

# **Mountain View Middle School**

## **MOUNTAIN VIEW SCHOOL DISTRICT**



# **Comprehensive School**

## **Counseling Plan**

### **2021-2022**

## Counseling Team

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# Mountain View Middle School

## 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)

**See Appendix for Standards for Accreditation**

## **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)

**See Appendix for School Counselor Improvement Act of 2019**

## **C. Standards Monitoring Tool**

### **2020-2021 Standards Monitoring Tool**

- 4-E.1 Each public school district shall employ guidance counselors that meet the licensure requirements in accordance with the laws of the State of Arkansas and the rules of the Department or are working under an approved waiver in accordance with the laws of the State of Arkansas and the rules of the Department.

- 4-E.2 Each public school district shall have a student/guidance counselor ratio of no more than one to 450 students.

- 4-E.3 Each public school district shall allot sufficient time for each school counselor to carry out the duties stated in the comprehensive school counseling plan, pursuant to Ark. Code Ann. § 6-18-2004.

### **Commissioner's Memo COM-20-134**

<http://adecm.arkansas.gov/ViewApprovedMemo.aspx?Id=4455>

## D. 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>

\_\_\_\_\_ (6) **Why Try curriculum**    <https://whytry.org>

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E.

Beliefs, Vision, & Mission Statements		
Beliefs	Vision	Mission
<p>We, the educators of the Mountain View School District, are committed to the belief that:</p> <ul style="list-style-type: none"><li>• <a href="#">all</a> students can and will learn;</li><li>• school counselors are advocates for <u>all</u> students; and</li><li>• all students deserve dignity and respect</li></ul>	<p>The vision of MVSD 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>



F.

Program Goal	
Concern	Developing and conducting a Curriculum and Guidance program to meet the needs of our Virtual students.
Data Review	Our current Guidance program is 100% implemented in the physical classroom.
Barriers to Learning & Strengths	<u>Barriers:</u> Virtual classes take time to create. Internet resources limited <u>Strengths:</u> Administration support.
SMART Goal	We believe through the implementation of the SEL skills learned from Virtual course development and training, we will be able to improve students' overall social/emotional/behavior skills in Grades 5-8 as measured by post scores and surveys.
Actions/Tasks	Courses for each grade level will be developed and implemented according to G.U.I.D.E. and Why Try.  Courses will be available to students who are Students' SEL progress will be reviewed and documented throughout the school year.
Outcomes	The follow questions will be answered: Was the goal achieved? Will the goal be continued? Changes? Revisions? Will a new goal or goals be developed? How did the goal impact the school counseling program?

# **SECTION 2**

## **Management**

## **A. School Counseling Program Assessment**

The Comprehensive School Counseling Program Self-Assessment is completed annually and areas to address are identified. The assessment is on file in the school counselor's office.

## **B. Use-of-Time Assessment**

The school counselor's activities and time spent serving students are 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. Virtual lessons are being developed to meet the needs of our virtual students.

#### **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, family and relationships, anger management, 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; reviewing attendance.

**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 the 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.

**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.

<b>Annual Calendar</b>	
<b>August</b> **Register and transfer student enrollment *Orientation for 5th grade students and new students *Orientation for Virtual students *Schedule changes *Produce contact listings for teachers including current phone numbers and emails. Student corrections sheets.	<b>January</b> *Register and transfer student enrollment *Schedule changes *Orientation for Virtual students *Career Fair-district counselors, community members, high school students *Classroom lessons – G.U.I.D.E. for Life
<b>September</b> *Register and transfer student enrollment *Update Student Success Plans in collaboration with 8th grade teachers *Register students with Kuder *Conduct Needs Assessment *Make corrections/updates in e-School before October state report *Run and disseminate Progress Reports *Classroom lessons – G.U.I.D.E. for Life	<b>February</b> *Register and transfer student enrollment *National Week of Kindness Activities *Run and disseminate Progress Reports *Classroom lessons – G.U.I.D.E. for Life
<b>October</b> *Register and transfer student enrollment *Red Ribbon Week activities *Bullying prevention lessons/pre-test/posttest *Attend state fall counselor update meeting *Classroom lessons – G.U.I.D.E. for Life *Run and disseminate Report Cards and Honor Roll *Parent Conference	<b>March</b> *Register and transfer student enrollment *Student schedules for next school year *Eighth grade students – Final completion of Student Success plans *Classroom lessons – G.U.I.D.E. for Life *Spring Break *Run and disseminate Report Cards and Honor Roll
<b>November</b> *Run and disseminate Progress Reports *Classroom lessons – G.U.I.D.E. for Life *Thanksgiving Break	<b>April</b> *Character education quotes placed on daily school announcements *Run and disseminate Progress Reports *Complete student schedules *Classroom lessons – G.U.I.D.E. for Life
<b>December</b> *Register and transfer student enrollment *Meet with students for schedule changes for next semester *Classroom lessons – G.U.I.D.E. for Life *Christmas Break	<b>May/ June</b> *Register and transfer student enrollment *4 <sup>th</sup> grade orientation to 5 <sup>th</sup> grade, school tour, Smart Core/waiver discussion *Annual Administrator Conference – update plan *Classroom lessons – G.U.I.D.E. for Life

## 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. TeachTown will be offered for students who have chosen to distance learn. Why Try curricula will be utilized in Individual, and group counseling.

### **(2) Examples of individual and group counseling include: Interpretation of assessments, individual academic planning, behavioral supports (anger management, getting along with others, etc.), 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. The school counselor has been through the implementation of the Why Try Program and will use the curricula for classroom instruction.

### **(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. Virtual lessons are being created for students participating in distance learning.**

## **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. Volunteer classmates from the upper grade level conduct the tour. We also have a number of students who volunteer to serve as a mentor to the student for the first few days of class.**

### **(2) All grade students meet with the school counselor one class period per month during each semester to begin orienting them to middle school and work on academic, career, and social/emotional learning. Course selection is conducted each March.**

### **(3) Eighth grade students meet with the high school counselor one class period during the spring semester to assist with their transition to the ninth grade, where high school course credit begins. In collaboration with their career development class, their Student Success Plans are created. Academic and social/emotional skills are also addressed.**



## **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 met with to discuss a plan of action. The school counselor may include teachers, the principal, and parents/guardians when meeting with students. Core teachers meet with parents as a team whenever a student is struggling in multiple areas. The counselor is invited to those conferences.
- (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. The eighth grade teachers, administrators, and counselor work together to provide ongoing support for the completion and distribution of the 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 Aspire and Star testing when it differs from their classroom performance.
- (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](http://dese.ade.arkansas.gov/public/userfiles/Legal/State_Council_for_Interstate_Compact_Military_Families/Guide_for_Parents_School_Officials_and_Public_Administrators.pdf)
- (6) As a school, we compile and keep ongoing records with students and review them as a class lesson periodically. The records are in a binder system and contain grades, attendance, behavior incidents, and assessment results.

## **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 counselors in the Mountain View School District will be utilizing the TeachTown program and Why Try curriculum to help students with their SEL skills.
- (3) The school counselor will incorporate the G.U.I.D.E. for Life and Why Try in classroom lessons. Classroom lessons are being produced and recorded for virtual 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.
- c) A survey of bullying is conducted online each year. The results are discussed with teachers and administration to combat any unsafe areas or noted concerns.

### **(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](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](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://commonsensemedia.org/educators/cyberbullying-toolkit>
- i) National Crime Prevention Council  
<https://www.ncpc.org/resources/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](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 fifth grade will explore careers using KuderGalaxy, and students in sixth through eighth 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. Copies of Student Success Plans are added to the student binder and a copy sent home.
- (3) A career fair will be held on the Mountain View District campus for middle and high school students.
- (4) Representatives from the Arkansas School for Mathematics, the Sciences and Arts will visit the school to speak to students about the opportunity and qualifications to attend.

## 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](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](http://www.arkansasnext.com)
- (16) Arkansas School of Mathematics, the Sciences and the Arts – <https://www.asmsa.org/>

## I. Accelerated Learning

- (1) Students in sixth through eighth grades are made aware of Pre-Advanced Placement (PAP) courses and will be informed on the academic progress and criteria to be eligible for the accelerated learning programs.
- (2) 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.

## 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 at the high school level, without transferring to another school or registering to homeschool, 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 underserved, 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 extracurricular 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 will be revisited and areas to address will be identified.

## **B. Data Tracking**

- (1) Data gathered from the Student Survey given at the beginning of the school year will be analyzed to determine focus of student needs.
- (2) Data gathered from the results of the ACT Aspire test will be reviewed, analyzed, and documented in the student's data binder.
- (3) Based on the results of the data, any gaps in student support will be discussed in the annual administrative conference and/or parent-teacher conferences.
- (4) Use-of-time assessments will be analyzed and used to guide decisions for the Comprehensive School counseling program.

## **C. Program Results**

- (1) Participation, mindsets and behaviors, and outcome data results will be analyzed. The data will be used to develop/update the comprehensive school counseling program. Student outcomes will be included.
- (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 will be discussed to determine what interventions are/are not working.

## **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 program. The program 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.
- (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 program based on the data and results during the annual administrative conference. The changes identified will be included in the comprehensive school counseling plan.



# **SECTION 5**

## **Administrative Duties**

**A. Assessments/Teams**

- (1) The school counselor conducts placement tests for students who have been homeschooled.
- (2) The school counselor coordinates the Safe and Drug Free Survey when needed.
- (3) The school counselor coordinated and National Assessment of Educational Progress (NAEP) testing when needed.
- (4) The school counselor serves on the Gifted and Talented Committee.
- (5) 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 counselor transfers records from incoming schools and completes new school request records. The counselor uses Triand when possible and recognizes the 10 day requirement on record transfer.
- (3) The school counselor enters data in the master school in e-School.
- (4) The school counselor updates and makes changes in e-School and maintains student records.
- (5) 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 is assigned fair share duties.