Union Gap School District

Comprehensive School Counseling Plan for a Small District – SSB5030

Domain 1:   Direct Services: (80%)

A. **Social/Emotional Development** – Implement strategies and activities to support and maximize each student's ability to manage emotions, learn and apply interpersonal skills, and maintain positive mental health.

The School Psychologist has a presence in the school to be aware of student social/emotional needs to provide support. They work in partnership with teachers, administrators, staff, and families. The school psychologist refers students, after talking with guardians, to community partners to access mental health services. Currently, our district works with Comprehensive Mental Health and Behavioral Health Services (YVFWC).

B. **Academic Development** – Implement 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.

The school psychologist is a member of the MTSS team. In this way, they help monitor student academic achievement, collaborate with staff, and provide support in the classroom to meet the needs for students. Periodic student check ins and consultation with staff and families to address concerns and set goals for academic success.

C. **Career Readiness** – 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 post-secondary education and career, and from job to job across the lifespan.

Links between academic learning and its value in students' futures are supported and reinforced by the school psychologist. This also includes a focus on teamwork, problem solving and leadership development.

Domain 2:   Data Review and Analysis – Indirect Services: 20%   Provide a process for identifying student needs through multi-level school data review and analysis.

The school psychologist reviews data related to attendance, grades, historical data, and other factors that provide information for how to best support students at all levels of knowledge and skills. Programs and interventions are implemented, as needed, and results are used to help students maximize opportunity for school success. Families are included in many ways, including student conferences, meetings, and other means of communication with student's teachers and other staff members.

Domain 1:   Direct Services: (80%)

Social/Emotional Development – Implement strategies and activities to support and maximize each student's ability to manage emotions, learn and apply interpersonal skills, and maintain positive mental health. (ASCA Mindsets and Behaviors Standards & Washington SEL Standards)

Primary / Middle School Levels
- School psychologist collaborates with staff to facilitate SEL activities   - School psychologist facilitates targeted group counseling sessions   - School psychologist provides 1-1 solution focused counseling sessions on as-needed basis   - School psychologist provides daily or weekly check-ins with indicated students   - School psychologist refers, as needed, to community providers and use ongoing communication with students and families to ensure that school and provider goals are aligned.

Academic Development – Implement 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. (ASCA Mindsets and Behaviors Standards)

Articulate how staff implementing the CSCP will provide academic advising and other support that can be differentiated to meet students' unique learning needs and support each student in reaching their academic goals.

Primary / Middle School Levels
- School psychologist has a periodic presence in classrooms to aid and assist in creating a positive classroom culture and support the learning environment.   - School psychologist consults with teachers, staff and families to provide academic support for learning concerns and emergent issues (including SAT, 504, Gifted and Special Services).   - School psychologist monitors student engagement and academic progress.

Career Readiness – 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 post-secondary education and career, and from job to job across the lifespan.
  a. SEL (Social Emotional Learning)
  b. P-8 career exploration and preparation information, including activities that can be differentiated to meet the unique interests and support needs of each student.
  c. Staff should work to expand students' understanding of career options, in-demand skills, and post-secondary opportunities for further education and training.

Primary/Middle School Levels
● Assist students as they explore how interests and skills link to future career options and link classwork to future vocations ● Provide explicit links between academic lessons and skills to their future lives, including advisory lessons and activities. ● Support leadership opportunities, including mentoring, and extracurricular activities.

Domain 2:   Data Review and Analysis – Indirect Services: 20%   Provide a process for identifying student needs through multi-level school data review and analysis. The school psychologist must incorporate at least the following tools and strategies into their process:

A. Use-of-time data
    Breakdown the time spent providing direct and indirect student services, program planning and school support, and non-school counseling tasks.
B. Program results data
    i. Documents that instruction was delivered as planned, all students were served, and the impact of the services delivered.
    ii. Informs improvement of future activities and interventions to better meet students' needs.
    iii. Analysis of disaggregated data supports advocacy for systems change and closing opportunity gaps.
    iv. The best use of the school psychologist's time should be identified through data analysis and annual student outcome goals.
C. Data regarding communications with administrators, parents, students, and stakeholders
    i. Key Questions to consider:
        1. How have CSCP staff engaged with school and community stakeholders this year?
        2. What kinds of communications with families were most successful?
        3. How, when, and why did the school psychologist communicate with students this year? How did students respond? What sources of student voice are being utilized to inform CSCP services?
        4. Have the school psychologist and building administrator(s) communicated regularly and effectively? Are there communications needs not yet being met?

Primary/Middle School Levels
● Gather and review academic progress, attendance and discipline data to identify trends. ● Document effects of engagement efforts, interventions and outreach support, including families and community partners. ● Analyze and share information with administrators, staff, families and support systems to leverage depth of support and diversity of contacts with students. ● Utilize Calendar or other tracking method to record breakdown use-of-time

D. Be able to discuss how direct and indirect services will be delivered through the CSCP.
E. Establish an annual review and assessment process for the CSCP that includes building administrators and stakeholders

A. Use the collected data to identify students' needs that drive the interventions and supports provided during the year.