

MOUNTAIN VIEW SCHOOL DISTRICT



Comprehensive School Counseling Plan 2022-2023

Counseling Team

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MOUNTAIN VIEW SCHOOL DISTRICT

Comprehensive School Counseling Plan

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SECTION I

Foundation

A. Rules Governing Standards of Accreditation of Arkansas Public Schools

[http://dese.ade.arkansas.gov/public/userfiles/Legal/Legal-Current%20Rules/ADE_282 -
Standards for Accreditation.pdf](http://dese.ade.arkansas.gov/public/userfiles/Legal/Legal-Current%20Rules/ADE_282_-_Standards_for_Accreditation.pdf)

B. Act 190 – School Counselor Improvement Act of 2019

[http://dese.ade.arkansas.gov/public/userfiles/Learning_Services/Guidance_School_Counseling/
ACT 190 The School Counseling Improvement Act of 2019.pdf](http://dese.ade.arkansas.gov/public/userfiles/Learning_Services/Guidance_School_Counseling/ACT_190_The_School_Counseling_Improvement_Act_of_2019.pdf)

C. Resources

(1) Arkansas Comprehensive School Counseling Program Guide (2019)

[http://dese.ade.arkansas.gov/public/userfiles/Learning_Services/Guidance_School
Counseling/School Counseling Program Guide.Post1_.pdf](http://dese.ade.arkansas.gov/public/userfiles/Learning_Services/Guidance_School_Counseling/School_Counseling_Program_Guide.Post1_.pdf)

(2) ASCA School Counselor Professional Standards & Competencies (2019)

<https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

(3) ASCA Ethical Standards for School Counselors (2016)

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

(4) ASCA Mindsets and Behaviors for Student Success: College- and Career-Readiness Standards for Every Student (2014)

<https://www.schoolcounselor.org/asca/media/webinars/Mindsets-Beh-Presentation.pdf>

(5) G.U.I.D.E. for Life

<http://dese.ade.arkansas.gov/divisions/learning-services/guide-for-life>

D.

Beliefs, Vision, & Mission Statements		
Beliefs	Vision	Mission
<p>We, the educators of Timbo Schools, are committed to the belief that:</p> <ul style="list-style-type: none">• <u>all</u> students can and will learn;• school counselors are advocates for <u>all</u> students; and• all students deserve dignity and respect	<p>The vision of Timbo Schools is to partner with parents and community to instill in our students the belief that learning is a life-long process leading to academic, career, and social/emotional achievement.</p>	<p>With the support and active involvement of parents and community leaders and by implementation of the comprehensive school counseling plan, we strive to inspire in students the desire to learn, empowering them to face the challenge of a rapidly changing world and assume their roles as responsible citizens in the world of tomorrow.</p>

E.

Program Goal	
Concern	Students scores on the ACT Aspire in reading, math, science, and English are at or below the state average scores. Room for improvement needs to be made district wide.
Data Review	ACT Aspire scores for reading, math, science, and English for the 2022-2023 will be documented in a chart, compared, and analyzed with the results from the 2021-2022 school year.
Barriers to Learning & Strengths	<p><u>Barriers</u>: The ACT Aspire test was cancelled for the 2019-2020 school year due to Covid-19. Therefore, these results are unavailable. Also, due to school being closed in March 2019 through the end of the school year, skills were taught online and by AMI packets instead of in person. This may have hindered skills. With another surge of Covid 19 during the 2021-2022 and upcoming 2022-2023 school years, skills may be impacted. Schools across the state are trying to “catch up”.</p> <p><u>Strengths</u>: The IXL program has been implemented with great success. A literary (reading) specialist has been hired to work with students on their reading skills.</p>
SMART Goal	We believe through the continuation of the IXL program and more parent/guardian communication with their child’s educational progress, we will help to increase grade level scores on the ACT Aspire reading, math, science, and English scores by 0.01 percent over the 2021-2022 ACT Aspire scores.
Actions/Tasks	<p>Parents will be encouraged/asked to read with their child/children on a weekly basis.</p> <p>Parent emails provided to the district are around 75 percent. Contact with the parents will be made to try to get to 95 percent, so parents can be contacted easier concerning students’ progress.</p> <p>Interim progress reports will be sent home at 4 ½ weeks during each nine weeks grading</p>

	<p>period. Parents/guardians of the students not returning a signed progress report will be contacted.</p> <p>Grades will be updated on a weekly basis so parents/guardians can monitor their child's progress.</p> <p>Parents/guardians of students failing any class/course will be contacted on a weekly basis.</p> <p>Parent/teacher conferences will be held twice during the school year. Parents/guardians of students near failing/failing who didn't attend will be contacted.</p> <p>Parent/guardian communication will continue by Live Feed from the school website, the All-Call phone system, and the Family and Friends Facebook page about progress reports/report cards being sent home and dates for upcoming school events and parent/teacher conferences. The school marquees will be utilized at times.</p>
Outcomes	<p>Students' scores on the ACT Aspire reading, math, science and English will be reviewed and documented in a chart to determine if the program goal was met. This will take place after receiving the ACT Aspire test results in July 2023. The follow questions will be answered: Was the goal achieved? Will the goal be continued? Revised? Will a new goal or goals be developed? How did the goal impact the school counseling program?</p>

SECTION 2

Management

A. School Counseling Program Assessment

The Comprehensive School Counseling Program Self-Assessment has been completed and areas to address were identified. The assessment is on file in the school counselor's office. This self-assessment is completed at the end of each school year.

B. Use-of-Time Assessment

The school counselor's activities and time spent serving students is logged, documented, and kept on file in the school counselor's office.

C. Direct and Indirect Services

The school counselor provides direct and indirect services to students 90 percent of the time each month during student contact days. Direct services include classroom lessons, individual and group counseling, and responsive services.

(1) Direct Services

a) Classroom Lessons

Classroom lessons are developmentally appropriate, based on the needs of the students. The lessons are based on specific competencies in academic, social/emotional, and/or career domains, which are determined by data derived from needs assessments, surveys, and/or district initiatives. Examples include: Career planning and exploration and working with students on the development of their Student Success Plans. The G.U.I.D.E. for Life Essential Skills and the ASCA Mindsets and Behaviors will be used. Copies of lesson plans presented will be kept on file in the school counselor's office. **Classroom lessons are limited to forty-minute class sessions**, not to exceed three (3) class sessions per day, and not to exceed ten (10) class sessions per week. The number of class sessions per day and per week are adjusted for half-time counselors.

b) Individual and Group Counseling

Individual and group counseling are available to all students and based on student needs. Examples include: Interpretation of assessments, individual academic planning, guidance in the advantages of career certifications, behavioral supports, attendance, and school academic success skills.

c) Responsive Services

Responsive services support students whose immediate concerns put the student's academic, career, or social/emotional development at risk. Examples include: Immediate or short-term needs such as crisis intervention for students at risk, conflict resolution, consultation, and referrals.

(2) Indirect Services

Indirect services are provided on behalf of a student, and are typically consultative, referral-based, or participation as a contributing member of a decision-making team.

a) Consultation

Consultations occur on behalf of a student. Examples include: Interactions with a parent or legal guardian, school staff, and community agencies concerning a student's behavior/discipline, academics, or attendance.

b) Referrals

Indirect services include referring a student for mental health services and making child maltreatment reports.

c) Decision Making Teams

The school counselor is a contributing member of the ESOL, 504, and Gifted and Talented teams.

D. Administrative Activities

The school counselor completes administrative activities no more than 10 percent of the time each month during student contact days. Examples include: Registering and scheduling students in classes; printing Interim Progress Reports (IPR's) and report cards; serving as the Advanced Placement (AP) coordinator; and assisting with the ACT and Civics exams.

E. Annual Administrative Conference

An annual administrative conference is held between the principal and counselor to evaluate, revise, and update the current comprehensive school counseling plan; discuss professional development needed to implement the plan; discuss roles and responsibilities of the school counselor; and set program goals for the upcoming school year. An annual agreement is signed and kept in each school counselor's office.

F. Advisory Council

The counseling program advisory council advises program goals, reviews program results, makes recommendations, and advocates for the school counseling program. The council meets annually. A list of members and meeting notes are kept in the school counselor's office. The council is composed of the principals and counselors of the school district, and selected faculty, parent, and student members. The members of the advisory council for 2022-2023 are:

- Principals and counselors listed on the first page of this plan
- Aaron Wilkins – teacher and parent
- Jamie Harness – teacher
- Tye Pitcock – teacher and dean of students
- Allie Brewer – student
- Additional advisory council members will be added in September 2022

G. Annual Calendar

An annual calendar is developed and implemented. The calendar is aligned with the program goal, vision, mission, and the planned use of time indicated in the annual administrative conference. Due to Covid-19, some of the activities listed may have to be revised.

Annual Calendar	
August *Character education quotes placed on TV announcements *School theme is posted *Orientation for 7 th grade students and new students *High school schedule changes *Enroll/register new students *Elementary Theme: Making friends/ bullying prevention	January *Career Fair-district counselors, community members, high school students *Order honor cords & valedictorian & salutatorian medals for graduation *Seniors-scholarship applications *Senior Night/Financial Aid Night/FAFSA *Elementary lessons-Career
September *Attend articulation workshop *Make corrections/updates in e-School before October state report *Suicide prevention lessons *Elementary Theme- Attitude	February *Complete vocational completer report *ACT exam (coordinator) *Seniors-scholarship applications *Elementary Theme: National week of Kindness
October *Senior Night/Financial Aid Night/FAFSA-seniors and parents/guardians *Senior College Fair *Junior Career Day *Attend state fall counselor update meeting *Elementary lessons: Red Ribbon Week-drug prevention	March *Character education quotes placed on daily school announcements *Student schedules for next school year *Eighth grade students – Develop Student Success plans *Elementary lessons-Manners
November *ASVAB test *Civics Exam *Complete vocational report *Elementary lessons –Citizenship *Thanksgiving Break	April *Kindergarten registration *Hand out student schedules for next year *Prepare for graduation *Elementary lessons – Study Skills/ Importance of School
December *Meet with high school students for schedule changes for next semester *Elementary lessons-Compassion	May *6 th grade orientation to 7 th grade, school tour, Smart Core/waiver discussion *Prepare for high school graduation *Elementary lessons – G.U.I.D.E. for Life *Update Comprehensive School Counseling Plan

H. ASCA School Counselor Professional Standards and Competencies and Ethical Standards

- a) ASCA School Counselor Professional Standards and Competencies

The standards and competencies have been reviewed.

<https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

- b) Ethical Standards

The counselor abides by the Code of Ethics for Arkansas Educators

<http://dese.ade.arkansas.gov/divisions/educator%20effectiveness/plsb-professional-ethics-discipline/code-of-ethics-for-arkansas-educators>

SECTION 3

Delivery

(Direct Counseling)

A. Individual and Group Counseling

(1) Individual and Group Counseling

Individual and group counseling are available to all students and based on student needs. Services provided are reviewed and updated annually. The TeachTown program will be utilized by the school district. TeachTown offers a blend of computer-delivered and teacher-led ABA instruction proven to increase a student's vocabulary, listening skills, social-emotional development, independence, academics, and cognitive skills.

(2) Examples of individual and group counseling include: Interpretation of assessments, individual academic planning, guidance in the advantages of career certifications, behavioral supports, attendance, and school academic success skills.

B. Classroom Lessons

(1) Classroom lessons are developmentally appropriate and based on student needs.

Services provided are reviewed and updated annually. The lessons are based on specific competencies in academic, social/emotional, and/or career domains, which are determined by data derived from needs assessments, surveys, and/or district initiatives.

(2) Examples of classroom lessons include: Career planning and exploration, working with students on the development of their Student Success Plans, lessons incorporating The G.U.I.D.E. for Life Essential Skills and the ASCA Mindsets and Behaviors; and character education lessons. They also address the components of the School Counseling Improvement Act of 2019. Lesson plans presented will be kept on file in the school counselor's office.

(3) Classroom lessons are limited to forty-minute class sessions, not to exceed three (3) class sessions per day, and not to exceed ten (10) class sessions per week.

C. Orientation/Transition Programs

(1) New/transferring students meet with the school counselor. The school counselor discusses the student's class schedule and school procedures, provides a tour of the school, and introduces the student to his/her classmates. A volunteer classmate serves as a mentor to the student for the first day of class.

(2) Fifth grade middle school students are given an orientation and tour before entering the 6th grade.

(3) Sixth grade students are given an orientation, tour, and discussion of the Smart Core waiver before entering the 7th grade.

(4) Eighth grade students are given a discussion about credits, required courses for graduation, etc. before entering the 9th grade. Student Success Plans will be developed.

(5) Graduating seniors are met with regularly to discuss transitioning into further education endeavors and/or entering the workforce. They meet with the school counselor for a senior exit interview.

MOUNTAIN VIEW SENIOR EXIT INTERVIEW

STUDENT: _____

DATE: _____

GRADUATION DATE: _____

GPA: _____

PARENT/GUARDIAN NAME(S): _____

PERSONAL EMAIL: _____

PLANS AFTER GRADUATION:

COLLEGE ATTENDING OR MILITARY BRANCH OR WORKFORCE:

SCHOLARSHIPS OR FINANCIAL AID APPLIED FOR AND RECEIVED:

DO YOU FEEL THAT YOUR EDUCATION AT MVSD HAS PREPARED YOU TO FULFILL YOUR FUTURE GOALS: YES NO

PLEASE EXPLAIN:

D. Academic Advisement

- (1) The school counselor meets with students concerning their academic progress. Students who are in danger of failing or who are struggling, are meet with to discuss a plan of action. The school counselor may include teachers, the principal, and parents/guardians when meeting with students.
- (2) The school counselor meets individually and in groups with students to discuss their schedules and academic goals for the next school year and update their Student Success Plans.
- (3) The school counselor meets with students to discuss the relationship between classroom performance and success in school.
- (4) The school counselor meets to discuss test results with students (ACT, ACT Aspire, ASVAB, etc.)
- (5) As part of the Interstate Compact on Education Opportunity for Military Children, the Arkansas Council on Military Children helps to ensure the uniform treatment of dependent children transferring between school districts and states.
http://dese.ade.arkansas.gov/public/userfiles/Legal/State_Council_for_Interstate_Compact_Military_Families/Guide_for_Parents_School_Officials_and_Public_Administrators.pdf

E. Social/Emotional Learning (SEL)

- (1) The school counselor is involved in the programs designed to help students develop their essential skills as defined in the G.U.I.D.E. for Life.
- (2) The school counselor will incorporate the G.U.I.D.E. for Life in classroom lessons.

F. Activities and Programs

A variety of programs are utilized to promote understanding and positive communication.

(1) Bullying Prevention

- a) Respect for the dignity of others is a cornerstone of civil society. Bullying creates an atmosphere of fear and intimidation, robs a person of their dignity, and detracts from the safe environment necessary to promote student learning.
- b) The school counselor will coordinate age appropriate bullying prevention lessons for students during October, National Bullying Prevention Awareness Month. Students will be given a pretest before the lessons and a posttest after the lessons to evaluate the effectiveness of them.

(2) Bullying Prevention Resources

- a) ACT 1029 – Anti-Bullying Policy of 2019
http://dese.ade.arkansas.gov/public/userfiles/Learning_Services/Guidance_School_Counseling/Act1029.pdf
- b) DESE Bullying Prevention Guide
<http://dese.ade.arkansas.gov/divisions/communications/safety/anti-bullying>
- c) Bullying Prevention Roles
http://dese.ade.arkansas.gov/public/userfiles/Communications/School_Safety/Bullying%20Prevention%20Guidance%20Section%203%20%20Roles%20Graphic.pdf
- d) Prevent Bullying and Cyberbullying
<https://www.schoolsafety.gov/prevent/bullying-and-cyberbullying>
- e) Stop Bullying
<http://www.stopbullying.gov/>
- f) SAMHSA (Substance Abuse and Mental Health Services Administration)
<http://www.samhsa.gov/>
- g) Eyes on Bullying
<http://eyesonbullying.org/>
- h) Common Sense Education
<https://commensensemedia.org/educators/cyberbullying-toolkit>
- i) National Crime Prevention Council
<https://www.ncpc.org/resoures/bullying>
- j) DESE Resources
<http://dese.ade.arkansas.gov/divisions/communications/safety/cyber-security-resources>
- k) Arkansas IDEAS-Bullying
http://ideas.aetn.org/course_catalog?subject=Health&tess=2a

(3) Suicide Prevention

- a) Every day someone in Arkansas dies by suicide. Every fifth day that person is a youth between 10-24 years of age. Suicide can often be prevented if we know what the warning signs are and how to intervene.
- b) Subsequent to the passing of the Jason Flatt Act, licensed school personnel are required to obtain at least two hours of professional development every five years in the area of suicide awareness and prevention. The school counselor will complete this professional development on a yearly basis. The school counselor will coordinate age appropriate suicide prevention lessons during September, National Suicide Prevention Week. Students will be given a pretest before the lessons and a posttest after the lessons to evaluate the effectiveness of them.
- c) The school counselor will coordinate a school crisis/suicide team and provide them with training resources on identifying students at risk and protocols to respond to a student in crisis. A list of crisis/suicide team members is kept on file in the school counselor's office.

(4) Suicide Prevention Resources

<http://dese.ade.arkansas.gov/divisions/learning-services/guidance-and-school-counseling/student-support>

G. Career Planning

- (1) Students in kindergarten through fifth grade will explore careers using KuderGalaxy, and students in sixth through twelfth grades will explore careers using Kuder.
- (2) Students in eighth grade will develop their Student Success Plans. Parents/guardians will take an active role in developing the plans by attending a parent night to develop the plans.
- (3) Students in ninth through twelfth grades will update their Student Success Plans on a yearly basis.
- (4) Students will be made aware of the vocational programs of study, what classes to complete to become a vocational completer, and what skills are needed to receive a certificate in a vocational program.
- (5) Students in high school will be given the opportunity to take the Armed Services Vocational Aptitude Battery (ASVAB) test.
- (6) Students in the eleventh grade will attend a career fair at UACCB, and students in the twelfth grade will attend a college fair at Ozarka College.
- (7) Representatives from colleges will visit the school to speak to students about career opportunities.

H. Career Planning Resources

- (1) ACT – <https://www.act.org>
- (2) College Board – <https://www.collegeboard.org>
- (3) Arkansas Career Model – <https://dcte.ade.arkansas.gov/docs/OccupationalAreas/CareerPathway/arkansas-career-model-cte.pdf>
- (4) Graduation Requirements – <http://dese.ade.arkansas.gov/divisions/learning-services/curriculum-support/arkansas-graduation-requirements>
- (5) Arkansas College and Career Planning System-Kuder – <https://arkansas.kuder.com/landing-page>
- (6) ArkACRAO – <https://arkacrao.org/>
- (7) Discover Arkansas – <http://www.discover.arkansas.gov>
- (8) College for YOU – Scholarship Information – <https://scholarships.adhe.edu>
- (9) Student Success Plan – <http://dese.ade.arkansas.gov/divisions/learning-services/student-success-plan>
- (10) FAFSA – <https://studentaid.ed.gov/sa/fafsa>
- (11) Bureau of Labor Statistics – https://www.bls.gov/oes/current/oes_ar.htm
- (12) Arkansas Job Link – <https://www.arjoblink.arkansas.gov/ada/r/>
- (13) Arkansas State Jobs – <https://www.ark.org/arstatejobs/index.php>
- (14) College Application Checklist – <https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture-College-Application-Checklist.pdf>
- (15) Arkansas NEXT: A Guide to Life after High School – www.arkansasnext.com

I. Accelerated Learning

- (1) Students in eighth through twelfth grades are made aware of Advanced Placement (AP) courses and will be informed on the academic progress and criteria to be eligible for the accelerated learning programs.
- (2) Students in eighth through twelfth grades are made aware of concurrent/dual credit courses.
- (3) The counselor in collaboration with teachers and parents/guardians will review results from state testing and students' academic progress to develop a course of study conducive to the academic achievement of students, which may include accelerated learning programs.
- (4) Job shadowing opportunities will be made available to students.
- (5) Students will be made award of career readiness certificates.
<https://www.dws.arkansas.gov/programs/career-readiness-certification/>

J. At-Risk Students & The School Dropout Program

Any pupil who leaves school for any reason except death, before graduation or completion of a program of studies, without transferring to another school or registering to home school, is considered a dropout. Documentation of receiving school is filed for exiting students and current home school students are on file in the counselor's office.

At-risk children are those enrolled in school or eligible for enrollment who progress toward graduation, school achievement, preparation for employment, and futures as productive workers and citizens are jeopardized by a variety of health, social, educational, familial, and economic factors. They are children with special needs who are under served, categorized, ignored, unchallenged, and for whom expectations are low.

Characteristics of Youth-At-Risk are:

1. Excessive absenteeism or irregular attendance
2. Poor or failing grades
3. Low math and reading scores and overall achievement
4. Failure and retention in at least one grade
5. Lack of participation in school and extra-curricular activities
6. Dissatisfaction with teachers and traditional school structure
7. Failure to see relevance of education to personal desires
8. Gifted, learning disabled, or handicapped
9. Below average in basic skills
10. Uncooperative, inattentive, unmotivated
11. Suspension, expulsion, or other disciplinary action
12. Feelings of rejection, alienation, isolation, insecurity, inadequacy
13. Association with disaffected peer group
14. Lack of encouragement to stay in school
15. Low self-esteem/self-concept
16. Lack of future orientation
17. Poor decision-making skills
18. Alcohol or drug problems
19. Health problems
20. Pregnancy/marriage
21. Delinquency
22. Desire/need to work
23. Family disturbance, e.g., separation/divorce, violence, death
24. Racial or ethnic minority
25. Non-English speaking home
26. Low socioeconomic background
27. Parent (s) or sibling (s) not finishing school
28. Lack of parental emphasis on importance of education
29. Frequent moves
30. Poor communication between school and home
31. Attending a poorly financed school

K. ALTERNATIVE LEARNING ENVIRONMENT (ALE)

- (1) Overview- Through the development of the Mountain View Alternative Education School Program, the Mountain View District will work to address the needs of at-risk students in the district. The program will establish an environment and system which will strive to break the cycle of school failure, illiteracy and dependency through an emphasis on the completion of a high school diploma or its equivalent. This commitment will include opportunities to obtain skills in literacy, life and job skills, problem solving and decision-making skills to young people ages 10 - 21.
- (2) Program Description - The Mountain View School District emphasizes, in its mission, the importance of addressing the needs of individual students in order to develop their unique potential". In support of that mission, Mountain View Alternative Education School has been specifically designed to address the individual needs of students at-risk of dropping out of school. The following offerings will be available:

English; Social Studies; Math; Science; Life Skills; Job Skills;
Problem Solving/Decision Making; Character Education

The educational instructional model will incorporate an instructional support system which will enable teachers to give more individual (one-on-one) and small group attention to all students. Individual academic programs and student progress will be continually monitored and adjusted to meet changing learner/instructional objectives. School counselors will assist teachers in the development of instructional strategies which link learning to the world of work. Teachers will take every opportunity to involve students in class work which promotes the development of skills needed to gain and maintain employment. Those skill will include but are not limited to the following: development of resumes, filling out applications, interviewing skills, appropriate communication skills, work ethics, etc.

Students will receive training and counseling in self-esteem and stress management through sessions with teachers and counselors. Appropriate decision making and character development will be other areas of emphasis.

Potential students may refer themselves, they may be referred by parents, or they may be referred by a school principal. Each candidate for admission will be required to go through the referral application process. All candidates must complete an application and the interview/admission procedures, prior to admission. Entrance conferences will be conducted by the Alternative Education Placement Team consisting of principal, counselor, parent or legal guardian, a teacher, and the ALE instructor.

SECTION 4

Accountability

A. The Comprehensive School Counseling Program Self-Assessment

The Comprehensive School Counseling Program Self-Assessment was revisited and areas to address were identified. The counselor keeps the self-assessment in the counselor's office.

B. Data Tracking

- (1) Data gathered from the results of the ACT Aspire reading tests were reviewed, analyzed, and documented in a chart. The students were tracked as they moved to each grade level to determine if their reading scores improved from the previous school year. The goal for the 2021-2022 school year was for each grade level (grades 4-6) to improve their ACT Aspire reading scores (ready) from the 2020-2021 school year by 0.01 percent.

	2019-2020	2020-2021	2021-2022
		Grade 3 – 30%	Grade 4 – 33%
Grade 3	Due to Covid-19	Grade 4 – 17%	Grade 5 – 29%
Grade 4	No State Testing	Grade 5 – 7%	Grade 6 – 37%
Grade 5		Grade 6 – 35%	
Grade 6			

- (2) Based on the results of the data, gaps in student support were discussed in the annual administrative conference.
- (3) Use-of-time assessments were analyzed and used to guide decisions for the Comprehensive School Counseling Program.
- ***Due to Covid-19, more time had to be spent on scheduling students into virtual learning classes and communicating with students virtually. Because of the unique situation, the use-of-time had to be monitored and adjusted.

C. Program Results

- (1) Participation, mindsets and behaviors, and outcome data results were reviewed and analyzed. The data will be used to develop/update the comprehensive school counseling program. Student outcomes will be included.
- ***Due to Covid-19, many of the activities planned had to be revised or cancelled.
- (2) The program results will be shared with the faculty and the advisory council, and summary data will be included in the Comprehensive School Counseling Plan. Reflection on the processes and progress of the plan were discussed to determine what intervention(s) is/are not working.
- (3) The results of the data tracking for the ACT reading scores (ready) were:
- Grade 4 – 33 percent compared to 30 percent from the previous year;
 - Grade 5 – 29 percent compared to 17 percent from the previous year;
 - Grade 6 – 37 percent compared to 7 percent from the previous year;
- ***The program results will be discussed with faculty during an in-service meeting.

D. Evaluation and Improvement

- (1) The school counselor will use results from the program evaluation and other data sources to develop the Comprehensive School Counseling Plan. The plan and the goal(s) and results will be updated annually.
- (2) The school counselor will reflect on the comprehensive school counseling program, and areas of strength and areas of improvement will be identified.

Weaknesses: Due to Covid-19, many of the activities planned for students had to be revised or cancelled. Because of virtual learning, more time had to be spent on creating class sections and scheduling students. This took time away from student interaction time.

Strengths: Due to Covid-19, interaction with students/parents had to be adjusted. Google Classroom classes were created, so students learning virtually from home were still allowed to participate in counseling class lessons. Parents were also provided the information. More communication with parents took place. The goal for the school year was met. The interventions and teamwork from the faculty helped students increase their ACT Aspire reading scores more than the targeted goal of 0.01 percent.

- (3) Evaluation results data will be shared with the advisory council at the annual meeting, and they will be shared with the faculty during an in-service day.
- (4) The school counselor will recommend changes/updates to the Comprehensive School Counseling Plan based on the data and results during the annual administrative conference. The changes identified will be included in the Comprehensive School Counseling Plan.
- (5) The school counselors in the Mountain View School District met and discussed the plan from the previous school year. The counselors discussed the plan for the upcoming 2022-2023 school year. A new goal was decided upon: To improve ACT Aspire scores in all the areas, not just reading, by 0.01 percent from the previous school year. By communicating more with parents/guardians concerning their child's/children's progress, the district hopes this can be accomplished.

SECTION 5

Administrative Duties

A. Assessments/Teams

- (1) The high school counselor serves as the test coordinator for the ACT and civics exams and serves as test coordinator and administrator for the Advanced Placement (AP) exams.
- (2) The school counselor serves as a room supervisor for the ACT Aspire and ACT Aspire Interim tests when needed.
- (3) The school counselor serves on the Gifted and Talented Committee.
- (4) The school counselor attends 504 and IEP meetings when needed.

B. Data Entry

- (1) The school counselor registers students and enters class schedules in e-School.
- (2) The school counselor enters data in the master school in e-School.
- (3) The school counselor updates and makes changes in e-School and maintains student records.
- (4) The school counselor runs calculations for Interim Progress Reports (IPRs) and report cards in e-School and distributes them.

C. Supervisory Duties

The school counselor will be assigned breakfast, lunch, or after school parking lot duty.