

Manson School District

2022-23 Comprehensive School Counseling Program Plan

Vision Statement

It is the vision of the Manson School District Counseling team that students will be provided with a safe and inclusive environment that nurtures the whole child.

Mission Statement

The vision of the Manson School District Counseling team is to maximize student success by promoting access and equity for all students in the areas of academic achievement, social emotional growth and postsecondary planning.

Belief Statement

The Manson School District Counseling team believes that ALL students:

- have inherent dignity and worth
- are capable of learning and growth when provided appropriate support and resources
- can graduate with the skills to successfully navigate our evolving & complex world
- deserve to be supported by school counselors who are ethical leaders, advocates and collaborators within their school system

School Counselor Duties

School counselors in Manson School District will act as systems change agents to improve outcomes for all students by providing the following types of services:

- data analysis to identify student needs, challenges and strengths
- individual student planning/goal setting
- short-term counseling
- referrals for long-term counseling support & wraparound community resources
- collaboration & consultation with teachers, families, administrators and community agencies
- advocacy regarding services & interventions (i.e. 504 plans, Student Success & Intervention Team Meetings, etc)

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Section 1: Alignment to Standards

The Manson School District PK-12 School Counseling Team delivers and coordinates a Comprehensive School Counseling Program (CSCP) which supports students across three domains:

- **Social/Emotional Development:** 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:** 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:** 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.

Counseling services are aligned with local, state and national standards:

- [Manson School District's End Policies](#)
- [Washington State Social Emotional Learning Standards](#)
- [ASCA's Student Mindsets and Behaviors Standards](#)

Counseling services are delivered as part of a Multi-Tiered System of Supports (MTSS) system of supports:

- **Tier One** counseling programs are provided to all students across the district.
- **Tier Two** is additional support, in addition to Tier One, which addresses identified deficiencies, missed opportunities, or needs within groups of students.
- **Tier Three** is intensified, short-term support for a few students. Tier Three may be appropriate for students who: continue to demonstrate a high level of need and exhibit barriers to learning after receiving Tier 2 interventions, experience a crisis, transfer to the school with data that determines a need for Tier 3 services, and/or need referrals to outside resources

Section 2: Identifying Student Needs with Data

School counselors will identify student needs through the following processes:

- Data review/triangulation of data (i.e. attendance, behavior, discipline, grades, assessments, SEL screener, etc)
- MTSS Framework (Tiered approach to supporting students)

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Section 3: How Services will be Delivered

School counselors will spend at least 80% of their contracted time delivering direct and indirect services such as:

- **Instruction** (Direct): Teaching and/or coordinating classroom lessons which align with local, state & national student success standards (i.e. Kelso's Choice, Second Step, Character Strong, etc)
- **Appraisal & Advisement** (Direct): assessing student abilities, interests, and achievements to help them make decisions about their future
- **Counseling** (Direct): providing 1:1 or small group professional assistance to support student success
- **Consultation** (Indirect): sharing strategies which support student achievement with parents & teachers
- **Collaboration** (Indirect): creating partnerships with stakeholders (i.e. teachers/parents/community agencies) to support student success
- **Referrals** (Indirect): providing community resources to students/families as needed

Some services in the CSCP will be coordinated/supported by counselors but delivered by other school staff.

Section 4: Annual Review & Assessment

The Manson School District CSCP will be implemented by school counselors (Stephanie Tichelaar, Manson Elementary, Grades PK-5; Kayla Helleeson, Manson MS/HS, Grades 6-9; Jim Broome, Manson HS, Grades 9-12) in collaboration with building administrators and staff with the purpose of guiding students in academic pursuits, career planning and social-emotional learning.

School counselors will utilize late-start Mondays and district professional learning days to:

- collaborate regarding programmatic goals
- access high-quality professional development
- regularly reflect, assess progress and adjust plans to ensure student needs are met via the CSCP

Manson School District counselors will use data to review & assess the CSCP annually in the Spring. Examples of possible data points are:

- Use of time data (school counselors will perform a use-of-time study at least 2 times per year)
- Program results data
- Student data (i.e. attendance, behavior, discipline, grades, assessments, SEL screener, etc)