



LYNDEN
SCHOOL DISTRICT

Tradition + Pride + Excellence

Comprehensive School Counseling Program 2023 – 2025

District Mission

All students graduate college, career, and citizenship ready

Belief Statement

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 Lynden 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 working document and highlights our vision, updated and revised based on the needs of our students and community.

Lynden School District Comprehensive School Counseling Program

The Lynden School District K-12 Counseling Team delivers and coordinates a Comprehensive School Counseling Program (CSCP) across three domains:

1. **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.
2. **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.

3. 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.

Direct and Indirect counseling services will be delivered by school counselors. Some services in the Comprehensive School Counseling Program (CSCP) will be coordinated or supported by counselors but delivered by other school staff. These counseling services are aligned with state and national standards:

American School Counselor Association (ASCA) Student Mindsets and Behaviors Standards
Washington State Social Emotional Learning Standards

Counselor Mindsets

- Every student can learn, and every student can succeed
- Every student should have access to and opportunity for a high-quality education
- Every student should graduate from high school prepared for postsecondary opportunities
- Every student should have access to a school counseling program
- Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders.
- School counselors are leaders in the school, district, state and nation
- School counseling programs promote and enhance student academic, career and social/emotional outcomes

Student Mindsets

- Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- Sense of acceptance, respect, support and inclusion for self and others in the school environment
- Positive attitude toward work and learning
- Self-confidence in ability to succeed
- Belief in using abilities to their fullest to achieve high-quality results and outcomes
- Understanding that postsecondary education and life-long learning are necessary for long-term success

Successful Student Behavior Standards

Behavior Standards – These standards include behaviors commonly associated with being a successful student. The behaviors are visible, outward signs that a student is engaged as well as putting forth effort to learn. The behaviors are grouped into three subcategories.

- A. Learning Strategies: Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.
- B. Self-management Skills: Continued focus on a goal despite obstacles and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures.
- C. Social Skills: Acceptable behaviors that improve social interactions, such as those among peers or between students and adults

Washington Standards

Self	Social
Standard 1—Self-Awareness: Individual can identify their emotions, personal assets, areas for growth, and potential external resources and supports	Standard 4—Social Awareness: Individual can take the perspective of and empathize with others from diverse backgrounds and cultures.
Standard 2—Self-Management: Individual can regulate emotions, thoughts, and behaviors	Standard 5—Social Management: Individual can make safe and constructive choices about personal behavior and social interactions
Standard 3—Self-Efficacy: Individual can motivate themselves, persevere, and see themselves as capable	Standard 6—Social Engagement: Individual can consider others and show a desire to contribute to the well-being of school and community

Counseling Services Tiered System of Supports

Counseling services are delivered as part of a tiered system of supports that include Tier 1, Tier 2, and Tier 3:

- Tier One counseling programs are provided to all students across the district.
- Tier Two is additional support, in addition to Tier One, to address 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
 - Need individual counseling or other short-term crisis response
 - Need referrals to outside resources or Family Community Services

Examples of School Level Tiered Supports

	Elementary Counselors	Middle School Counselors	High School Counselors
TIER 1	<ul style="list-style-type: none"> • Teach lessons to support social awareness, self-efficacy, social engagement, self- 	<ul style="list-style-type: none"> • Available to all students by appointment. • High School and Beyond Plans 	<ul style="list-style-type: none"> • Academic Advisement • Transition/Orientation Meetings • Parent Meetings

	<p>management, social management</p> <ul style="list-style-type: none"> • Whole class lessons that may include Second Step, Conflict Resolution, Bullying Prevention, etc • Monthly Character Strong Traits and student recognition • Continually foster positive relationships with students 	<ul style="list-style-type: none"> • Academic Advisement • Transition/Orientation Meetings • Parent Meetings • Student Surveys • Academic skill support • Continually foster positive relationships with students 	<ul style="list-style-type: none"> • Student Surveys • Academic skill support • Financial Aid/Scholarship night • Welcome Nights • Grade Level Information Nights • Continually foster positive relationships with students • Registration for 8-11
TIER 2	<ul style="list-style-type: none"> • Small groups to address identified needs such as worry, friendship, anger, managing/regulating feelings, emotions, actions • Individual, short term counseling to address identified needs • Participate in CST meetings to discuss and plan for meeting student needs 	<ul style="list-style-type: none"> • Small group activities based on need • College Bound Program • Check and Connect • Brief individual counseling • Refer student(s) to nurse, counselor, teacher, as needed 	<ul style="list-style-type: none"> • Small group activities based on need/interest • Running Start Advisory • Refer student(s) to nurse, outside counselor, teacher, as needed • Support team meetings to discuss and plan for meeting student needs • 9th grade Success Team intervention • AVID involvement
TIER 3	<ul style="list-style-type: none"> • 1:1 responsive services based on identified need • Plans and responds to crisis incidents and emergencies • Provides referrals to mental health or other agencies as needed • Support team meetings to discuss and plan for meeting student needs and may include 504 Plans or IEPs 	<ul style="list-style-type: none"> • 1:1 responsive services based on identified need • Check and Connect • Plans for and responds to crisis incidents and emergencies (County Mobile Response Team) • Individual and small group support for identified students • Provides referrals to mental health or other agencies as needed • Support team meetings to discuss and plan for meeting student needs and may include 504 Plans or IEPs 	<ul style="list-style-type: none"> • 1:1 responsive services based on identified need • 'F' grade intervention • Plans for and responds to crisis incidents and emergencies (Mobile Response Team) • Administer Suicide Ideation Protocol • Mandated CPS reporter • Provides referrals to mental health, Family & Community Services or other agencies as needed • Support team meetings to discuss and plan for meeting student needs and may include 504 Plans or IEPs

Elementary Counseling Program Focus Areas

Focus Area: Social/Emotional Behavior
Standards: Standard 1: Individual has the ability to identify and name one’s emotions and their influence on behavior. Standard 2: Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself. Standard 3: Time-management, organization and study skills Standard 5: Individual has the ability to make safe and constructive choices about personal behavior and social interactions. Standard 9: Decision-making informed by gathering evidence, getting others perspectives and recognizing personal feelings, thoughts, opinions and assumptions of others.
Counseling Focus Topics
Introduction: Meet the Counselor, Role of the School Counselor and Other Important Adults at School Reinforcing & Teaching Schoolwide Expectations Managing Feelings How to Make and Keep Friends

Focus Areas: Social/Emotional& Academic
Standards: Standard 2: Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself. Standard 3: Time-management, organization and study skills Standard 4: Self-motivation and self-direction for learning Standard 5: Individual has the ability to make safe and constructive choices about personal behavior and social interactions. Standard 6: Individual has the ability to consider others and a desire to contribute to the wellbeing of school and community. Standard 7: Long- and short-term academic, career and social/emotional goals Standard 9: Decision-making informed by gathering evidence, getting others perspectives and recognizing personal feelings, thoughts, opinions and assumptions of others.
Counseling Focus Topics
Perspective Taking Building Community Problem Solving-Size of Problem, Conflict Resolution Problem Solving Strategies, Conflict Escalators and De-escalators Executive Functioning: Listening, Cooperation, Attending to Task, Time Management Empathy Good Sportsmanship

Focus Areas: Social/Emotional, Career & Academic:
Standards: Standard 1: Individual has the ability to identify and name one’s emotions and their influence on behavior. Standard 2: Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself. Standard 4: Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures. Standard 6: High-quality standards for tasks and activities Standard 7: Long- and short-term academic, career and social/emotional goals Standard 8: Engagement in challenging coursework Standard 10: Participation in enrichment and extracurricular activities

Counseling Focus Topics

Defining Bullying, Bullying What is it? Differences of bullying vs. mean vs rude vs disagreements

Refusing Bullying; Bystander vs Upstander Power and Responsibility/Report vs Tattling

Career Exploration

Skills Needed to do Jobs and connection to Academic Skills

Goal for all Elementary Schools to Participate in a Career Fair

Growth Mindset

Summer Safety

Middle School Counseling Program Focus Areas

Focus: Social/Emotional/Academic		
Standards: Standard 1: Self-Awareness -Individual can identify their emotions, personal assets, areas of growth and potential external resources & supports. Standard 2: Self -Management - Individual can regulate one’s emotions, thoughts and behaviors Standard 3: Self-Efficacy – Individual can motivate themselves, persevere and see themselves as capable. Standard 5: Social-Management – Individual can make safe and constructive choices about personal behavior and social interactions. Standard 6: Social-Engagement – Individual can consider others and show a desire to contribute to the well-being of school and community.		
Counseling Focus Topics		
6th Grade	7th Grade	8th Grade
School-Wide Expectations LION PRIDE Lessons Introduction of Counselors & Roles Goal Setting Study Habits and Personal Choices Executive Functioning: Listening, Cooperation, Attending to Task, Time Management Compassion, Empathy, Kindness Respect, Dignity, Belonging Communication and How it Affects others. Emotional Management Leadership Retreat	Respect, Dignity and Belonging **Conflict Resolution – Desired Topic to Build Empathy, Communication Skills Leadership Retreat	Leadership Retreat

Focus Areas: Social & Academic		
Standards: Standard 1: Self-Awareness -Individual can identify their emotions, personal assets, areas of growth and potential external resources & supports. Standard 2: Self-Management - Individual can regulate one’s emotions, thoughts, and behaviors. Standard 3: Self-Efficacy – Individual can motivate themselves, persevere and see themselves as capable. Standard 4: Social-Awareness - Individual can take the perspective of and empathize with others from diverse backgrounds and cultures. Standard 5: Social-Management – Individual can make safe and constructive choices about personal behavior and social interactions. Standard 6: Social-Engagement – Individual can consider others and show desire to contribute to the well-being of school and community.		
Counseling Focus Topics		
6th	7th	8th
Perspective Taking: Stereotypes, labels, & harassment Bullying, Bystander vs Upstander, Reporting, Ally, Gossip and Rumors Building Community Problem Solving Strategies, Conflict Escalators and De-escalators Empathy – Struggles and Celebrations Executive Functioning: Growth/Fixed Mindset, Motivation, Goal Setting, Organization, Focus and Attention	Anxiety and Coping Skills small groups Photovoice - Self-awareness, belonging, social engagement	High School 101 – High School and Beyond Preference/Interest Assessment Skill Assessment College Bound – Scholarships, Reality Check, Financial Aid, Career Trainings HS Counselor Visitation & Registration Future Freshman Night

Focus Areas: Social/Emotional, Career & Academic:

Standards:

Standard 1: Self-Awareness -Individual can identify their emotions, personal assets, areas of growth and potential external resources & supports.

Standard 2: Self -Management - Individual can regulate one’s emotions, thoughts, and behaviors.

Standard 3: Self-Efficacy – Individual can motivate themselves, persevere and see themselves as capable.

Standard 4: Social-Awareness - Individual can take the perspective of and empathize with others from diverse backgrounds and cultures.

Standard 5: Social-Management – Individual can make safe and constructive choices about personal behavior and social interactions.

Standard 6: Social-Engagement – Individual can consider others and show desire to contribute to the well-being of school and community.

Counseling Focus Topics

6th	7th	8th
Elementary School Visits for Incoming 6 th Graders Tour Day Open House	**College and Career Introduction & Exploration (to begin this year) **Career Fair Opportunity at Main Campus May 5 th	

High School Counseling Program Focus Areas

8th GRADE

	<ul style="list-style-type: none"> • AVID Family Information Night • AVID Recruitment/Placement
March	<ul style="list-style-type: none"> • High School 101: LHS counselors spend the day at LMS presenting on LHS opportunities, grad requirements, transcripts, pathways, and HSBC • Future Freshman Night: At LHS. 8th grade students transitioning to 9th grade. Counselors present info on academic advising and freshman year course selection, 8th graders learn about getting connected, owning their education, and preparing for their future. Meet and Greet – clubs, athletics, cheer, ASB, staff/teachers, departments, etc.
May	<ul style="list-style-type: none"> • LHS and LMS counselors meet to discuss individual student needs. • LHS counselors, LHS and LMS Special Education staff meet to discuss individual student needs. • Use data to place students into support classes, interventions, and balance load • Transition field trips to LHS for students in ELL and Special Education. • Hand Schedule ELL/Highly Capable/Special Education students (25% of pop.)

9th GRADE

August	<ul style="list-style-type: none"> • New student registration and scheduling • 9th Grade Orientation • AVID Parent Night/BBQ
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September	<ul style="list-style-type: none"> Freshman Guidance throughout the year; Intro to School Data Solutions, pathways, academic advising, High School and Beyond Plan AVID class check-in
October	<ul style="list-style-type: none"> LHS College and Career Fair Support AVID 9th & 10th Grade Field Trips
January	<ul style="list-style-type: none"> 9th grade presentations on Graduation requirements, credits, GPA, How to ask for help Freshman Blitz- Helping failing 9th grade students pass their classes- after school support for just 9th graders
February	<ul style="list-style-type: none"> College and Career Summit: Workshops on community/technical colleges, NCAA, SAT/ACT, 4 year university admissions, FAFSA/scholarships, apprenticeships
March	<ul style="list-style-type: none"> Dual Credit Night; AP/CIHS/Running Start information for students and families Registration – 9th grade Science classes, individual meetings with counselors to finalize course selection. Spring Training- 9th grade support for students failing at midterm
April	<ul style="list-style-type: none"> Registration/Master Schedule – Clean up course requests, meet with students who missed March registration, develop master schedule based on student needs College Bound Repledge Event
May	<ul style="list-style-type: none"> Summer School Sign-ups -TBD Hand Schedule ELL/Highly Capable/Special Education students (25% of pop.)

10th GRADE

August	<ul style="list-style-type: none"> New student registration and scheduling Back to School Day
September	<ul style="list-style-type: none"> Check in with students at-risk after Freshman year AVID class check-in
October	<ul style="list-style-type: none"> PSAT for Highly Capable students LHS College and Career Fair Support
January	<ul style="list-style-type: none"> Classroom Guidance – High School and Beyond plan, transcript eval, post-high school planning/options, financial aid, sophomore timeline
February	<ul style="list-style-type: none"> College and Career Summit: Workshops on community/technical colleges, NCAA, SAT/ACT, 4-year university admissions, Financial Aid/scholarships, apprenticeships
March	<ul style="list-style-type: none"> Dual Credit Night- AP/CIHS/Running Start meeting for students and Families Registration – Sophomore English classes; individual meetings with counselors to finalize course selection
April	<ul style="list-style-type: none"> Registration/Master Schedule – Clean up course requests, meet with students who missed March registration, develop master schedule based on student needs
May	<ul style="list-style-type: none"> Summer School Sign-ups-TBD Running Start Advising Hand Schedule ELL/Highly Capable/Special Education students (25% of pop.)

11th GRADE

August	<ul style="list-style-type: none"> • New student registration and scheduling • Back to School Day
September	<ul style="list-style-type: none"> • AVID class check-in
October	<ul style="list-style-type: none"> • LHS College and Career Fair Support • National College Fair – Seattle AVID field trip
November	<ul style="list-style-type: none"> • BTC Fall Tour
February	<ul style="list-style-type: none"> • College and Career Summit: Workshops on community/technical colleges, NCAA, 4 year university admissions, Financial Aid/scholarships, apprenticeships • US History Classroom Guidance: planning timelines, college admissions, testing, credit check, college search, campus visits • AVID lessons on Junior Timeline • Credit Review after 1st semester grades • Look for off track students to figure out interventions
March	<ul style="list-style-type: none"> • Dual Credit Night; AP/CIHS/Running Start information for students and families • Registration – US History classes, individual meetings with counselors to finalize course selection
April	<ul style="list-style-type: none"> • Registration/Master Schedule – Clean up course requests, meet with students who missed March registration, develop master schedule based on student needs • Ensure students have a pathway for graduation; Higher Ed agreement, CTE Pathway, or ASVAB
May	<ul style="list-style-type: none"> • Summer School Sign-ups-TBD • Running Start Advising • Meet with Juniors off-track to graduate and their families • Hand Schedule ELL/Highly Capable/Special Education students (25% of pop.)

12th GRADE

August	<ul style="list-style-type: none"> • New student registration and scheduling • Back to School Day
September	<ul style="list-style-type: none"> • Senior Class Meetings; Senior timelines, financial aid, college/career fair promo, review transcripts • AVID classroom presentations
October	<ul style="list-style-type: none"> • Financial Aid Night • Senior Parent Night • LHS College and Career Fair Support
November	<ul style="list-style-type: none"> • Senior Action Plans (approx. 75 individual meetings per counselor) • BTC Fall Tour
December	<ul style="list-style-type: none"> • Senior Action Plans continue • College recommendation letters • Common App support

	<ul style="list-style-type: none"> • Scholarship support
January	<ul style="list-style-type: none"> • Meet with seniors at risk for failing required classes
May	<ul style="list-style-type: none"> • Communicate with teachers and parents about struggling seniors • Hold Senior Meetings • College Signing Day Event – May 1

****Additional Responsibilities throughout the year:**

1. Meeting student needs one-on-one or in a small group
2. MDT/Care Team/IEP Meetings
3. Participate in 9th Grade Success Meetings/Trainings
4. Bi-Weekly Admin/Counseling meetings
5. Coordinate with ML teachers to support ML students
6. New Student Registration
7. Attendance Meetings with students and parents
8. 504 Plan Manager
9. Quarterly District Counselor Meetings
10. Weekly PLC Meetings/ Book Study groups
11. Running Start Advising/Monitoring
12. Classroom Observations of students
13. InvestEd Scholarship funding
14. Coordinating mental health counseling services with Mental Health Coordinator (SeaMar, CCS)
15. Coordinate with Mental Health Coordinator on mental health needs
16. Psychology class presentations
17. Healthy Relationships panel in Health Classes
18. Student Request Cleanup to help guide the building of Master Schedule
19. Crisis Response
20. Participate in Mobile Crisis Response trainings for the county
21. Collaborate with Futures NW for College Bound Scholars
22. College Letter of recommendation/School reports (Common App, Coalition, SendEdu)
23. Attend Washington Council for High School Relations Workshops
24. Attend Counselor meeting for BTC & Whatcom Comm. College
25. Attend PNACAC (Pacific Northwest Association for College Admission Counseling) conference

K-5 Use of Time

At least annually, counselors will complete a 5-day time study that provides a breakdown of the time spent providing direct and indirect student services, program planning and school support, and non-school counseling tasks. At least 80% of a school counselor's time will be dedicated to direct and indirect counseling services for students.

Direct Student Services

Direct student services are defined as in-person interactions between counselors and students that help students improve achievement, attendance, and discipline.

Instruction

- Classroom instruction
- Small Group instruction
- Individual instruction

Appraisal & Advisement

- Appraisal is the analysis and assessment of student abilities, interests, skills and achievement.
- Advisement is the recommendations based on appraisal of tests, inventories and other data to help students make decisions for their future.

Counseling

- Short term individual and group school counseling promote academic, career and social/emotional development.
- Crisis counseling

Indirect Student Services

The interactions between school counselors and stakeholders to advocate for all students.

Consultation

- Share strategies and support student success with families, teachers, other educators and community organizations.

Collaboration

- Creating partnerships with families, administrators, teachers, school staff, business, and community organizations.

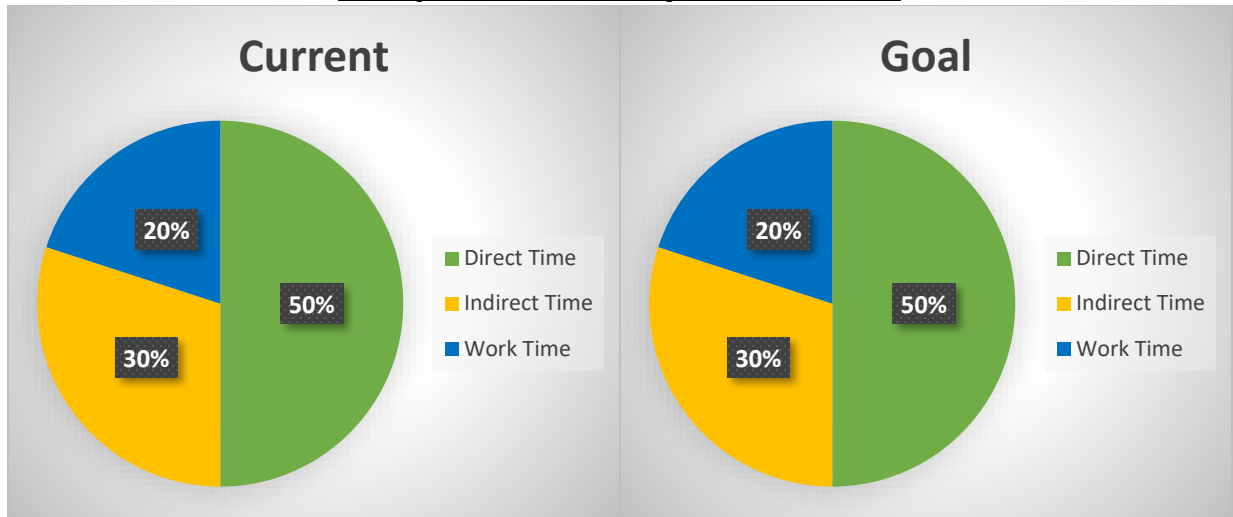
Referrals

- When a student needs support beyond short term services or counseling, counselors will provide resources within the school and community.

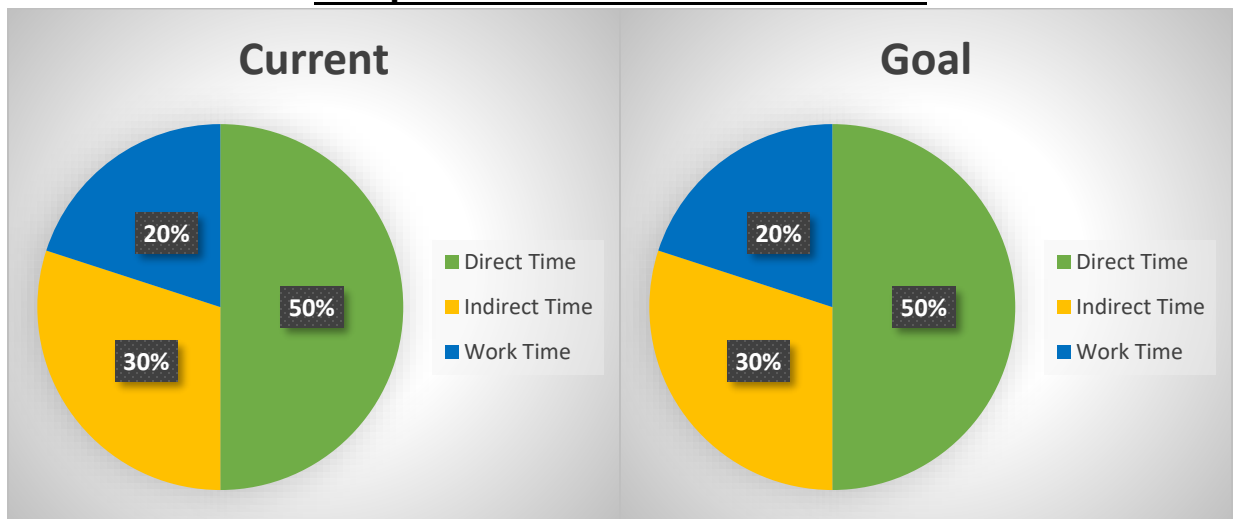
Work Time

Program planning and support will be implemented utilizing 20% of the work time. This includes time to plan and prepare, which includes analyzing data, goal setting, lesson planning, developing an annual calendar, and the program review.

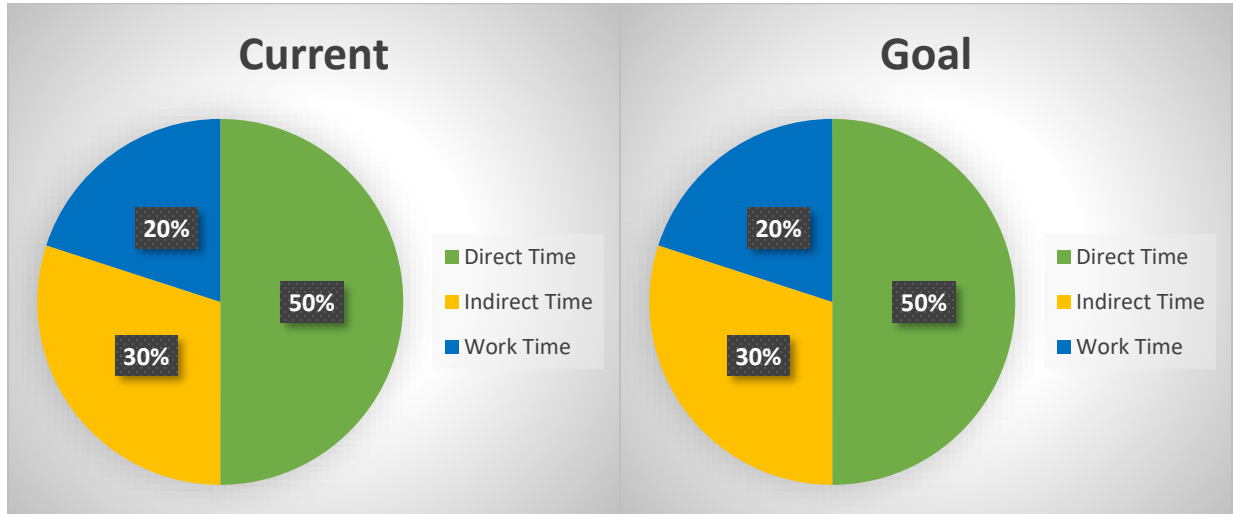
Sample Elementary Use of Time



Sample Middle School Use of Time



Sample High School Use of Time



Counseling Program Program Results Data

The Lynden School District CSCP will utilize the following data in program planning.

1. Academic Development
 - a. Renaissance - STAR Testing
 - b. Skyward/Homeroom
 1. Attendance
 2. Discipline
 3. Grading & Report Cards
 4. SBAC Test Scores
 5. Graduation Rates
 - c. IEP & 504's
 - d. State Report Card
 - e. Freshman Success
2. Career Readiness
 - a. High School and Beyond Plan, 9th-12th
 - b. Pre/Post Survey
 - c. Post School Outcomes
3. Social & Emotional Development
 - a. Healthy Youth Survey
 - b. School SEL Forms Surveys
 - c. Lynden School District Climate Survey

The school counseling department will align our annual goals with each building's school improvement plan.

Annual Student Outcome Goals (Closing the Gap)

The school counseling program will identify at least two Annual Student Outcome Goals from student achievement, attendance, and/or discipline data and will align with the school's improvement plans.

[Annual Student Outcome Goal Template](#)

School Data Summary

The school counseling program will utilize data to guide and implement our comprehensive school counseling program. The school data summary includes a review and summary of school data to guide school counseling goals and priorities

[School Data Summary Template](#)

Program Results Data

Data will be continually collected and analyzed to improve and implement the school counseling program.

[Closing the Gap Action Plan/Results Report Template](#)

Calendars

School counselors develop and publish calendars of school counseling events to inform students, parents, teachers and administrators of what, when, and where school counseling activities will be held. Creating calendars also helps school counselors develop a school counseling program that provides activities and services for all students in the school.

- Newsletters
- Website
- Parent Square

Program Assessment

School counselors and administrators will engage in regular assessment of their counseling program and the impact of their services for students. The American School Counselor Association (ASCA) Annual Administrative Conference Template can assist in annual program assessment.

[ASCA Annual Administrative Conference Template](#)