

Mulberry Pleasant View Bi-County School District Comprehensive School Counseling Program 2022 – 2023

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Mulberry Pleasant View Bi-County School District



District Vision & Mission Statement

TOGETHER...DEVELOPING LEADERS ONE STUDENT AT A TIME—EVERY TIME!

WE BELIEVE IN:

- Instilling the hope and confidence for students to succeed physically, socially and academically.
- Acknowledging that all students have worth.
- Partnering with home, school, and community for student success.
- Energizing students to learn, encouraging students to excel, and empowering students to become independent thinkers.
- Inspiring students to share in the responsibility for learning.
- Encouraging students to have a voice in the educational process.
- Providing a respectful, safe, nurturing, and orderly environment as an essential part of learning.
- Practicing good citizenship among students and staff.
- Promoting healthy habits in order to keep the body and mind in excellent condition for the purpose of life-long learning.

Mission Statement

The MPV District School Counselors will advocate for all students by addressing academic, career, and social emotional needs, which will promote the overall well-being of the students.

School Counseling Mission and Vision

Vision Statement

The MPV District Counselors empower students with the knowledge, skills, and resources needed to promote student success at school, at home, and in the community.

Program Goals 2022-2023

By the end of the school year 2022-2023, MPV School District will decrease the percentage of students at risk because of their lack of attendance by 5% (from 20% to 15%) by meeting with students and creating an individual plan to help determine strategies to improve their school presence.

ASCA Mindsets and Behaviors

M 3. Positive attitude toward work and learning.
B-LS 3. Time management, organizational and study skills
B-LS 4. Self-motivation and self-direction for learning
B-SMS 6. Ability to identify and overcome barriers
B-SMS 7. Effective coping skills
B-SS 9. Social maturity and behaviors appropriate to the situation and environment

G.U.I.D.E for Life

- Growth
- Decisions

Activities, Strategies & Interventions to Achieve Goal

Data

Smart Data Dashboard

82 students (current grades K-12) scored at risk due to being absent 10% or more of instructional time.

Strategy

- Monitor attendance reports.
- Meet with students who have received truancy letters to develop an attendance plan.
- Individual and small group sessions.
- Communication with parents/guardians.

Action Steps

- Meetings with students.
- Researching and sharing study strategies to share with students and parents through different media (Facebook, Webpage, lessons.)
- Partnership with parents and guardians to promote and encourage student success.
- Scheduling individual and group sessions to address issues stated in the needs assessments.

Post Data

Information will be gathered from SmartData quarterly and at the end of the school year to determine further steps.

Act 190, The School Counseling Improvement Act, states that school counselors shall spend at least ninety percent (**90%**) of his/her time each month, on student contact days, providing direct and indirect counseling services to students.

Direct Services

Classroom lessons addressing ASCA frameworks and/or G.U.I.D.E. for Life

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.

Grade Level Meetings: addressing ASCA frameworks, Student Success Plans, student needs and/or G.U.I.D.E. for Life

Individual/Group Counseling Sessions:
Addressing needs at a tier II level

Responsive Services: addressing critical/crisis situations as they occur

Indirect Services

Consultations: Discussions made on behalf of a student with staff, agency, or parent/guardian

Referrals: Accessing services for mental health or child maltreatment

Decision Making Teams: Being a part of decision making teams where a student is involved (504, IEP, GATE, Behavior Team, etc.)

Act 190, The School Counseling Improvement Act, states that school counselors shall devote no more than ten percent (**10%**) of his/her time each month, on student contact days, engaging in administrative activities.

Administrative Activities

Building Test Coordinator
Student Success Plan Coordinator

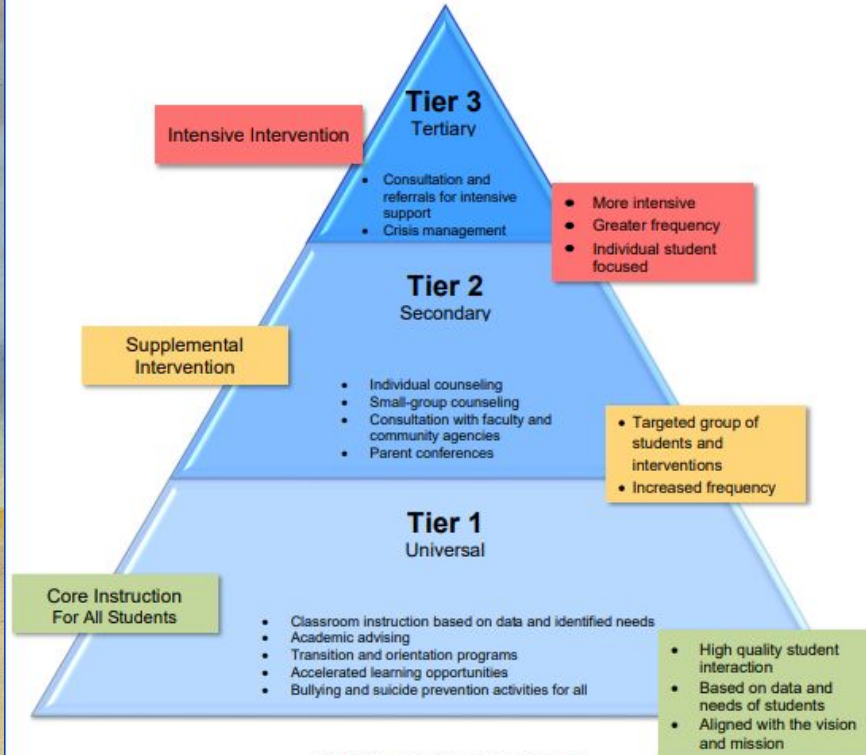
Management and Delivery

- [Calendar of Activities](#)
- Advisory Council Meeting composed of students, parents, administrators, teachers, and community members will meet in Fall and Spring semesters .
- Information and support materials for our parents and students are available on our [website](#) and on each campus.

Multi-Tiered Counseling Services

Multi-Tiered Counseling Services

Coordinated with the school and district RTI process



Multi-Tiered Counseling Services

Tier 1: Tier 1 services are provided to all students. These services include guidance lessons, school wide activities and individual student services. Services in Tier 1 are designed to be preventive and help students plan for their future in each of the three counseling areas of personal/social, academics and career.

Examples: Counselors teach classroom lessons on kindness centered around The Great Kindness Challenge Week, discussing what kindness is and how students can increase kindness school-wide.

Tier 2: Tier 2 services are provided to a smaller group of students. These services are designed to be both preventative and responsive in nature. These services include small groups, referrals to outside counseling agencies, consultation and collaboration with adults who interact with students including but not limited to parents, teachers, and administrators.

Example: Small group sessions with 8 selected students to learn social/emotional skills to counteract bullying. These students collaborate learning how to handle bullying situations to benefit all involved.

Tier 3: Tier 3 services are for students who need a more intense counseling approach. These services are preventative and responsive. They include individual counseling sessions and referrals to outside resources.

Example: A student who is struggling with a self-esteem issue. This student would meet weekly individually for six sessions with the school counselor to focus on cognitive therapy to replace the negative self-talk to positive self-talk.

Drop-Out Rate

Intervening with students who are at risk of dropping out of school to determine if there is a way to keep at-risk students in school.

- Identify students at risk by number of credits, attendance, discipline, and family situation.
- Meet with these students (grades 9-12) individually. Ask questions to identify barriers, give information with data presented about options and risks associated with dropping out, provide solutions to barriers.

Post-Graduation Follow up

Following-up with high
school graduates

A link to a survey will be sent to the Class of 2023 through Google Classroom. The form includes contact information for the school counselor and career coach with questions about their current plans regarding college and/or career and how they are doing. It also affirms that the counselors are willing to help them at any time.

Transitioning Students

Providing orientation
programs for new students
and transferring students at
each level of education

- New Student orientation and enrollment checklist.
- Financial Aid Night for seniors and parents
- 8-12 Student Success Plans development and revisions.
- College tours
- Post-secondary institutions lunch visits
- Crossover during the Spring
 - 4th grade tour middle school
 - 8th grade tour high school

Student Success Plans

Student Success Plan will be led by the counselor and career coach during different periods throughout the school year. Students will utilize Naviance to edit and personalize their Student Success Plan. Students will be encouraged to show it to their parents for discussion. Parents who wish to discuss the plan with the counselor will be encouraged to do so during the Parent/Teacher Conference held in the spring or by appointment.

Providing academic advisement services, including without limitation:

- (i) Developing an individual planning system to guide a student to access and monitor the student's own educational, career, and social and emotional progress;
- (ii) Guiding a student along the pathways to graduation;
- (iii) Guiding a student in goal-setting experiences and course selection aligned with the student's post-secondary goals;
- (iv) Addressing accelerated learning opportunities;
- (v) Addressing academic deficits and the accessibility of resources;
- (vi) Providing student assessment reviews, interest inventories, or academic results needed to develop, review, and revise a student's plan of study; and
- (vii) Providing support for students who show potential so they are more likely to engage in rigorous coursework and take advantage of post-secondary opportunities

Career Guidance

- **K-4 guidance lessons exposing students to careers, and career choice pathways at age appropriate levels**
- **Career speakers**
- **Using AR Next Magazine with 8th graders, juniors and seniors to explore careers**
- **All students 8-12 will take career inventories as part of their Student Success Plans**
- **Be Pro Be Proud Truck Tour**
- **College and career fair for seniors**
- **College visit**

Providing a career planning process that includes without limitation:

- (i) Guidance in understanding the relationship between classroom performance and success in school and beyond;
- (ii) The provision of resources to identify career interests and aptitudes to assist a student in age-appropriate college and career planning;
- (iii) Guidance in understanding the advantages of completing career certifications and internships;
- (iv) Interpretation of augmented, criterion-referenced, or norm-referenced assessments for students and parents;
- (v) The provision of information to a parent or legal guardian, such as through workshops on preparing for college, financial aid, and career opportunities;
- (vi) Encouragement to a parent or legal guardian to support partnerships in his or her student's learning and career planning processes.

Social-Emotional

- **Monthly Social Emotional guidance lessons (elementary)**
- **Small group and individual counseling**
- **Classroom teacher implementation of the G.U.I.D.E for Life.**
- **Resources on the school's website and counselors' webpage.**

Providing social and emotional skills designed to support students, including without limitation programs:

- (i) To promote cultural and social awareness, positive communication and relationship skills, collaboration with others, and responsible decision making;
- (ii) To improve culture and climate in the school so that all students can feel that they are in a safe and supportive environment;
- (iii) To develop conflict-resolution skills

Bullying Prevention

- **MPV School District Anti-Bullying Policy**
- **Bullying, Harassment or Intimidation Reporting form**
- **Age appropriate curriculum for grades K-4 integrated into guidance lessons**
- **Resources for students to report**
- **Teacher /staff training**
- **Individual, small group and/or grade level intervention as needed**
- **Guest speakers**

To prevent bullying that include without limitation:

- (a) Training programs for school employees regarding how to recognize bullying behaviors;
- (b) Protocols for responding to bullying that is occurring in the school;
- (c) Strategies that support a student who is being bullied;
- (d) Strategies that help a bystander speak out against bullying;

Suicide Prevention

- Social Emotional curriculum
- Parent resources and support links on our Counseling website and the District website
- School Based Mental Health Services
- Suicide Risk Reporting Protocol and Safety Plan
- Referrals
- Crisis plan procedures for response

To address age-appropriate suicide awareness and prevention through:

- (a) Strategies that help identify a student who is at risk for suicide;
- (b) Strategies and protocols that help a student who is at risk for suicide;
- (c) Protocols for responding to a suicide death

Collaborate with Teams

- **Leadership Team Member**
- **Attend 504, IEP, ELPA, and PLC meetings (when requested)**
- **Attend Health and Wellness Committee meetings**
- **Develop and enrich safety procedures**
- **Mrs. Medina serves as Family and Community Engagement Facilitator**

Serving as a contributing member of decision-making teams, which include without limitation:

- (i) Teams that are convened under Section 504 of the Rehabilitation Act of 1973, Pub. L. No. 93-112;
- (ii) Response-to-intervention teams;
- (iii) English language learner programs;
- (iv) Parental involvement or family engagement programs;
- (v) Positive behavioral intervention support programs;
- (vi) Advanced placement and gifted and talented programs.



Physiological Needs

- Backpack program
- Clothes, shoes and hygiene supplies
- Connection to community supports



Health and Safety

- Backpack program
- Clothes, shoes and hygiene supplies
- Connection to community supports



2021-22 School Year Counselor Reflection

2021-22 Program Goal: The school counseling program will educate all students about the link between physical health and mental well-being that will result in an increase of 10% in student self-confidence and a reduction in the number of students referred to the nurse or counselor to address hygiene concerns.

Strategy: The nurse and school counselors collaborated with MPV Education Foundation and the Health & Wellness Committee to provide hygiene products (toothbrushes & toothpaste to all students; deodorant to all middle school students). We delivered age appropriate and gender specific lessons to teach proper hygiene practices. Hygiene supply stations were installed in the middle and high school bathrooms so students could get what they needed. We visited with students who exhibited poor hygiene to determine if there may be a link between mental health and physical well-being.

Reflection: After doing these things, we saw a decrease in the number of students referred to us for hygiene talks. The students were also more open about their specific needs.