

Cheney Public Schools

District Comprehensive School Counseling Program



**TOGETHER, WE ARE
CHENEY PUBLIC SCHOOLS**

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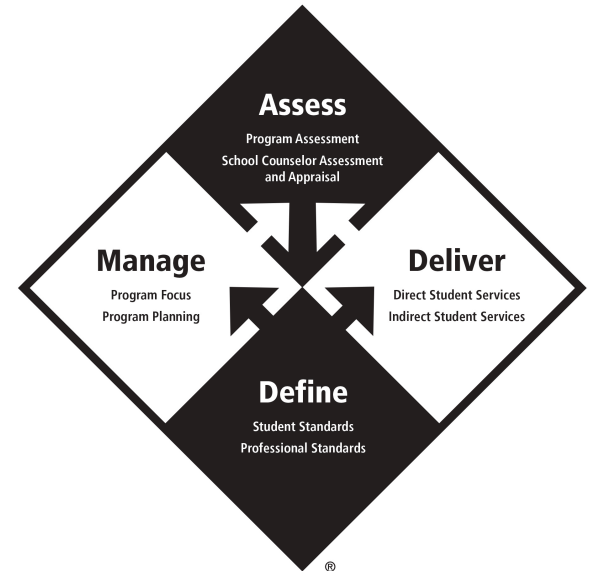
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Introduction & Resources

Cheney School District School Counselors design and deliver school counseling programs that improve student outcomes. Our district utilizes tools 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 a tool to identify, prioritize, and evaluate the elements of a high quality school counseling program and align with the requirements of [WA State Senate Bill 5030](#).

Resources:

[ASCA National Model 5th Edition](#)

[ASCA School Counselor Professional Standards & Competencies](#)

[ASCA Ethical Standards](#)

[ASCA School Counselor's Role](#)

[CSCP Documents & Resource Links](#)

[OSPI CSCP/5030 Catch Up HUB](#)

[Building Level CSCP 2026-27](#) (Used by each school counseling staff to implement the CSCP)

[2024 Cheney Public Schools District Strategic Plan](#)

School Counseling Team

School	Name	Email	Phone
Director of Safety & Well-Being			
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	Molly Rideout	mrideout@cheneyisd.org	509-559-4304
Sunset Elementary	Sam Winchell	swinchell@cheneyisd.org	509-559-4634
Windsor Elementary	Lindsey Bench	lbench@cheneyisd.org	509-559-4239
Middle School Counselors			
Cheney Middle	Pam Kidder	pkidder@cheneyisd.org	509-559-4414
Cheney Middle	Melissa Faulk	mfaulk@cheneyisd.org	509-559-4448
Cheney Middle Beh.	Brian Hantz	bhantz@cheneyisd.org	509-559-4463
Westwood Middle	Nermin Durgutovic	ndurgutovic@cheneyisd.org	509-559-4157
Westwood Middle	Christina Wood	cwood@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	Sara DeBeaumont	sdebeaumont@cheneyisd.org	509-559-4022
Cheney High	Tyler Neely	tneely@cheneyisd.org	509-559-4020
Cheney High	Ericka Rodriguez	erogdriguez@cheneyisd.org	509-559-4017
Three Springs High / WIN Academy	Travis Weese	tweese@cheneyisd.org	509-559-4512

Section 1: Define/Use of Standards

DEFINE/Use of Standards: Student Standards

School Counselors select 1-2 student standards for each goal, lesson, 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.

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- ☐ Each school counseling program will select student standards to align with each goal, lesson, intervention or activity of the CSCP in the areas of life readiness skills.
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Resources:

[ASCA Student Standards](#)
[MTSS Framework](#)

[Classroom & Group Mindsets & Behaviors Action Plan](#)
[Washington SEL Standards](#)
[ASCA Position Statement on MTSS](#)

DEFINE/Use of Standards: Professional or Adult Standards & Ethical Standards

Select the standards that will guide the practice of the school counseling program each year and review the standards with your administrator in preparation for the school year.

[ASCA Ethical Standards](#)
[ASCA School Counselor Professional Standards & Competencies](#)
[School Counselor Standards & Competencies Checklist.pdf](#) 5th Edition

- ☐ Each school counselor will select professional standards to guide the practice of the school counseling program each year.

District Vision, Mission, Beliefs

District Vision: In Cheney Public Schools, we envision a community where all students will thrive in their academic, social, and emotional journeys. They will graduate from Cheney Public Schools as well-rounded individuals, intellectually astute, creatively empowered, and socially adept, fully prepared to navigate the complexities of a diverse, global society.

District Mission: Cheney Public Schools exists to guarantee a safe and caring environment where ALL students learn at high levels and graduate with options for post-secondary education, careers, and civic engagement.

District Counseling Team Mission: The Cheney Public Schools counseling program mission is to partner with stakeholders within the community to provide ALL students with a comprehensive school counseling program that supports students' academic, social/emotional, and college and career goals. As a result of the program, ALL students will graduate with options for post-secondary success and be prepared for a lifetime of continued learning.

Beliefs:

- All students will have access to a school counselor who abides by the American School Counselor Association's Ethical Standards for School Counselors, advocates for all students, and delivers a comprehensive school counseling program.
- We believe that a comprehensive, age-appropriate and developmentally based guidance and counseling program is an essential part of the system to support and strengthen the efforts of teachers, staff, parents and other members of the community in promoting the academic, career and social & emotional development of students.
- Data should always be used to design, implement, evaluate, and continuously improve the program.
- We believe that effective program management includes the use of a planning process to define needs, priorities and program objectives; evaluates the effectiveness of individual activities and the overall program in meeting desired student outcomes; and, educates the school staff, parents and the community about the guidance program through a public information program.
- Students' ethnic, cultural, and racial diversity will be honored in the planning and implementation of the comprehensive school counseling program.
- We believe that all of our students can leave our schools prepared for life after graduation.
- All students are capable of high levels of success that reflect their uniquenesses.
- All students have dignity, self-worth, and empathy.
- Students are effective self-advocates and resilient.
- Students can and will succeed when they have meaningful and sustained relationships with caring adults.
- We believe that developing the social and emotional dimensions of students is as critical as career and academic development.

Section 2: Deliver

3. ASCA Student Standards Delivery Plan

As part of the schoolwide Multi-Tiered System of Supports (MTSS), CSCP staff deliver tiered supports (both direct and indirect supports) to students to improve life-readiness and academic success for each and every student.

Using the chart provided below, each school counseling program will categorize the CSCP supports available in their school by domain and tier.

MTSS Tier	Type of Support	Academic	College/Career	Life Readiness
Tier 3	Direct T3 Support: (with students)			
	Indirect T3 Support: (on behalf of students)			
Tier 2	Direct T2 Support: (with students)			
	Indirect T2 Support: (on behalf of students)			
Tier 1	Direct T1 Support: (with students) School Counseling Instruction			
	Direct T1 Support: (with students) Individual Student Planning, Appraisal, and Advisement			
	Direct T1 Support: (with students) Schoolwide Programs & Activities			
	Indirect T1 Support: (on behalf of students)			
Remember: If ALL students don't receive it, it's not Tier 1		Academic	College/Career	Social/Emotional

- ☐ Each school counseling program will categorize the CSCP supports available in their school by domain and tier.

Tier 1 Core Curriculum Resources:

[W 4. Lesson Plan](#) OR [Core Curriculum Action Plan](#)
[CharacterStrong](#) [Second Step](#) [SchoolLinks](#)

Tier 2 Strategies:

- Classroom instruction in a single classroom when a specific need or circumstance develops.
- Small group instruction delivered to students who have a common interest or need.
- Individual instruction to provide additional opportunities for students to acquire specific knowledge or skills.

Appraisal and Advisement

- Appraisal is the process where school counselors work with students to analyze and assess their abilities, interests, skills and achievement. Focus on a student test, inventory or other data that includes some level of interpretations, assessment and feedback leading to the development of academic, career and/or social emotional plans. Ex. interest inventory
- Advisement is the process through which school counselors make recommendations based on appraisal of tests, inventories and other data to help students make decisions for their future. It serves to inspire students to realize their maximum potential.

Counseling

- Counseling is the professional assistance and support provided to a student 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, career and social/emotional development.

Interventions

- Affective interventions help student express, identify or discriminate feeling, to accept feeling or to determine ways to manage or change feelings
- Behavioral interventions help students identify, change or replace behaviors that are inappropriate or interfere with successful navigation of current placements, situations or relationships.
- Cognitive interventions seek to reduce emotional stress and accompanying maladaptive behavioral patterns by altering errors in thoughts, perceptions or beliefs.

Indirect Student Services

Consultation

- Consultation is the process of providing information, opinions and recommendations to individuals who can support a student's need or seeking information from an expert about student needs. School counselors both provide and seek consultation.

Collaboration

- Collaboration is the process in which multiple individuals work toward a common goal and share responsibility for the associated tasks. It occurs in a variety of situations. (Teaming and partnering, school/district committees, parent workshops, community partnerships, crisis response)

Referrals

- Referrals occur when students' needs extend beyond the training and/or responsibilities of the school counseling role. School counselors provide instructional advisement and counseling services through brief, targeted approaches. When a student needs support beyond short-term services or counseling, it is a school counselors' ethical duty to refer students and parents to school or community resources for additional assistance or information.

Section 3: Manage/Use of Data/Use of Personnel

MANAGE/Use of Data: PROGRAM PLANNING - Annual Data Review

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.

- W 1. Data Priorities W 2. Achievement Gap Plan
- 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 (Attendance rates, Discipline rates, Systemic barriers, Student perspectives, Education partner perspectives)
- Identify and prioritize data points that will be used in your school counseling program

☐ Each school counseling program will complete the W 1. Data Priorities and W 2. Achievement Gap Plan annually.

MANAGE/Use of Data: Action Plans & Lesson Plans

The Manage component includes nine templates that guide school counselors through school counseling program design, implementation and assessment:

- W 1. Data Priorities Annually
- W 2. Achievement Gap Plan.docx Annually
- X 3. ASCA Student Standards Delivery Plan Update
- W 4. Lesson Plan Update
- W 5. Small Group Plan Update
- W 6. Annual Administrator Conference Annually
- X 7a. Use of Time OR X 7b. Use of Time Annually
- W 8. Advisory Council First Semester or Share Program Outcomes Annually
- W 9. Advisory Council Second Semester or Share Program Outcomes Annually

☐ Each school counseling program will update or complete 1-7, 8 or 9 annually.

MANAGE/Use of Personnel: [W 6. Annual Administrator 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

☐ Each school counselor will complete an [W 6. Annual Administrator Conference](#) in the fall.

MANAGE/Use of Time: Use-of-Time Analysis

SHB 5030 requires school counseling programs to allocate at least 80 percent of their work time providing direct and indirect services to benefit students, as aligned with standards developed by a national organization representing school counselors.

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.
- Work time means the portion of an employee's contracted hours for which they are contracted to perform the duties of a school counselor.

Resources:

[HR Time Tracking Reference Guide](#)

[Use of Time Calculator - Definitions](#)

☒ 7a. Use of Time OR ☒ 7b. Use of Time

☐ Each school counselor will complete a [Time Tracker](#) of their choice for a week period in the fall and again in the spring.

MANAGE/Use of Time: 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.

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- ☐ Each school counseling team will review/revise the Annual Calendar in the fall. This can be a counselor created calendar or [Annual Calendar](#).

Section 4: Assess/Use of Data

ASSESS: Annual Program Assessment/Results Reports

W School Counseling Program Assessment completed at the end of every school year

- Template for gathering program data for assessment
- [ASCA School Counselor Professional Standards & Competencies Assessment](#)

☐ Each school counseling team will complete a **W** School Counseling Program Assessment at the end of every school year and at regular progress monitoring throughout the school year.

ASSESS: Sharing Program Results with the School Community

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

Methods to Share Program Results with the School Community (Can use multiple methods):

- Visual one-pager [Examples](#) | Templates: [Canva](#) | [Google Slides](#) | [Word](#)
- Flashlight presentation [Examples](#) | [Template](#)
- Present to the school board, PTO/PTA, or CSCP advisory council (see [Tips for Presenting to School Boards](#))
- Share results during a staff meeting (see webinar on Sharing Results: [Recording](#) [1 hour] | [Slides](#))
- Post results to the school's or CSCP's social media accounts or website
- Incorporate results into your [National School Counseling Week](#) activities (the first full week of each February)
- Publicize a few highlights of results in the school's CSCP's newsletter or newspaper
- Create a bulletin board or other visual display to showcase program results at the school
- [Advisory Council](#) (Fall and Spring Best Practice) **W** 8. Advisory Council First Semester
W 9. Advisory Council Second Semester

☐ Each school counseling team will share their program results with the school community in at least one way every school year.

ASSESS: CSCP Staff Performance Appraisal

Tool(s) or framework used to evaluate CSCP staff this year:

- [Counselor Evaluation - Blank Original](#) (Working on Revision)
- Related ASCA position statement – [Counselor Evaluation & Annual Performance Appraisal](#)
- [School Counselor Performance Appraisal](#)

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- ☐ Each school counselor will complete at least one Counselor Evaluation at the end of every school year with their supervising administrator.

Timeline/Action Plan

☰ 2026-27 CSCP Documents & Resource Links

August - September	- Review Professional Competencies - Review Annual Calendar - W 1. Data Priorities - School Counseling Program Goals W 2. Achievement Gap Plan - Prep for W 6. Annual Administrator Conference - Share information about counseling program with stakeholders - Update Referral List, Community Collaborators, etc. (Website?) - X 3. ASCA Student Standards Delivery Plan - W 4. Lesson Plan
October	- W 6. Annual Administrator Conference - Advisory Council (Meeting 1) W 8. Advisory Council First Semester OR share information about counseling program with stakeholders - Use of Time Assessment X 7a. Use of Time OR X 7b. Use of Time - Schedule data day to review Q1 Data (grades, behavior, attendance, other) to determine which students qualify for interventions
November	- Report & Schedule Tier 2 Interventions W 5. Small Group Plan Determining Data-Driven T2 Intentional Interventions (Examples) - Plan to assist students in updating their HSBP (middle & high)
December	Implementation of school counseling annual calendar items.
January	- Results Reports X 3. ASCA Student Standards Delivery Plan - Schedule Data Day for reviewing Semester 1 data and determine which student qualify for interventions
February	- National School Counseling Week activities - Use of Time Assessment X 7a. Use of Time OR X 7b. Use of Time
March-April	- W School Counseling Program Assessment - Advisory Council (Meeting 2) W 9. Advisory Council Second Semester OR share information about counseling program with stakeholders - Schedule data day to review Q3 Data (grades, behavior, attendance, other) to determine which students qualify for interventions
May - June	- List students not on-track for CCR and the supports/interventions being implemented - Schedule Data Day for reviewing Semester 2 data and determine which student qualify for interventions Program Results: - W 2. Achievement Gap Plan - W School Counseling Program Assessment
Summer	Relax & refuel ☀️

Building CSCP

Building Level ...

Betz  Betz CSCP Template for Schools 2024-2025
 Salnave  Salnave CSCP Template for Schools
 Snowdon [Snowdon CSCP Template for schools](#) 25-26
 Sunset [Sunset CSCP Template for Schools](#)
 Windsor  Windsor 25/26 CSCP School-Level Organization
 Cheney Middle  Cheney Middle CSCP Template for Schools
 Westwood Middle  Westwood CSCP Template for Schools
 Cheney High School  Cheney High CSCP
 Three Springs High School  Three Springs High CSCP Template for Schools

References

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