

## **Comprehensive School Counseling Program**

The Wilbur School District Board of Directors recognizes that a comprehensive school counseling program based on current national and state standards of best practice is an important part of the district's total program of instruction and support for all students.

The district will create a written plan to develop a comprehensive school counseling program of tiered services in accordance with state laws and regulations, school improvement plans, ethical standards, and district policies and procedures. The district will revise its plan as necessary based on relevant data. The district will also create a transition plan that supports the long-term goal of full implementation of the written plan over time.

A school counselor is a professional educator who holds a valid school counselor certification as defined by the professional educator standards board. School counselors serve a vital role in the comprehensive school counseling program. The school counselor plans, develops, organizes, and leads delivery of a comprehensive school counseling program that focuses on the academic, career, and social-emotional needs of all students, based on the national standards for school counseling programs of the American School Counselor Association and state standards. School counselors align supports with the district's vision, mission, and school improvement goals. In addition to school counselors, all Educational Staff Associate (ESA) staff, in collaboration, serve to support the implementation of a comprehensive, multi-tiered system of student supports.

School counselors and other ESA staff implementing the comprehensive school counseling program will spend no less than 80% of their contracted time on direct and indirect supports to students and no more than 20% of their contracted time on program planning and school support activities.

It is the goal of the Wilbur School District Board of Directors that the district's comprehensive school counseling program will assist every student in acquiring the knowledge, skills, and attitudes needed to become an effective student, responsible citizen, productive worker, and a lifelong learner. To that end, the district will develop and use materials, orientation programs, professional learning, and evidence-based counseling techniques that encourage participation in all available guidance and support opportunities, school programs, and courses of study, including career and vocational technical programs and employment opportunities.

The district will not deny any student the ability to participate in or benefit from its student support system based on sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression or identity, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal, whether they take place on or off school grounds or are offered as part of the district's online or alternative learning programs.

The board will provide resources to support the foundation, content, and continuous improvement of a comprehensive K-12 school counseling program, consistent with best practices described in state and national models. As feasible within existing resources, all school counseling programs will include the following elements: classroom counseling curriculum, individual student planning, responsive services, and systems support for the counseling program.

Cross References:	2170 - Career and Technical Education
	3112 - Social Emotional Climate
	3123 - Withdrawal Prior To Graduation
	3210 - Nondiscrimination

Legal References: RCW 28A.320.280 School counselors, social workers, and psychologists—Priorities  
RCW 28A.320.290 School counselors, social workers, and psychologists—Professional collaboration  
RCW 28A.320.600 - 620  
RCW 28A.410.043 School counselor certification  
WAC 392-190-010 Agency filings affecting this section  
Counseling and guidance services—Course and program enrollment.

Management Resources: 2022 – March Issue  
2019 - July Policy Issue  
2014 - December Issue  
2008 - December Issue

Adoption Date:  
Classification: **Encouraged**  
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