situations impeding student success. It is short-term and based on counseling theories and techniques that are effective in a school setting to promote academic, college /career, and social/emotional development. Counseling can be initiative-taking as well as responsive and helps students identify problems, causes, potential consequences and benefits, alternatives, and outcomes so they can make decisions and take appropriate actions.

Responsive Services:
Responsive services consist of activities such as counseling and crisis response, designed to meet students' immediate needs and concerns to intervene on behalf of those students whose problems put their continued academic, career, and/or personal/social development at risk. The school counselor may intervene with students who are unable to cope with a situation, who are on the brink of choosing unhealthy or inappropriate solutions, or who have already made unhealthy choices. Counselors refer parents/guardians to community services for long-term counseling needs and to get support for crises and behavioral health challenges. These community services may include mental health counseling and social services.

Indirect Services

Indirect Student Services are services provided on behalf of a student, as a result of the school counselor's interactions with others, to enhance student achievement and promote equity and access for all students. Through indirect student services, school counselors gather and share information about

student issues, problems, and successes. Although students are the beneficiaries of indirect services, school counselors collaborate with parents, administrators, school staff, and community stakeholders to promote achievement for students or to promote systematic change to address the needs of groups of students.

Referrals: Referrals occur when a student's needs extend beyond the training and/or responsibilities of the school counseling role. Referrals are as varied as a student's needs. Referral sources may include academic support such as tutoring or connecting with a teacher; career support such as college planning websites, employment training, or connecting with a college representative; and social emotional support such as community agencies that treat mental health issues or connecting with a school-based social worker for a risk assessment.

Consultation: School counselors share strategies that support student achievement with parents/guardians, teachers, other educators, and community organizations, advocating for academic, career, and personal/social development of students, as well as to receive information on student needs and to identify strategies to assist students. School counselors both provide and seek consultation.

Collaboration: School counselors collaborate with multiple stakeholders toward a common goal in a variety of situations. Teaming and partnering with families, administrators, school staff, school committees and advisory board, businesses, and community organizations to support student success, provide opportunities for students, and to generate support for the school counseling program.

Program Management

To effectively deliver school counseling planned activities, strategies, and interventions and to address all students' developmental needs, the school counseling program must be effectively and efficiently managed. No more than 20% of a school counselor's time should be spent on program planning and school support activities.

Program Planning is essential in the development of a CSCP. School Counselors' foundational programming and development is broadly encompassed within time spent Defining, Managing and Assessing their CSCP as laid out in the ASCA National Model. Development of the School Counselors CSCP shall be data informed and guided by ASCAs Ethical Standards for School Counselors.

School Support Activities are non-counseling duties. Any duty, task, or activity that falls outside of the ASCA National Model, or that assumes a role or duty that individuals from other fields or specialties are equally qualified to perform in the work environment, are activities done to support the schools' systems or operations and not done in direct support of the CSCP. Duties that fall outside of the school counselor framework as described in the ASCA National Model should be limited and performed by other school staff to support a school's smooth operation and allow school counselors to continue to focus on students' academic, career and social/emotional needs. Examples of appropriate and inappropriate duties are listed below:

Appropriate and Inappropriate Activities for School Counselors

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
▪ advisement and appraisal for academic planning	▪ building the master schedule, balancing class counts, determining staffing or planning periods
▪ orientation, coordination, and academic advising for new students	▪ coordinating paperwork and data entry of all new students
▪ interpreting cognitive, aptitude and achievement tests	▪ coordinating cognitive, aptitude and achievement testing programs
▪ providing counseling to students who are tardy or absent	▪ signing excuses for students who are tardy or absent
▪ providing counseling to students who have disciplinary problems	▪ performing disciplinary actions or assigning discipline consequences
▪ providing short-term individual and small- group counseling services to students	▪ providing long-term counseling in schools to address psychological disorders
▪ consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data	▪ covering classes when teachers are absent or to create teacher planning time
▪ interpreting student records	▪ clerical work around maintaining student records, sending, and filing forms, and compiling student data
▪ analyzing grade-point averages in relationship to achievement	▪ computing grade-point averages
▪ consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success	▪ supervising classrooms or common areas
▪ protecting student records and information per state and federal regulations	▪ keeping clerical records
▪ consulting with the school principal to identify and resolve student issues, needs and problems	▪ assisting with duties in the principal's office

▪ advocating for students at individual education plan meetings, collaborate in the development of 504 plans, participate with intervention teams and school attendance review boards, as necessary	▪ coordinate, manage and maintain individual education plans, 504 plans, guidance or intervention teams, response to intervention plans, MTSS and school attendance review boards
▪ analyzing disaggregated schoolwide and school counseling program data	▪ serving as a data entry clerk

Use of Data

Identifying student needs through multi-level school data review and analysis
School counselors identify student needs through multi-level school data review and analysis. The multi-level review and analysis process aligns with the established 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 is a crucial step to coordinating student support.

School counselors will incorporate at least the following tools and strategies into their process:

Use-of-time data
- Use-of time data consists of a breakdown of the time spent providing direct and indirect services, program planning and school support, and non-school counseling tasks. This data will be completed twice a year by school counselors and a use-of-time template will be provided by the district. This data collection will occur in the fall and spring, with each building determining the best dates for their team.
- An annual calendar (Appendix A) will be created in August. This will be a flexible document that will be updated throughout the year depending on needs.

Program results data
The use of data is essential to evaluate how school counselors intervene and the impact it has on the academic, career, and social/emotional growth of every student. School counselors will use a variety of resources to assess the school counseling program's impact.

School counselors in LWSD will administer an annual school counseling program needs assessment that is standardized across each level.

Other data sources to support the impact of the CSCP may include:
- Pre and post survey for guidance lessons
- Panorama survey data
- Attendance, discipline, and achievement data
- Graduation rates

- Intervention data
- Closing the gap action plan/results report (Appendix B)
- Classroom and small groups report (Appendix C)

Data regarding communications with administrators, families, students, and other stakeholders
School counselors review data regarding communications with stakeholders to ensure that communication methods successfully reach all students and families especially populations who are underrepresented. There is ongoing communication with students. Student voice is leveraged to inform CSCP services. In addition, school counselors and building administrators communicate regularly and effectively.

School counselors will have an annual school counselors-administrator conference (Appendix D) in the fall to coordinate the CSCP plan and goals for the school year. There should also be recurring counselor/administrator meetings (suggested at least once a month).

Other data regarding communication may include:
- Family and student communication through email and a newsletter
- Family and student surveys
- Webinars/videos provided for students and families
- Evidence of multiple modes of communication and communication in the home language of families

Annual Review of CSCP
The CSCP will undergo an annual review through reviewing multi-level data review and analysis. This will be done through the use of a school and district-level CSCP assessment tool. School counselors will be provided collaboration time to review the CSCP. The annual review will also consist of analyzing school counseling needs assessment results.

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Appendix A: Annual Calendar Template

School: _____

Academic Year: _____

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

Month	Delivering		Program Planning and School Support *(Defining, Managing, Assessing, Fair-Share Responsibilities)*
	Direct Student Services Activities *(Include dates of school counseling initiatives or events, classroom and group activities, career or college nights, schoolwide academic support events, etc.)*	**Indirect Student Services Activities** *(Significant collaborations, leadership, and advocacy activities)*	
Ongoing Services			
August			
September			

October			
November			
December			
January			
February			
March			
April			
May			
June			

Appendix B: Closing-the-Gap Action Plan/Results Report

School Name	
Annual Student Outcome Goal	

ASCA Student Standards (Limit of two standards)
1.
2.
Mindsets & Behaviors Pre-/Post-Assessment Statements
1.
2.
3.
4.

Interventions That Support Achieving the Annual Student Outcome Goal	
Describe Direct Student Services (minimum of two)	Describe Indirect Student Services (minimum of two)
1.	1.
2.	2.
3.	3.

Systemic Focus	
Identify school or system policies, procedures or practices that create or maintain inequities relevant to this goal.	
List 1–2 strategies that could influence systemic change related to this goal.	

Baseline Data	Results Data
Participation Data Plan	Participation Results Data
Anticipated	*Actual*
Mindsets & Behaviors Pre-Assessment Results	Mindsets & Behaviors Post-Assessment Results
Pre-Assessment Data *(Calculate the average student response for each item)* 1. 2. 3. 4.	*Post-Assessment Data* *(Calculate the average student response for each item)* 1. 2. 3. 4.
Outcome Data Plan	Outcome Data Results
Baseline Data:	*Final Data:* *Percent Change:*
Reflection	
● How did the interventions facilitate the attainment of identified ASCA Student Standards?	

- How could the interventions be improved (e.g., consider timing, number and type of services, student access and identified barriers)?

Appendix C: Classroom and Small-Group Results Report

School Name	
Results Report for:	☐ Unit of Classroom Lessons ☐ Single Classroom Lesson ☐ Small Group
Grade Level	
Topic	

Targeted ASCA Student Standards *1–2 mindsets or behaviors per lesson*	M&B#	M&B Statement:
	M&B#	M&B Statement:
	M&B#	M&B Statement:

ASCA Student Standards Pre/-Post- Assessment Items *Two per mindset and behavior*	1. 2. 3. 4. 5. 6.

DATA RESULTS	

Participation Data	Number of students	
	Length of lessons/sessions	
	Number of lessons/sessions	

Mindsets & Behaviors Data	Pre-Assessment Data: (Calculate average student response to each item) 1. 2. 3. 4.	Post-Assessment Data: (Calculate average student response to each item) 1. 2. 3. 4.

Outcome Data *(Achievement, Attendance and/or Discipline Data)*	Baseline Data:	Final Data:
	Percent Change:	

Reflection	● How did the instruction/small group facilitate the attainment of identified ASCA Student Standards?

	● How could the lesson/unit/small group be improved (e.g., consider timing, number and type of services, student access, and identified barriers)?

Appendix D: Annual Administrative Conference

School Counselor _____ School Year _____

After completing the school data summary, I have identified the following data priorities:

_____

_____

_____

Based on these data priorities, I will address the following goals as listed in the annual student outcome goal plan templates:

Annual Student Outcome Goals
1
2

School Counselor Use of Time			
A minimum of 80% of time is recommended for direct and indirect student services and 20% or less in program planning and school support.			
Use of Time from Previous School Year *Based on two use-of-time 5-day calculators from previous school year (attached)*			
Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-School-Counseling Duties
%	%	%	%

Use-of-Time Plan for Current School Year			
Indicate your planned time allocations for this school year			
Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-Counseling Duties
%	%	%	%

Ratio and Caseload

The American School Counselor Association recommended ratio is one school counselor per 250 students.

Ratio   One School Counselor   Per   _____   Students

Caseload defined by:
- [ ] Alpha Assigned: Last names beginning with: _____   to   _____
- [ ] Grade Level: Students in grades: _____
- [ ] All Students in Building
- [ ] Other: _____

Program Implementation Plan to Address Priorities

Attach the following documents for review and discussion during the conference:

- Classroom and Group Mindsets & Behaviors Action Plan
- Closing-the-Gap Action Plan
- Annual Calendar

Advisory Council
The school counseling advisory council will meet to provide feedback and input on the school counseling program.

Fall Meeting Date:	
Spring Meeting Date:	
Proposed Members: *(names and stakeholder position)*	

Professional Development

I plan to participate in the following professional development based on annual student outcome goals and my School Counselor Professional Standards & Competencies self-assessment.

Date(s)	Topic	Cost

School and District Committees and Professional Work

Group	Time Commitment	School Counselor's Role

Budget Materials and Supplies

Materials and supplies needed:

Annual budget: $ _____

School Counselor Availability/Office Organization
The school counseling office will be open for students/parents/teachers
from _____ to _____

My hours will be from _____ to _____ (If flexible scheduling is used)

The career center will be open from _____ to _____

Other Staff and Volunteers

Role/Responsibility	Person Assigned (no signature required)
School Counseling Department Assistant	
Attendance Assistant/Clerk	
Data Manager/Registrar	
College and Career Center Assistant	
Other Staff	
Volunteers	

Signatures of school counselor and administrator must be within the first two months of school.

School Counselor Signature	
Administrative Signature	
Date Conference Held & Template Signed	
First Day of School	