

Peninsula School District Comprehensive School Counseling Program Plan

Mindsets and Behaviors
Developing within students the knowledge, skills, and attitudes which lead to success in all domains.

Direct & Indirect Services
Serving student needs directly through individual, small group, class and whole school curriculum and programming, as well as indirectly through referrals, consultation, and collaboration with staff, families, and a variety of stakeholders.



Social / Emotional, Academic, and Career Domains

These three areas of student development include management of emotional and mental health, relating effectively with others, the ability to learn effectively, and understanding school and career transitions throughout life.

Preventive and Responsive

Proactively engaging all students in the development of mindsets and behaviors of success as well as supporting student needs as they arise.



Comprehensive School Counseling Program

Our Comprehensive School Counseling Program empowers students to develop *mindsets and behaviors* essential for success in *social/emotional, academic, and career domains* through a range of *preventative and responsive, direct and indirect* services.

Our Vision: All students graduate equipped to achieve their personal, relational, and professional aspirations.

School counseling services are for all students of the Peninsula School District.

Direct services are delivered through personal interactions between school counselors and students by instruction, appraisal and advisement, and counseling and occur in both individual and group settings. Indirect services are provided on behalf of students as a result of the school counselors' interactions with others. These include consultation, collaboration, and referral both within and outside of the school setting.

Activities of the school counseling program are designed to support students in three domains: social/emotional, academic, and career.

Social Emotional Learning

School Counselors lead and implement strategies and activities which support and maximize each student's ability to manage emotions, learn and apply interpersonal skills, and maintain positive mental health. These activities are based on the development of the following student standards, which have been shown to improve success:

- ASCA Mindsets & Behaviors for Student Success: K–12 College- and Career-Readiness for Every Student
- Washington State Social Emotional Learning Standards, Benchmarks, and Indicators

Academic Development

School Counselors lead and implement strategies and activities which support and maximize each student's ability to think critically and creatively, engage in their learning, access rigorous coursework, and make informed decisions (as articulated in the ASCA Mindsets & Behaviors for Student Success).

School Counselors provide academic advising individually and in groups and support appropriate class placement at all levels. School counselors collaborate with other school staff to identify appropriate academic support and interventions as well as helping families identify and access additional resources such as tutoring, assessment, and enrichment opportunities.

Career Readiness

School Counselors lead and 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.

These student characteristics are articulated through ASCA's Student Mindsets and Behaviors for Student Success. Beginning in early elementary school, these activities increase self awareness and self efficacy as well as an understanding of career options, in-demand skills, and post-secondary opportunities for further education and training.

Peninsula School District's Comprehensive School Counseling Program (CSCP) is developed through a collaboration of professional school counselors and administrators, along with district and building staff, students, parents, and community stakeholders. It is integrated within and aligns with the PSD Strategic Plan, school and district Multi-Tiered Systems of Support (MTSS) and School Improvement Plans (SIP).

Student needs are identified through the MTSS Process and other building determined referral processes, using data including:

- Student SEL and Behavior assessments (including Panorama and SSRS-IE)
- School Climate data (including Panorama and Healthy Youth Survey)
- Attendance and Discipline data
- Academic assessments
- Counselor Use of Time data

CSCP Goals are identified annually through district and building level action plans communicated with administration, parents, students and other stakeholders using:

- [Annual Administrative Conferences](#)
- Building Leadership Teams
- Websites, Newsletters, etc.

The CSCP is reviewed annually, including the following data and processes:

- Results reports and student outcome data shared with stakeholders
- District Advisory Council
- PSD School Counselors implementing the CSCP will perform a use-of-time study at least 2 times per year.

School Counselors work to deliver direct and indirect services during 80% of their contracted time. Peninsula School District will create the environment for school counselors to spend 80% of their time delivering direct and indirect services by:

- Understanding current non-counseling tasks assigned to school counselors and working to re-assign them to non-counseling staff.
- Providing professional development for school counselors, other ESAs, administrators, and others to create better alignment to the ASCA national model.