



Comprehensive School Counseling Plan

Ridgefield Comprehensive School Counseling Plan

Washington state has clearly identified the significant role school counseling holds in the success of our students. Ridgefield School District has been working with counselors, administration, and other staff in developing a strong comprehensive program. We believe that ALL students should be provided with a safe, inclusive and supportive environment that nurtures the well-being of the whole child.

By working towards strengthening our comprehensive school counseling plan, our counselors strive to work towards ensuring our students develop the knowledge, attitudes, and skills necessary to become competent and confident learners, with an emphasis on meeting children's needs through prevention, early identification, and intervention. Research has demonstrated that strong programs identify support systems, such as Multi-Tier System of Supports (MTSS), that strengthen students in the areas of academics, career readiness, and social-emotional development.

The Ridgefield School District provides guidelines within this packet to collaboratively work towards a comprehensive program in order to strive to deliver the most premiere counseling services to students, parents/guardians, and the community. This is a draft document and highlights our vision, updated and revised based on the needs of our students and community.



Kataira Smith
Assistant Director of Social Emotional Learning

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Component One

Foundation

Introduction

Ridgefield School District School Counselors design and deliver school counseling programs that improve student outcomes. Our district is utilizing pieces recommended by the American School Counselors Association (ASCA) to help guide in the development of our Comprehensive School Counseling Plan. The Comprehensive School Counseling Plan serves as an organizational, ongoing tool to identify, prioritize, and evaluate the elements of a high quality school counseling program and align with the requirements of [Washington State Senate Bill 5030](#).

School Counseling Competencies

[Ridgefield School District Board Policy](#) (*process of updating*)
[Ridgefield Multi-Tiered K-12 Services: MTSS Handbook](#)
[Ridgefield Family Resource Center Program Overview](#)
[Washington Comprehensive School Counseling Program Guide](#)
[Washington SEL Standards](#)
[ASCA School Counselor Professional Standards & Competencies](#)
[ASCA Ethical Standards](#)
[ASCA Mindsets & Behaviors for Student Success](#)
[ASCA School Counselors Role](#)
[ASCA School Counselor Toolkit](#)
[OSPI Social-Emotional Learning Pathways](#)
SEL and ASCA Crosswalk Standards
[Optional Monthly Administrator Meeting Guide](#)

School Counseling Team

School	Name	Email	Phone
Assistant Director of Social Emotional Learning			
District Administrator	Kataira Smith	kataira.smith@ridgefieldsd.org	360.619.1349
Elementary School Counselors			
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South Ridge	Anne Lamping	anne.lamping@ridgefieldsd.org	360.619.1515
Union Ridge	Kate Anderson	kate.anderson@ridgefieldsd.org	360.619.7611
Union Ridge	Niccele Dunn	niccele.dunn@ridgefieldsd.org	360.619.7606
Intermediate School Counselors			
Sunset Ridge	Kayla Mitchell	kayla.mitchell@ridgefieldsd.org	360.619.1426
Sunset Ridge	Jenny Berry	jenny.berry@ridgefieldsd.org	360.619.1405
Middle School Counselors			
View Ridge	Lacey Kelley	lacey.kelley@ridgefieldsd.org	360.619.1427
Vlew Ridge	Jenny Berry	jenny.berry@ridgefieldsd.org	360.619.1405
High School Counselors			
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Ridgefield High	Matthew Wetterau	matthew.wetterau@ridgefieldsd.org	360.619.1338
Ridgefield High	Monica Deshazer	monica.deshazer@ridgefieldsd.org	360.619.1332
Family Resource Center Coordinator			
Family Resource Center	Chris Poppert	christine.poppert@ridgefieldsd.org	360.619.1412

The School Counselor Role



Collaboration

Ridgefield School District believes in the benefit of collective efficacy. With the unified understanding that through collective action, we can positively impact the whole-child. Our programs collaborate within the building, community, district, and include, but not limited to:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Administrators • BCBA Specialist • Community Agencies: Real Life; SeaMar; Family Solutions • Community Members • Connection Center Mentors • District SEL Assistant Director & McKinney-Vento/Foster Care Liaison • District Special Services Director • Family Resource Center Coordinator • Guardians | <ul style="list-style-type: none"> • Mental Health Treatment Centers • Occupational Therapists • Physical Therapists • Police Departments • School Counselors • School Nurses • School Psychologists • School Resource Officers • Speech/Language Pathologists • Teachers/Staff |
|---|---|

Ridgefield School District employs staff mentors that work closely with school administration, counselors, and teachers to provide tiered services to students within the building. These mentors work in the Connection Center at each school, and are utilized as preventative and reflective supports for our students. They provide support at each tier such as, but not limited to: check in check out; soft landing; lunch buddies; restorative practice conversations; individualized student breaks; push-in support; mentoring; small groups; PBIS team; MTSS team. Counselors and mentors are expected to collaborate frequently.

Our Vision

To be developed

Guiding Conversation:

- Describes the future world (5-15 years in the future) where best possible student outcomes are achieved
- Aligns with school vision statement or includes an explanation regarding the lack of alignment

Our Mission

To be developed

Guiding Conversation:

- Describes school counseling program's overarching focus or purpose as described in the ASCA National Model
- Emphasizes equity, access and success for every student
- Emphasizes long-range results for every student

Our Unified Beliefs

CORE BELIEFS

Every student can learn,
and every student can
succeed.

ALL students should have
equitable access to the
school counseling
program.

School counselors are
leaders to students success
in the school, district, and
community.



Every student should
graduate high school
prepared for life skills and
increase knowledge for
postsecondary (college,
trade school, etc.)
opportunities.

School counselors hold
ethical guidelines and seek
to improve our practice
through professional
development.

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

School counselor programs
remove barriers to
promote and enhance
student academic, career,
and social/emotional
outcomes.

Our Program Focus



Our Program Goals: 22-23 School Year

The following focus goals will be developed annually through the use of data analysis, alignment with School Improvement Plans, and completion of ASCA's [Closing-the-Gap Action Plan](#) template.

Elementary Level (K-4)

Elementary students will....This will be evident through:

- Goal or student behavior/value
- Goal or student behavior/value

Strategies	Action Steps	Data

Intermediate Level (5-6)

Intermediate students will....This will be evident through:

- Goal or student behavior/value
- Goal or student behavior/value

Strategies	Action Steps	Data

Middle School Level (7-8)

Middle school students will....This will be evident through:

- Goal or student behavior/value
- Goal or student behavior/value

Strategies	Action Steps	Data
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High School Level (9-12)

High School students will....This will be evident through:

- *Goal or student behavior/value*
- *Goal or student behavior/value*

Strategies	Action Steps	Data

Component Two

Program Management

School Counseling Program Evaluation

The primary purposes of the School Counseling Program Evaluation is to not only ensure the “school counselor’s effectiveness, impact, high-level performance and continued professional growth” (Dimmitt, 2009) but also to “demonstrate school counselors’ effectiveness and impact on student success as a part of the mission of their respective schools” (ASCA 2019a).

Beginning of School Year

The *School Data Summary* guides the school counselor in determining goals for their individual building based on data gathered from their site. This information is then used during their district-wide Our Program Goals discussion, as well as in their Annual Administrative Conference.

K-12 Tool to be used beginning the 22-23 SY:

[School Data Summary](#)

Closing-the-Gap Action Plan guides the school counselors in determining goals to support district-wide collaboration and support. These can be similar to their building specific goals created in the *Annual Administrative Conference* form, however, the focus is on collaboration to align the counseling programs throughout the district in order to help close the achievement gap and remove barriers in either academics, career, and/or social emotional learning.

K-12 Tool to be used beginning the 23-24 SY:

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

The *Annual Administrative Conference* is a guiding form to help build discussion and awareness around the school counseling program for the individual site. This form is collaboratively completed between the counselor(s) and their building administrator(s) at the beginning of every school year.

K-12 Tool to be used beginning the 22-23 SY:

[Annual Administrative Conference](#)

It is not a binding document, instead, a tool to help identify program focus and needs for the year.

On-Going Throughout School Year

A Use-of-Time calculator is utilized two times a year by each school counselor to document and help determine how much time is currently spent on school counseling activities versus non-school counseling activities. ASCA states that school counselors need to spend at least 80% of their time in direct and indirect services with students, and no more than 20% of their time on program planning and other duties.	K-12 Tool to be used beginning the 22-23 SY: Use of Time
School counselors are key team leaders on their building's PBIS teams. Positive Behavioral Interventions and Supports (PBIS) is a best-practice approach adopted in K-8 buildings that promotes school safety and good behavior. The focus of PBIS is prevention, not punishment. Utilizing a <i>Tiered Fidelity Assessment</i> during the school year allows counselor teams to identify what tiered systems from PBIS are running effectively, and what areas are needing growth. The Assistant Director of SEL will take lead in completing the Tiered Fidelity Inventory at each site, after collaboration for implementing the inventory, for PBIS teams to analyze.	K-8 Tool Resource: SWPBIS Tiered Fidelity Inventory <i>Individual PBIS teams can adapt the survey & system to fit their unique needs</i>
Ridgefield School District is working to provide counselor social-emotional learning (SEL) services within the Multi-Tier System of Support model. Within this model, our counselors are active participants in providing preventative structures to enhance student social and emotional outcomes. Counselor teams at each building are expected to work together to share equal caseloads and duties, in order to provide an equitable program. At the end of small-group services, counselor teams utilize ASCA's <i>Classroom and Small Group Results Report</i> to identify whether students achieved growth. This tool is utilized to identify areas of professional growth or systemic needs, not as a punitive measurement. Counselors utilize research-based practices to service their identified small intervention groups and monitor student growth through pre, post, and progress monitoring data: Elementary: Counselors at this level participate in their buildings <i>What I Need</i> (WIN) small groups. Counselors utilize data and teacher input to identify students in need of SEL/Academic Skill support. From this identification, two groups are created per grade level to be provided with small group support four days a week for 20-30 minutes each. Intermediate: Counselors at this level run intervention small groups 1 day per week. Counselors utilize data and teacher input to identify students in need of SEL/Academic Skill support. From this identification, two groups	K-4 Tool to be used beginning the 23-24 SY: Classroom and Small Group Results Report Data and Intervention Tools for 22-23 SY: Data Collection Systems Overview for Small Group Interventions, all data inputted into Homeroom Tier 2/3 MTSS Intervention Playbook

are created per grade level to be provided with small group support 1 day a week for 20-30 minutes each.

Middle School: Counselors at this level run intervention small groups 1 day per week. Counselors utilize data and teacher input to identify students in need of SEL/Academic Skill support. From this identification, groups are to be provided with small group support 1 day a week for 20-30 minutes each.

High School: Counselors at this level support students on an as needed basis.

End of School Year

Ridgefield School District utilizes the *Danielson School Counselor Rubric* to help support and direct our school counseling program.

K-12 Tool

Tool to utilize for evaluation:
Danielson School Counselor Rubric

The *RSD Counseling Mindsets and Behaviors Program Assessment* allows counselors to analyze their mindsets and behaviors and the effectiveness of their school counseling program. The counselors will complete analysis of their programs in a district-wide team to identify areas of strength and areas we would like to grow. They will also create a 'snapshot' highlighting their program over the year for sharing with stakeholders.

K-8 Tool to be used beginning the 22-23 SY:

[RSD Counseling Mindsets and Behaviors Program Assessment Master Form](#)

The *Comprehensive School Counseling Program (CSCP) School Site Alignment and Planning Tool* will be utilized at annual end of year meetings between counselors and their building site administrators. The purpose of this tool is to support deep, intentional thinking about how the comprehensive school counseling program is planned, delivered, evaluated, and improved to support high-priority, site-and district-aligned student outcomes. This tool has been developed to support all school counseling practitioners in implementing CSCPs. Completed reviews will be turned in to the Assistant Director of Social Emotional Learning by June.

K-12 Tool to be used beginning 23-24 SY:

[CSCP School Site Alignment and Planning Tool - Annual Review](#)

The *Comprehensive School Counseling Program (CSCP) District Self-Assessment and Template* will be utilized annually by the Assistant Director of Social Emotional Learning by June. Results will be shared with building administrators.

K-12 Tool to be used beginning 23-24 SY:
[CSCP District Annual Review](#)

Calendars

Annual calendars are developed, implemented, and shared with stakeholders. Calendars are aligned with the program goals, vision, mission, and the planned use of time. Calendars should include the completion of Component Two documents within this guide.

The calendar does not include all tasks the school counselor engages in, instead, it will provide a brief overview of key pieces the counselor team(s) would like to highlight within the month such as, but not limited to:

providing professional development to staff; personal professional development; general education whole-group lesson focus (i.e. bullying prevention, suicide prevention); meetings; holiday/building events; food drives; community outreach; data systems; transcripts; FAFSA/career nights; Meet & Greet; district-wide collaboration meetings; Use of Time data collection; and more!

District Level: Need to schedule with counselors Use of Time district-wide agreement, district-wide mental health collaboration 2 hrs 4 times a year meetings, and Career-vertical alignment planning, Bully Prevention lessons (K-8), SOS lessons (6-8)

South Ridge Elementary (K-4)

Annual Calendar at a Glance <i>W.I.N 4 days/week 30 min groups 2x/grade blocked in schedule</i>	
July	
•	•
August	
•	•
September	
• School Data Summary - District 9/7/22 • Program Goals Development - District & on own 9/7/22	• Annual Administrative Conference by 9/30/22
October	
• School Calendar Creation - District 10/5/22 •	• Program Goals Inputted into Page 10 of handbook by 10/31/22
November	

• PBIS TFI - District	•
December	
•	•
January	
•	•
February	
•	•
March	
•	•
April	
•	•
May	
• PBIS TFI - Kataira • Prepare for Building Data Summary and Counseling Mindsets - District 5/3/23	•
June	
• Share out Building Data Summary 1-2 page document - District 6/7/23	•

Union Ridge Elementary (K-4)

Annual Calendar at a Glance <i>W.I.N 4 days/week 30 min groups 2x/grade blocked in schedule</i>	
July	
•	•
August	

DRAFT 2021-2022 SY

•	•
September	
• School Data Summary - District 9/7/22 • Program Goals Development - District & on own 9/7/22	• Annual Administrative Conference by 9/30/22
October	
• School Calendar Creation - District 10/5/22 •	• Program Goals Inputted into Page 10 of handbook by 10/31/22
November	
• PBIS TFI - District	•
December	
•	•
January	
•	•
February	
•	•
March	
•	•
April	
•	•
May	
• PBIS TFI - Kataira • Prepare for Building Data Summary and Counseling Mindsets - District 5/3/23	•
June	
• Share out Building Data Summary 1-2	•

page document - District 6/7/23

Sunset Ridge Intermediate (5-6)**Annual Calendar at a Glance***1 day/week 30 min groups blocked in schedule per grade***July**

•

•

August

•

•

September

- [School Data Summary](#) - District 9/7/22
- Program Goals Development - District & on own 9/7/22

- [Annual Administrative Conference](#) by 9/30/22

October

- School Calendar Creation - District 10/5/22
-

- Program Goals Inputted into Page 10 of handbook by 10/31/22

November

- PBIS TFI - District

•

December

•

•

January

•

•

February

•

•

March

•

•

April	
•	•
May	
• PBIS TFI - Kataira • Prepare for Building Data Summary and Counseling Mindsets - District 5/3/23	•
June	
• Share out Building Data Summary 1-2 page document - District 6/7/23	•

View Ridge Middle School (7-8)

Annual Calendar at a Glance <i>1 day/week 30 min groups blocked in schedule per grade</i>	
July	
•	•
August	
•	•
September	
• School Data Summary - District 9/7/22 • Program Goals Development - District & on own 9/7/22	• Annual Administrative Conference by 9/30/22
October	
• School Calendar Creation - District 10/5/22 •	• Program Goals Inputted into Page 10 of handbook by 10/31/22
November	
• PBIS TFI - District	•
December	
•	•

January	
•	•
February	
•	•
March	
•	•
April	
•	•
May	
• PBIS TFI - Kataira • Prepare for Building Data Summary and Counseling Mindsets - District 5/3/23	•
June	
• Share out Building Data Summary 1-2 page document - District 6/7/23	•

Ridgefield High School (9-12)

Annual Calendar at a Glance	
July	
•	•
August	
•	•
September	
• School Data Summary - District 9/7/22 • Program Goals Development - District & on own 9/7/22	• Annual Administrative Conference by 9/30/22

October	
- School Calendar Creation - District 10/5/22	Program Goals Inputted into Page 10 of handbook by 10/31/22
November	
December	
January	
February	
March	
April	
May	
Prepare for Building Data Summary and Counseling Mindsets - District 5/3/23	
June	
Share out Building Data Summary 1-2 page document - District 6/7/23	

Component Three

Delivery of Direct/ Indirect Services

Direct Counseling

Elementary School Level (K-4)

Service	Description <i>At least 80% Direct and Indirect Face-to-Face</i>
Individual and Small Group Counseling Data: Progress Monitoring Questions for Curriculum	Data is reviewed to determine student needs. Interventions are based on the identified gaps in the school and student needs. Data is tracked to ensure skills taught are developed. Groups align to the district's MTSS Handbook guide. Examples: Counselor groups - social thinking, growth mindset, emotion regulation, self-awareness, self-management, social-awareness, mindfulness, executive functioning, divorce, family changes, grief and loss, cognitive behavior adapted groups, and anxiety groups. Only some groups are offered per What I Need round, <u>4 days x 30minutes/week for 2 sessions per grade</u>, and new groups can be developed depending on student identified needs.
Core Curriculum Lessons	Lessons are developmentally appropriate, based on ASCA Behaviors and Mindsets. Core lessons of Second Step are taught in the general education setting in order to support all students' needs. Other lessons are developed through the counselor, PBIS Team, and/or Assistant Director of Social Emotional Learning to enhance tier 1 delivery from the general education teacher during scheduled SEL instruction blocked times.

Orientation/Transition Programs	To be discussed
Academic Advisement/Student Goal Setting	The counselor promotes understanding of the relationship between classroom performance and success and may provide interpretation of assessment results to develop academic goals.
Social/Emotional	Counselors provide students with opportunities to develop skills in the area 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, core curriculum lessons
Bullying Prevention & Responsive Services	Annual bullying prevention is co-taught with staff for students to assist in recognizing and responding to bullying situations. Students are taught to recognize and access a trusted adult in classroom guidance lessons and through individual counseling. Examples: school wide initiatives, individual and group counseling, classroom Second Step lessons, school-wide assemblies, ongoing dialogue with teachers, administrators, and guardians
Suicide Prevention & Responsive Services	Counselors provide developmentally-appropriate classroom guidance lessons to promote positive self-concept and value. Counselors are trained in suicide prevention strategies. Counselors communicate with families and refer to outside counseling agencies for higher-level continuation of care. Ridgefield school counselors have developed staff training that is provided to staff annually around the warning signs of suicide and ways to support students needs. Examples: Individual counseling, crisis intervention, outside service referrals, guardian contact

Career Planning	Grade level appropriate activities are provided for career planning and exploration through guidance lessons, career education programs, and career days. Currently, students in the 4th grade level are working towards career planning skill sets. As the years continue, more grades will be added in this area to strengthen the program and students hope for their future. See Career Planning section below.
Accelerated Learning Opportunities	Counselors collaborate with guardians, teachers, administrators, and other school officials to ensure students are placed in appropriate accelerated learning settings. Students in grade 1 through 8 receive classroom instruction through the Gifted program. Students are screened for eligibility for the Gifted program in K-7 grade(s).
Guardian 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. In addition, results of programs are regularly shared with stakeholders through the school improvement plan. Counselors work closely with guardians to ensure access to community resources. Examples: academic placement meetings, meetings with counselors regarding testing information and results, tours of the building, parenting tips & suggestions, new student orientation, back to school activities, volunteer opportunities, family interventions and support, Parent Teacher Association

Intermediate School Level (5-6)

Service	Description <i>At least 80% Direct and Indirect Face-to-Face</i>
Individual and Small Group Counseling	Data is reviewed to determine student needs. Interventions are based on the identified gaps in the school and student needs. Data is tracked to ensure skills taught are developed. Groups will be provided through the counseling team 1 day per week for 30 minutes, per grade. Examples: social/emotional groups, friendship groups, behavioral support
Core Curriculum Lessons	Lessons are developmentally appropriate, based on ASCA Behaviors and Mindsets. Core lessons of Second Step are taught in the general education setting in order to support all students' needs. Other lessons are developed through the counselor, PBIS Team, and/or Assistant Director of Social Emotional Learning to enhance tier 1 delivery from the general education teacher during scheduled SEL blocked times. <i>Counselors provide push-in lesson support for Suicide and Bullying Prevention.</i>
Orientation/Transition Programs	To be discussed
Academic Advisement/Student Goal Setting	The counselor promotes understanding of the relationship between classroom performance and success and may provide interpretation of assessment results to develop academic goals.
Social/Emotional	Counselors provide students with opportunities to develop skills in the area 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, core curriculum lessons
Bullying Prevention & Responsive Services	Annual bullying prevention is presented to staff and students to assist in recognizing and responding to bullying situations. Students are taught to recognize and access a trusted adult in classroom guidance lessons and through individual counseling. Examples: school wide initiatives, individual and group counseling, classroom Second Step lessons, school-wide assemblies, ongoing dialogue with teachers, administrators, and guardians
Suicide Prevention & Responsive Services	Counselors provide developmentally-appropriate classroom guidance lessons to promote positive self-concept and value. Counselors are trained in suicide prevention strategies. Counselors communicate with families and refer to outside counseling agencies for higher-level continuation of care. Ridgefield school counselors have developed staff training that is provided to staff annually around the warning signs of suicide and ways to support students needs. Examples: Individual counseling, crisis intervention, outside service referrals, guardian contact
Career Planning	Grade level appropriate activities are provided for career planning and exploration through guidance lessons, career & technical education programs, career days, and building level programs. See Career Planning section below.
Accelerated Learning Opportunities	Counselors collaborate with guardians, teachers, administrators, and other school officials to ensure students are placed in appropriate accelerated learning settings. Students in grade 1 through 8 receive classroom instruction through the Gifted program. Students are screened for eligibility for the Gifted program in K-7 grade(s).
Guardian 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. In addition, results of programs are regularly shared with stakeholders through the school improvement plan. Counselors work closely with guardians to ensure access to community resources.

	Examples: academic placement meetings, meetings with counselors regarding testing information and results, tours of the building, parenting tips & suggestions, new student orientation, back to school activities, volunteer opportunities, family interventions and support, Parent Teacher Association
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Middle School Level (7-8)

Service	Description <i>At least 80% Direct and Indirect Face-to-Face</i>
Individual and Small Group Counseling	Data is reviewed to determine student needs. Interventions are based on the identified gaps in the school and student needs. Data is tracked to ensure skills taught are developed. Groups are run 1 day x 30 minutes/week for intervention support. Examples: social/emotional groups, behavioral support, academic support, Boys Advocacy and Mentoring Group, Executive Function Skills Group, Career Exploration Group, Coping Skills Group, and helping students understand the role of attendance and academics in school success
Core Curriculum Lessons	Lessons are developmentally appropriate, based on ASCA Behaviors and Mindsets. Core lessons of Second Step, with components of experiential education, are taught in the general education setting in order to support all students' needs. General education teachers provide lessons 1 day per week during 'Success Time' Other lessons are developed through the counselor, PBIS team, and/or Assistant Director of Social Emotional Learning to enhance tier 1 delivery from the general education teacher during scheduled Success times.
Orientation/Transition Programs	Examples: Transition program, back to school ice cream social, separate schools, school pictures, technology support, T-Shirts, August event for VRMS information night and meet and greet, Intro on new principals, Expectations Fair, Policy and Procedures, FAQs, Success Time, WIN Time, Contact information, Tour before the end

	of the year, Video for families to watch at home, Meet and Greet/Info Night, Back to School Night
Academic Advisement/Student Goal Setting	The counselor promotes understanding of the relationship between classroom performance/success and provides interpretation of educational assessment results to develop academic goals. Examples: career/college conversations, Xello in success, Executive Function Group, academic W.I.N time with general education teachers, and Career Small Group.
Social/Emotional	Counselors provide students with opportunities to develop skills in the area 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 (22-23 SY creation), individual and group counseling sessions, 1-on-1 support, modeling, core curriculum lessons
Bullying Prevention & Responsive Services	Annual bullying prevention is presented to staff and students to assist in recognizing and responding to bullying situations during the school's Success Time. Students are taught to recognize and access a trusted adult in classroom guidance lessons and through individual counseling. Examples: school wide initiatives, individual and group counseling, classroom Second Step lessons, school-wide assemblies, ongoing dialogue with teachers, administrators, and guardians
Suicide Prevention & Responsive Services	Counselors provide developmentally-appropriate classroom guidance lessons to promote positive self-concept and value. Counselors are trained in suicide prevention strategies. Counselors communicate with families and refer to outside counseling agencies for higher-level continuation of care. Ridgefield school counselors have developed staff training that is

	provided to staff annually around the warning signs of suicide and ways to support students needs. Examples: Signs of Suicide in class and staff lessons, family/student communication, individual counseling, crisis intervention, outside service referrals, guardian contact
Career Planning	Grade level appropriate activities are provided for career planning and exploration through guidance lessons, career & technical education programs, career days, and building level programs. Currently, VRMS includes student engagement for career planning with Xello, Success Time, and Career Groups. See Career Planning section below.
Accelerated Learning Opportunities	Counselors collaborate with guardians, teachers, administrators, and other school officials to ensure students are placed in appropriate accelerated learning settings. Students in grade 1 through 8 receive classroom instruction through the Gifted program. Students are screened for eligibility for the Gifted program in K-7 grade(s).
Guardian 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. In addition, results of programs are regularly shared with stakeholders through the school improvement plan. Counselors work closely with guardians to ensure access to community resources. Examples: academic placement meetings, meetings with counselors regarding testing information and results, tours of the building, parenting tips & suggestions, new student orientation, back to school activities, volunteer opportunities, family interventions and support, 8th grade Student Success Plans?, Parent Teacher Organization

High School Level (9-12)

Service	Description <i>At least 80% Direct and Indirect Face-to-Face</i>
Individual and Small Group Counseling	Data is reviewed to determine student needs. Interventions are based on the identified gaps in the school and student needs. Data is tracked to ensure skills taught are developed. Examples: social/emotional groups, academic support, behavioral support, and helping students understand the role of attendance in school success.
Core Curriculum Lessons	Lessons are developmentally appropriate, based on ASCA Behaviors and Mindsets. Core lessons are taught in the general education setting in order to support all students' needs. Examples: Career exploration and planning; Bullying and Sexual Harassment prevention; Suicide Awareness and Prevention; Course selections; Scholarship search and application; College application process; College admissions test practice and preparation
Orientation/Transition Programs	The counselor promotes orientation and transition into the high school from providing 9th Grade Success Team, Camp Spudder for new students and 9th graders.
Academic Advisement/Student Goal Setting	The counselor promotes understanding of the relationship between classroom performance and success and may provide interpretation of assessment results to develop academic goals.
Social/Emotional	Counselors provide students with opportunities to develop skills in the area 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, core curriculum lessons
Bullying Prevention & Responsive Services	Annual bullying prevention is presented to staff and students to assist in recognizing and responding to bullying situations. Students are taught to recognize and access a trusted adult in classroom guidance lessons and through individual counseling. If students are experiencing bullying, they can complete an incident report form for additional support. Examples: school wide initiatives, individual and group counseling, school-wide assemblies, ongoing dialogue with teachers, administrators, and guardians
Suicide Prevention & Responsive Services	Counselors provide developmentally-appropriate classroom guidance lessons to promote positive self-concept and value. Counselors are trained in suicide prevention. Counselors communicate with families and refer to outside counseling agencies for higher-level continuation of care. Ridgefield school counselors have developed staff training that is provided to staff annually around the warning signs of suicide and ways to support students needs. Students and families are also provided with monthly Suicide Prevention information in the monthly newsletter.
Career Planning	Grade level appropriate activities are provided for career planning and exploration through guidance lessons, career & technical education programs, career days, and building level programs. See Career Planning section below.
Accelerated Learning Opportunities	Counselors collaborate with guardians, teachers, administrators, and other school officials to ensure students are placed in appropriate accelerated learning settings. Students in grade 9 through 12 receive classroom instruction through accelerated courses (AP, Running Start).
Guardian 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. In addition, results of programs are regularly shared with stakeholders through the school improvement plan. Counselors work closely with guardians to ensure access to community resources.

	Examples: academic placement meetings, meetings with counselors regarding testing information and results, tours of the building, parenting tips & suggestions, new student orientation, back to school activities, volunteer opportunities, family interventions and support, Parent Teacher Booster Organization
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Indirect Counseling

Elementary School Level (K-4)

Service	Description <i>At least 80% Direct and Indirect On Behalf of, Referral, Consultation</i>
Consultation	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.
Referrals	Indirect services include referring a student for school-based mental health services and making child maltreatment reports.
Decision-making Teams	Serving as a contributing member of decision-making teams, which include without limitation: • Section 504 • Multi-Tiered Systems of Support (MTSS) • Positive Behavior Intervention and Supports (PBIS) • Team Meetings
Discipline	Discipline is not a service provided by counselor teams. Restorative Practice conversations and counseling support can be an option for students who have been given a referral.

Intermediate School Level (5-6)

Service	Description <i>At least 80% Direct and Indirect On Behalf of, Referral, Consultation</i>
Consultation	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.
Referrals	Indirect services include referring a student for school-based mental health services and making child abuse and neglect reports.
Decision-making Teams	Serving as a contributing member of decision-making teams, which include without limitation: • Section 504 • Multi-Tiered Systems of Support (MTSS) • Positive Behavior Intervention and Supports (PBIS) • Team Meetings
Discipline	Discipline is not a service provided by counselor teams. Restorative Practice conversations and counseling support can be an option for students who have been given a referral.

Middle School Level (7-8)

Service	Description <i>At least 80% Direct and Indirect On Behalf of, Referral, Consultation</i>
Consultation	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.
Referrals	Indirect services include referring a student for school-based mental health services and making child abuse and neglect reports.

Decision-making Teams	Serving as a contributing member of decision-making teams, which include without limitation: • Section 504 • Multi-Tiered Systems of Support (MTSS) • Positive Behavior Intervention and Supports (PBIS) • Team Meetings
Discipline	Discipline is not a service provided by counselor teams. Restorative Practice conversations and counseling support can be an option for students who have been given a referral.

High School Level (9-12)

Service	Description <i>At least 80% Direct and Indirect On Behalf of, Referral, Consultation</i>
Consultation	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.
Referrals	Indirect services include referring a student for school-based mental health services and making child abuse and neglect reports.
Decision-making Teams	Serving as a contributing member of decision-making teams, which include without limitation: • Section 504 • SST Team • Team Meetings
Discipline	Discipline is not a service provided by counselor teams. Restorative Practice conversations and counseling support can be an option for students who have been given a referral.

Career Planning

K-12 Vertical Alignment

School counselors provide a multi tiered program to all students and grade levels that may include, but is not limited to: classroom counseling lessons, online tools, guest speakers, engagement with community partners, and special career related activities. Students develop real world skills for success, which may include self regulation, problem solving, social awareness, and communication skills.

Career programs are established based on:

1. [ASCA Mindsets and Behaviors for Student Success: K-12 College and Career Readiness Standards](#)

Grade Level	Career Support
PreK	
K-2	To be developed during the 22-23 SY
3-4	Career Fair Annually
5-6	
7	
8	
9-12	Xello career lessons, Career Fair (bi-annually), CTE courses

Component Four

Program Planning and School Support

Elementary Level (K-4)

Service	Description No more than 20% Coordination, Chair, Duties
Coordination of Programs and Data Input	All Ridgefield School District elementary counselors coordinate programs including, but not limited to: • Behavior Data Input (SWIS, CICO, Behavior Support Plan) • District PLC • Administrative Meetings • Professional Development • Lesson Planning • Guardian Involvement • Input for Master Scheduling • Professional Development presentations on mandated topics within the counseling domain
Chairing Committees and Meetings	Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives. Counselors lead their PBIS teams at their sites.
Duties	Ridgefield School District counselors are assigned duty in alignment with contract language.

Intermediate School Level (5-6)

Service	Description No more than 20% Coordination, Chair, Duties
Coordination of Programs and Data Input	All Ridgefield School District elementary counselors coordinate programs including, but not limited to: • Behavior Data Input (SWIS, Behavior Support Plan) • District PLC • Student Success Plan • Administrative Meetings • Professional Development • Lesson Planning • Guardian Involvement • Input for Master Scheduling • Professional Development presentations on mandated topics within the counseling domain
Chairing Committees and Meetings	Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives. Counselors co-lead their PBIS teams at their sites. • PBIS Team Meeting • District PLC Meetings • Building PLC Meetings • Administrative Meetings • Connection Center Collaboration Meetings • 504 Plan Meetings
Duties	Ridgefield School District counselors are assigned duty in alignment with contract language.

Middle School Level (7-8)

Service	Description No more than 20% Coordination, Chair, Duties
Coordination of Programs and Data Input	All Ridgefield School District elementary counselors coordinate programs including, but not limited to: • Behavior Data Input (Skyward, Behavior Support Plan) • Student Success Plan • Professional Development • Lesson Planning • Guardian Involvement • Input for Master Scheduling • Application recommendations: job, college admissions, scholarships • Application and enrollment process for accelerated programs (do we have any?) • Professional Development presentations on mandated topics within the counseling domain
Chairing Committees and Meetings	Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives. Counselors co-lead their PBIS teams at their sites. • PBIS Team Meeting • District PLC Meetings • Building PLC Meetings • Administrative Meetings • Connection Center Collaboration Meetings • 504 Plan Meetings
Duties	Ridgefield School District counselors are assigned duty in alignment with contract language.

High School Level (9-12)

Service	Description No more than 20% Coordination, Chair, Duties
Coordination of Programs and Data Input	All Ridgefield School District high school counselors coordinate programs including, but not limited to: • District PLC • Student Success Team • Administrative Meetings • Professional Development • Lesson Planning • Guardian Involvement • Input for Master Scheduling • Application recommendations: job, college admissions, scholarships • Application and enrollment process for accelerated and specialized programs (CAPS, Running Start, Cascadia Tech Academy, Wisdom Ridge) • Professional Development presentations on mandated topics within the counseling domain
Chairing Committees and Meetings	• College & Career Meetings • Connection Center Meetings • 504 Plan Meetings • Administrative Meetings • District PLC Meetings • Building PLC Meetings
Duties	Ridgefield School District counselors are assigned duty in alignment with contract language.

Component Five

District Transition Support Plan

Transition Plan Components

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. Ridgefield School District values and supports the work of our school counselors and strives to provide relative steps to help strengthen our programs. In order to ensure transitional compliance, the Assistant Director of Social Emotional Learning will complete the [District Self-Assessment & Template](#) annually, and share the results with counselors, building and district level administration, and other relevant stakeholders. The district will also align monthly school counselor CSCP meetings to the program goals: [agenda](#)

Section 1: Use of Standards

Our comprehensive school counseling program uses WA state and ASCA frameworks that are systemically aligned to the WA state learning standards. These standards are highlighted at the beginning of this handbook.

Desired State of Expectations/ Structures	• Building level school improvement plans include aspects of comprehensive school counseling program data and goals • Building level administrators will be aware of the goals, needs, and areas of focus for the school counseling program at their site • District-level goals already incorporate language similar to the comprehensive school counseling program vision: whole-child, premier, collaboration, inclusive, safe, nurture, supportive, partnerships, removing barriers, close the disparity gap
Transition Action Plan	• Building administrators will be provided training around the adoption of WA state and ASCA frameworks and how they align with the school counseling program • Counselors will be provided with ASCA templates to help guide and align their program to the standards • Counselors will be provided time to develop their goals for their site that align with WA state standards and ASCA framework

	● Counselors will advocate and hold a meeting at the beginning of the school year to highlight their program needs and areas of focus for the year with their building administrators
Partners Involved	● School counselors ● Building-level administrators ● District-level school counseling supervisors
Timeline toward full Implementation	● June 2022: The district informed building administrators of their upcoming changes to the school counseling program to align with WA state standards and the ASCA Framework ● June 2022: Counselors will have access to ASCA templates provided through Google Docs for ease of use. ● By August 2022: The district will train administrators around the new comprehensive school counseling plan and the expectation of incorporating the program within building focus goals ● By 2023-2024 School Year: The district will organize a system for storing previous templates developed throughout the year to ensure compliance towards the program
Section 2: Use of Data The comprehensive school counseling program provides a process for identifying student needs through a multilevel school data review and analysis of the use-of-time data, program results data, and data regarding communication with administrators and other stakeholders. Refer to Component Two of this handbook to highlight areas of data within the program and our sites Calendars to help guide compliance and awareness around the program.	
Desired State of Expectations/ Structures	● School counselors will be fluent in gathering data relevant to their program, to help determine goals and supports for their site. ● Building administrators will set out time to discuss the data of the counseling program with their counselors. ● Counselors will be provided district-wide analysis of their data to provide comprehensive discussions relevant to improving our program. ● District-level administration will be provided with the school building data to help analyze district-level support towards the counseling program
Transition Action Plan	● Counselors will be provided with support by district-level administrator in completing the data sections for compliance towards implementation ● Counselors will be provided training in the Use of Time data collection system ● Data will be shared with school site relevant teams and building administrators ● Program individual site data will be shared out to stakeholders

Partners Involved	● Counselors ● Psychologists ● Building Level Administrators ● District Level Administrator
Timeline toward full Implementation	● During 22-23 School Year: Counselors will begin gathering the following data - ○ Beginning of year: School Data Summary (with understanding that not all areas this year will be able to be completed, full completion come 23-24 school year of the form); Program Goals Development per site tied to data; ○ Throughout the year: Use-of-time 2x/year; tracking progress monitoring data of interventions; District-level administration will support 2x a year PBIS Tiered Fidelity at the K-8 sites ○ End of year: Counseling Mindsets and Data Summary; a Snapshot 1-2 page document created at the end of the year highlighting individual site programs ● By 2023-2024 School Year: District and building level sites will complete CSCP School/District Site Alignment rubric for reflection of program; counselors will be provided time to utilize the ASCA Closing the Gap Action Plan; building sites will be expected to analyze small group results after interventions utilizing the Small Group Results Report ● By 2023-2024 School Year: The district will share individual site program results on the district website for stakeholders to view
Section 3: Use of Time We recognize that school counselors are working towards allocating their time to reflect CSCPs guidance. 80% of their work time is to provide direct and indirect services to benefit students, as aligned with national school counseling standards. Within Components Three and Four of this handbook highlights the specific use of time within each site.	
Desired State of Expectations/ Structures	● School counselors can dedicate 80% of their time to providing direct and indirect services to students ● 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 ● School counselors will advocate for monthly meetings with building administrators to have multiple check-ins throughout the school year

	towards their program alignment
Transition Action Plan	• Administrators and school counselors understand the 80/20 use of time suggested allocation. • Building administrators and school counselors will be provided with effective teaming and advocacy strategies to create productive partnerships
Partners Involved	• District level administrators • Building level administrators • School counselors
Timeline toward full Implementation	• June 2022: The district trained building administrators on the expected 80-20 use of time suggested allocation and provided a break down of direct and indirect service examples within this handbook • 2022-2024 Years: Building administrators will continue to engage in training around effective teaming and collective efficacy to ensure productive partnerships with their school counseling team • Beginning 22-23 School Year: District-level analysis of counselor Use-of-Time as a team with all counselors present to reflect on results and provide collaboration time
Section 4: Use of Personnel Our comprehensive school counseling plan is guiding programs to support students in developing their academic, career, and social-emotional learning. Within this handbook in Components One and Three highlight the use of our counselors and alignment district-wide to help strengthen needs.	
Desired State of Expectations/ Structures	• School counseling programs, district wide, will focus on aligning career skills through vertical collaborative conversations • All sites will work towards strengthening their Multi Tiered Student Supports for academic and social-emotional learning systems as highlighted within the MTSS Handbook located in Component One • The district will continue to provide stipends for professional use of time • The district will continue to provide 6 hours of district-wide collaboration with mental health providers invited to support the social-emotional learning development
Transition Action Plan	• District-wide collaboration will take place in order to help counselors vertically align their career planning • At minimum, monthly meetings will take place within building sites to discuss and support tier 1 systems for academic and social-emotional learning support • At minimum, bi-monthly MTSS meetings will take place at building sites with time allotted to tier 2 and tier 3 social-emotional learning

	• At minimum, bi-monthly MTSS meetings will take place at building sites with time allotted to tier 2 and tier 3 academic learning • The district will continue to update the MTSS handbook in alignment with building site needs and the incorporation of the comprehensive school counseling program goals
Partners Involved	• Building Tier 1 teams • Building Tier 2 and Tier 3 teams • School Counselors • District-level administration • Building-level administration
Timeline toward full Implementation	• 2022-2023 School Year: District-level administration will attend building level MTSS and PBIS meetings to provide support in alignment with the comprehensive school counseling program • 2022-2023 School Year: Counselors will be provided time to work on vertically aligning career planning for their sites

**Ridgefield School District Counselors collaborate annually to review and update the Comprehensive School Counseling Plan. All members of the Ridgefield School District are given the opportunity to provide input and work collaboratively with their peers throughout the process. The Comprehensive School Counseling Plan ensures that services are coordinated in a manner that provides comprehensive support to all students. Services within Component Three of this packet contains direct and indirect services that the district strives to provide. The services are worked towards, collaboratively, and are in different stages of development. This document was created through input from Rogers Public Schools comprehensive program.*