

Kelso School District

Comprehensive School Counseling Program (CSCP)

In compliance with [SSB 5030](#)



Mission

The Kelso School District Counseling Program advocates for the development of all students equitably in the domains of personal/social, academic and career. School counselors collaborate with all stakeholders to support student's social/emotional learning, academic success, and future planning.

Vision

All students in the Kelso School District will become passionate and productive citizens in our ever-changing global society.

Kelso School District School Counselors

Kelso School District counselors deliver instruction, plan school wide programs and events, and provide some short-term goal-focused counseling, in an MTSS model. They provide tier 1 services that include a comprehensive program, which includes district and locally determined events and curriculum, as well as district and locally determined tier 2, and tier 3 interventions. Additionally, all K-12 school counselors should support a college and career culture in the school building which promotes concrete connections between academic learning with future goals, career exploration and college knowledge. The foundation for all school counselor work is to advocate for equitable policies and practices; and being the advocate voice for students.

School counselors are certified/licensed educators who improve student success by implementing a comprehensive school counseling program consisting of equitable and universal supports for all students.

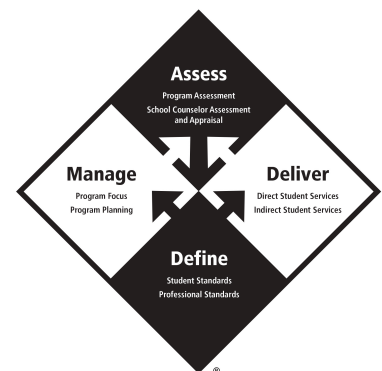
School counselors design and deliver school counseling programs that improve student outcomes. They lead, advocate and collaborate to promote equity and access for all students by connecting their school counseling program to the school's academic mission and school improvement plan. They uphold the ethical and professional standards of ASCA and promote the development of the school counseling program based on the following areas of the ASCA National Model: **define, deliver, manage and assess**.



Define:

KSD school counselors create school counseling programs based on three sets of standards that define the profession. These standards help school counselors develop, implement and assess their school counseling program to improve student outcomes.

- **Student Standards**
 - ASCA Mindsets & Behaviors for Student Success: K–12 College- and Career-Readiness for Every Student
- **Professional Standards**
 - ASCA Ethical Standards for School Counselors
 - ASCA School Counselor Professional Standards & Competencies



Manage:

To be delivered effectively, the KSD school counseling program must be efficiently and effectively managed. The ASCA National Model provides school counselors with the following program focus and planning tools to guide the design and implementation of a school counseling program that gets results.

- **Program Focus:** Mission, Vision and Beliefs

- **Program Planning:** School Data Summary, Annual Student Outcome Goals, Action Plans (Classroom/Group & Closing the Gap), Lesson Plans, Annual Administrative Conference, Use of Time, Calendars (Annual & Weekly) and Advisory Council



Deliver:

School counselors deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counselor's interaction with others. These activities and services help students develop the ASCA Mindsets & Behaviors for Student Success and improve their achievement, attendance and discipline.\

80% Direct Services

- School Counseling Instruction: delivery of district and locally determined structured lessons to help students attain desired competencies in three domains: (1) academic, (2) career, and (3) social and emotional.
- Appraisal and Advising: school counselors coordinate and provide large-group, classroom, small-group, individual ongoing systemic activities designed to assist students in establishing personal goals and developing future goals; using strengths, learning and career inventories;
- Responsive services: designed to meet students' immediate needs and concerns, including short-term individual counseling, small-group settings, and/or crisis response; referral to outside services as appropriate.

20% Indirect Services

- Indirect services are provided on behalf of students as a result of the school counselors' interactions with others. Indirect services should be assigned as other fair share duties. Indirect services include:
 - Consultation (such as being part of MTSS), Collaboration (acting as student advocate during IEP, 504, or Student intervention meetings), Providing Outside Community, Mental Health or other Resource Options to students, families or those who support students and overall program development.

**Monitoring testing, master schedule development, supervising students at lunch and recess, assuming duties of other non-counseling staff are not direct or indirect services.*



Assess

To achieve the best results for students, school counselors regularly assess their program to:

- determine its effectiveness
- inform improvements to their school counseling program design and delivery
- show how students are different as a result of the school counseling program

School counselors also self-assess their own mindsets and behaviors to inform their professional development and annually participate in a school counselor performance appraisal with a qualified administrator. The ASCA National Model provides the following tools to guide assessment and appraisal.

Program Assessment

- School Counseling Program Assessment
- Annual Results Reports

School Counselor Assessment and Appraisal

- ASCA School Counselor Professional Standards & Competencies Assessment
- School Counselor Performance Appraisal Template

CSCP Priority Statements

The table below was collaboratively developed by Kelso School District school counselors to show how counseling priorities were selected. The priorities reflect professional school counseling standards, student needs identified through multiple data sources, gaps in student outcomes, and the district's current readiness and capacity to implement strategies that improve academic, career, and social-emotional outcomes for students.

Grade Band	Priority	ASCA Domain	Student Need (Data/Equity)	IFI System Gap	Readiness / Leverage	Priority Statement
Elementary	1	Social/Emotional	High needs in behavior, attendance, belonging, and emotional regulation	Tier 1 exists but not consistent or systematized across schools	Strong readiness (most identified 'ready win')	Strengthen Tier 1 Social/Emotional systems to improve attendance, behavior, and belonging
Elementary	2	Career	Low exposure to career awareness and purpose-building	Weakest Tier 1 system (limited scope/sequence districtwide)	High leverage (new system build, scalable K–5)	Build a districtwide K–5 career awareness scope and sequence
Middle	1	Academic	Attendance, engagement, and course performance identified as primary need	Systems exist but not consistently aligned to outcomes or equity gaps	High readiness (clear systems to refine)	Support the strengthening of Tier 1 academic engagement (attendance, engagement, on-track academics, etc)
Middle	2	Social/Emotional	Needs in behavior, readiness, peer dynamics, and regulation	Tier 1 delivery inconsistent; Tier 2/3 over-relied upon	Strong readiness (identified as immediate win)	Support the expansion of Tier 1 Social/Emotional support
High	1	Social/Emotional	Mental health, behavior, and engagement concerns	Tier 1 is least developed at secondary level	High leverage (major gap + strong impact potential)	Build consistent Tier 1 Social/Emotional systems
High	2	Career	Postsecondary readiness gaps; inconsistent planning	Fragmented Tier 1 systems (advisory, CCR, planning not aligned)	Moderate–high readiness (can align existing structures)	Strengthen Tier 1 postsecondary and career readiness systems

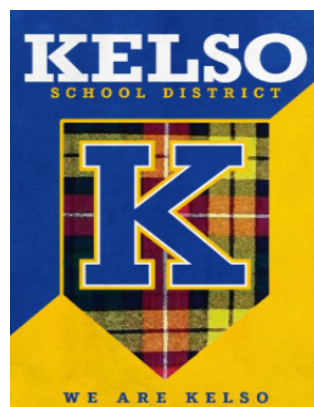
**Note: Kelso School District school counselors will set individual annual goals with their school administrator aligned to the priority statements listed above. Priority statements will be collaboratively reviewed annually and adjusted based on identified student need and system readiness.*

Assessing KSD's Comprehensive School Counseling Program:

- KSD counselors will monitor their time at least twice annually to ensure that they are spending the majority of their time in direct and indirect services to students.
- KSD counselors will also collect, disaggregate and analyze data to ensure that they are meeting students' needs and closing opportunity gaps
- KSD counselors engage in two-way communication with administrators and community members about their work and results
 - Part of this communication includes an annual review and assessment process
 - Data considered during this review may include participation, mindsets and behavior changes, and student outcomes, including but not limited to, changes in attendance, discipline rates, postsecondary pathway attainment, grades, course choices, and behavior across all student groups.

Kelso School District Counseling Team

Counselor	School
Angie Knowles	Kelso High School
Cedrique Chaney	Kelso High School
Kylie Thiessen	Kelso High School
Justin Sitch	Kelso High School
Megan Giltinan	Kelso High School
Kali Dalton	Coweeman Middle School
Rachel Leinweber	Coweeman Middle School
Rebecca Viscuso	Huntington Middle School
Christina Zepeda	Huntington Middle School
Rebecca Abercrombie	Barnes Elementary
Sarah Fiecke	Butler Acres Elementary
Maggie Miller	Lexington Elementary
Cami Rothwell	Lexington Elementary
Lavern Dollarhyde	Wallace Elementary
Tailor Martelli	Rose Valley and Carrolls Elementary
Yeni Woodall	Kelso Virtual Academy/Preschool PUPS



Resources

OSPI:

- [Comprehensive School Counseling Programs](#)
- [Washington State Social and Emotional Learning Standards](#)
- [Multi-Tiered Systems of Supports](#)

ASCA:

- [American School Counseling Program](#)
- [ASCA Professional Standards](#)
- [ASCA Student Standards and Mindsets](#)
- [ASCA Tools and Templates](#)



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