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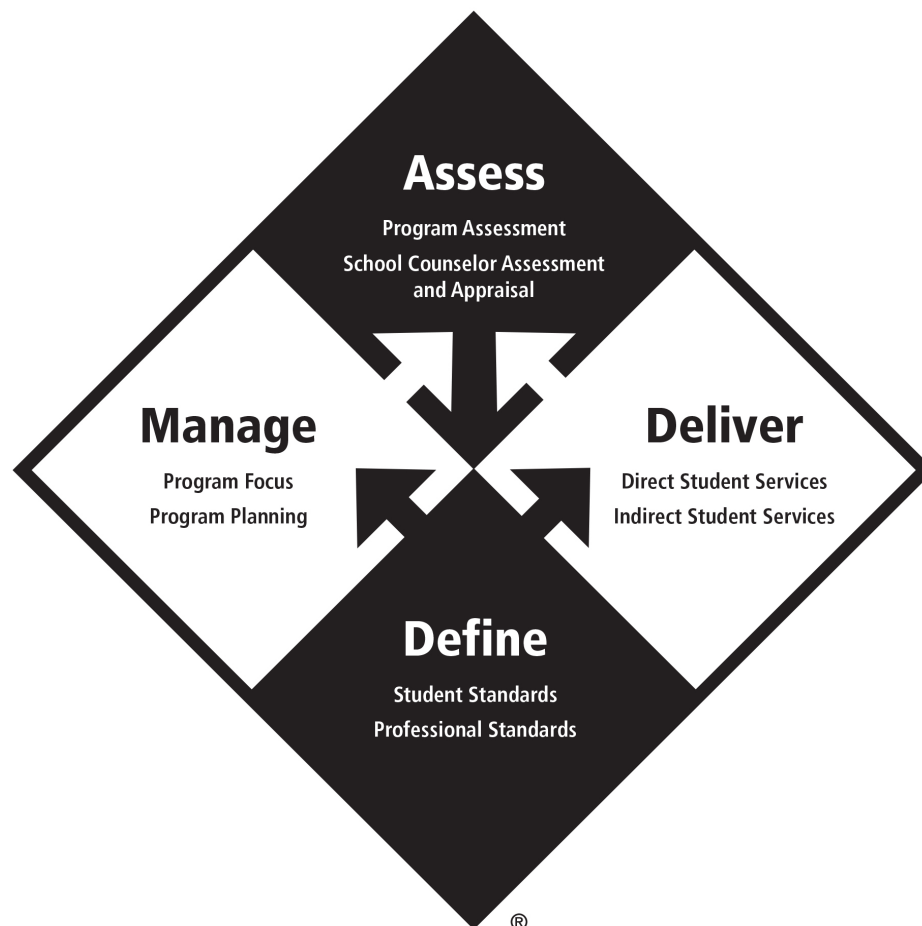
Cheney Public Schools

Comprehensive School Counseling Program



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School Counseling Team

School	Name	Email	Phone
Assistant Director of Teaching and Learning, SEL			
District Administrator	Kim Lefler	klefler@cheneyisd.org	509-559-4532
Elementary School Counselors			
Betz Elementary	Bridie Riddick	mriddick@cheneyisd.org	509-559-4829
Betz Behavior	Brenda Borck	bborck@cheneyisd.org	509-559-4851
Salnave Elementary	Gwynn Moe	gmoe@cheneyisd.org	509-559-4726
Snowdon Elementary	Gretchen Snider	gsnider@cheneyisd.org	509-559-4304
Sunset Elementary	Sam Winchell	swinchell@cheneyisd.org	509-559-4634
Windsor Elementary	Ashlyn Fletcher	afletcher@cheneyisd.org	509-559-4239
Middle School Counselors			
Cheney Middle	April Phillips	aphillips@cheneyisd.org	509-559-4414
Cheney Middle	Heather Zorrozuva	hzorrozuva@cheneyisd.org	509-559-4448
Cheney Middle Beh.	Brian Hantz	bhantz@cheneyisd.org	509-559-4463
Westwood Middle	Andrew Williamson	awilliamson@cheneyisd.org	509-559-4157
Westwood Middle	Marie Hyde	mhyde@cheneyisd.org	509-559-4158
High School Counselors			
Cheney High	Jeff Ward	jward@cheneyisd.org	509-559-4023
Cheney High	Nicole Starkey	nstarkey@cheneyisd.org	509-559-4107
Cheney High	Leah Lorimer	llorimer@cheneyisd.org	509-559-4022
Cheney High	Tyler Neely	tneely@cheneyisd.org	509-559-4020
Cheney High	Mara Centenari	mcentenari@cheneyisd.org	509-559-4017
Three Springs High	Travis Weese	tweese@cheneyisd.org	509-559-4512

Define

Student Standards

School Counselors select 1-2 student standards for each goal, intervention or activity of the Comprehensive School Counseling Program, in the domains of SEL, academic and career readiness.

Social Emotional Development

Implement strategies and activities to support and maximize each student's ability to manage emotions, learn and apply interpersonal skills, and maintain positive mental health.

Academic Development

Implement 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.

Career Readiness

Implement strategies and activities to support and maximize each student's ability to understand the connection between school and the 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.

- District plans should articulate how school counseling staff will provide P–12 career exploration and preparation information, including activities that can be differentiated to meet the unique interests and support needs of each student.
- Staff should work to expand students' understanding of career options, in-demand skills, and post-secondary opportunities for further education and training.

☐ Select student standards to Align with Annual Outcome Goals Template

Resources:

[Mindsets & Behaviors](#)

[Classroom & Group Mindsets & Behaviors Action Plan](#)

[Washington SEL Standards](#)

[MTSS Framework](#)

[ASCA Position Statement on MTSS](#)

Level	Tool/Evidence (ASCA Student Standards - SEL, Academic, Career)
Elementary	

Middle	
High	CHS Mindsets & Behaviors

Manage

PROGRAM FOCUS: Beliefs

- What do we believe about students' ability to achieve?
- How do we address or want to address all students' developmental needs?
- What is the school counselor's role as a student advocate? What does that involve and/or include? How does that suggest the school counselor must act on behalf of students?
- How is data used to inform student decisions?
- How do ASCA's Ethical Standards for School Counselors Guide our Work?

[School Counselor Standards & Competencies Checklist](#) M1-M7

- Why is each belief important for students?
- What does each belief mean for the school counseling program?
- What does each belief inspire the school counselor to do?

- ☐ Create a document articulating the beliefs held by the school counselors within the school counseling department

Level	Tool/Evidence (Named by School)
Elementary	W Snowdon_s counseling program vision, mission, belief.doc W Salnave counseling program vision, mission, belief 19-20.doc W Sunset Counseling Program Mission Statement.docx W Windsor Counseling program vision, mission, belief.docx
Middle	
High	CHS Mission, Vision, & Beliefs

PROGRAM FOCUS: Vision Statement

What do you believe students can become 5-15 years in the future if they have the benefit of participating in a comprehensive school counseling program and appropriate systems to help them with the best academic career and social/emotional development possible?

- ☐ Make a list of words or phrases describing what you hope your students will be 5-15 years in the future as a result of your work. Identify key words or phrases in your school and district vision statements.

Level	Tool/Evidence
Elementary	W Snowdon_s counseling program vision, mission, belief.doc W Sunset Counseling Program Mission Statement.docx W Salnave counseling program vision, mission, belief 19-20.doc W Windsor Counseling program vision, mission, belief.docx
Middle	
High	CHS Mission, Vision, & Beliefs

PROGRAM FOCUS: Mission Statement

The mission statement describes what the school counseling program does. It is a clear, concise statement defining how your school counseling program reaches the long-range results described in the vision. It aligns with the school and district mission statements, yet focuses on the unique contributions of the school counseling program.

- ☐ Make a list of words and phrases describing the most important work your school counseling program can provide using language that defines the best possible school counseling program you can deliver. This list describes the work of the school counseling program from a global perspective and uses terms aligned with the appropriate role of the school counselor.

Level	Tool/Evidence
Elementary	W Snowdon_s counseling program vision, mission, belief.doc W Salnave counseling program vision, mission, belief 19-20.doc W Sunset Counseling Program Mission Statement.docx W Windsor Counseling program vision, mission, belief.docx

Middle	
High	CHS Mission, Vision, & Beliefs

PROGRAM PLANNING: School Data Summary

A data informed program depends on awareness and analysis of school data. This includes achievement, attendance and discipline data but also includes supporting information that contributes to a better understanding of the school's data.

- [School Data Summary](#)
- School Improvement Plan
- Review available data reports for recent school years, pinpoint both strengths and areas for growth
- Compare your school's data with matching data from the district, state or other comparable schools
- Identify what else you need to know
- Identify and prioritize data points that will be used in your school counseling program

☐ Write a SMART goal -

By (End Date) , (Targeted Group) , will (Increase/decrease something related to achievement, attendance or behavior) , by (% measure of change) , from (baseline) to (target data) .

*Goals will be written in September 2022

Level	Tool/Evidence
Elementary	*Goals will be written in September 2022
Middle	*Goals will be written in September 2022
High	*Goals will be written in September 2022

Tier 1 Core Curriculum Planning and Closing-the-Gap Action Plan/Results Report

[Closing-the-Gap Action Plan](#)

Level	Tool/Evidence
Elementary	
Middle	
High	

Tier 1 Core Curriculum Action Plan

Academic, Career, Social/Emotional domains

[Core Curriculum Action Plan](#)

Level	Tool/Evidence
Elementary	
Middle	
High	 Tier 1 Core Curriculum Action Plan from Hatching Results

Resources:

[Lesson Plan](#)

[SchoolLinks](#)

[CharacterStrong](#)

[Second Step](#)

Annual Administrative Conference

This meeting is made each school year between the school counselor and the administrator in charge of the school counseling program.

- Help the school counselor consider how to best organize the school counseling program based on use of time, student outcome goals and resources available
- Educates administrators about how the school counseling program helps meet its goals and how the school counselor operates within the program

[Annual Administrative Conference](#)

Level	Document
Elementary	*To be completed in September 2022
Middle	*To be completed in September 2022
High	*To be completed in September 2022

Use-of-Time Analysis

Use-of-Time Data

A breakdown of the time spent providing direct and indirect student services, program planning and school support, and non-school counseling tasks.

- Maintain detailed weekly calendars that track all you do.
- Develop codes for identifying the types of services delivered.
- Aim toward 80/20 use of time- 80% direct/indirect and 20% program planning and school support.
- Direct services are in-person interactions with school counselors and students that help students improve achievement, attendance, and discipline. Ex. instruction, appraisal, advisement, and counseling.
- Indirect services are provided on behalf of students to enhance student achievement and promote equity and access for all students. Ex. collaboration, consultation, student advocacy, and referral.
- Program planning 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.

Level	Tool/Evidence
Elementary	Elementary will use the ASCA Use of Time Day Calculator
Middle	
High	

Resources:

[Use-of-Time 5 Day Calculator](#) (free)

[Scuta](#)

[EZAnalyze](#) (free)

[noteCounselor](#)

[Digital Counselor](#) (free)

[Appropriate vs Inappropriate Duties of a School Counselor](#)

[Use of Time Example](#)

Calendars

Calendars specify school counseling program events and activities and provide structure to the total program, ensuring it is comprehensive, possible and delivered at the best possible time. The calendar communicates to the school the counseling program's priorities and includes all major school events coordinated by the school counselor.

School counselors also maintain weekly calendars that require flexibility to allow for unexpected crises or immediate student needs.

[Annual Calendar](#)

Level	Tool/Evidence
Elementary	
Middle	
High	CHS Annual Calendar

Advisory Council

Representatives from all stakeholders who are willing to engage in meaningful discussion around the school counseling program. Parents, teachers, administrators, community members, business partners, students, etc.

- Provide feedback on student outcome goals (developed and explained by school counselors)
- Review program results (based on data presented by school counselors)
- Make recommendations about the school counseling program
- Advocate for the school counseling program
- Create agendas for each meeting.
 - [Advisory Council First Semester Agenda](#)
 - [W Advisory Council Second Semester Agenda.docx](#)
- Maintain minutes for each meeting
 - [W Advisory Council Second Semester Minutes.docx](#)

Level	1st Semester Agenda	1st Semester Minutes
Elementary		
Middle		
High		

Level	2nd Semester Agenda	2nd Semester Minutes
Elementary		
Middle		
High		

Deliver

Direct Student Services

Assess

 School Counseling Program Assessment.docx

Results Reports

- Classroom and group results report
 -  Template: Classroom and Group M&B Results Report
 -  Classroom and Group Results Report.docx

Level	Tool/Evidence
Elementary	
Middle	
High	

- Closing-the-gap results report
 -  Closing-the-Gap Action Plan and Results Report.docx

Level	Tool/Evidence
Elementary	
Middle	
High	

Program Results Data

- Documents that instruction was delivered as planned, all students were served, and the impact of the services delivered.
- Informs improvement of future activities and interventions to better meet students' needs.
- Analysis of disaggregated data supports advocacy for systems change and closing opportunity gaps. (See link to templates in resource section for Closing the Gap Results Report).
- The best use of the school counselor's time should be identified through data analysis and annual student outcome goals.
- Related ASCA position statement – [Counselor Evaluation & Annual Performance Appraisal](#)

- *Note: As with all interventions, results from school counseling activities take time and concerted, sustained effort to see positive results. It should be expected that outcome data will fluctuate due to the many factors that influence students' feelings, behavior, and school performance

Data Source Examples:

- Participation data
 - Number of participants and the number of sessions
 - Evidence that the event occurred
- Mindsets & Behaviors Data
 - Pre/Post assessments
 - Comparison of averages
- Outcome data
 - Defined by the goal statement
 - Attendance, behavior, discipline data

Implications

- What does the data tell you about your intervention?
- What worked? What didn't work? What can you improve?

Report the data to Stakeholders

- Can lead to increase in support for school counseling programs
- Links counseling program with enhancing student success and closing achievement gaps

End of year reflection and future program planning: [W School Counseling Program Assessment.docx](#)