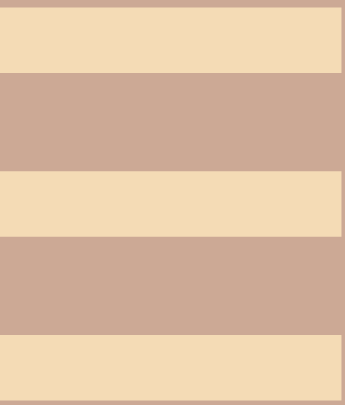




# ***Board Proposal Presentation***

Isabel, Haley, Theresa & Norma





# ***Mission Statement***

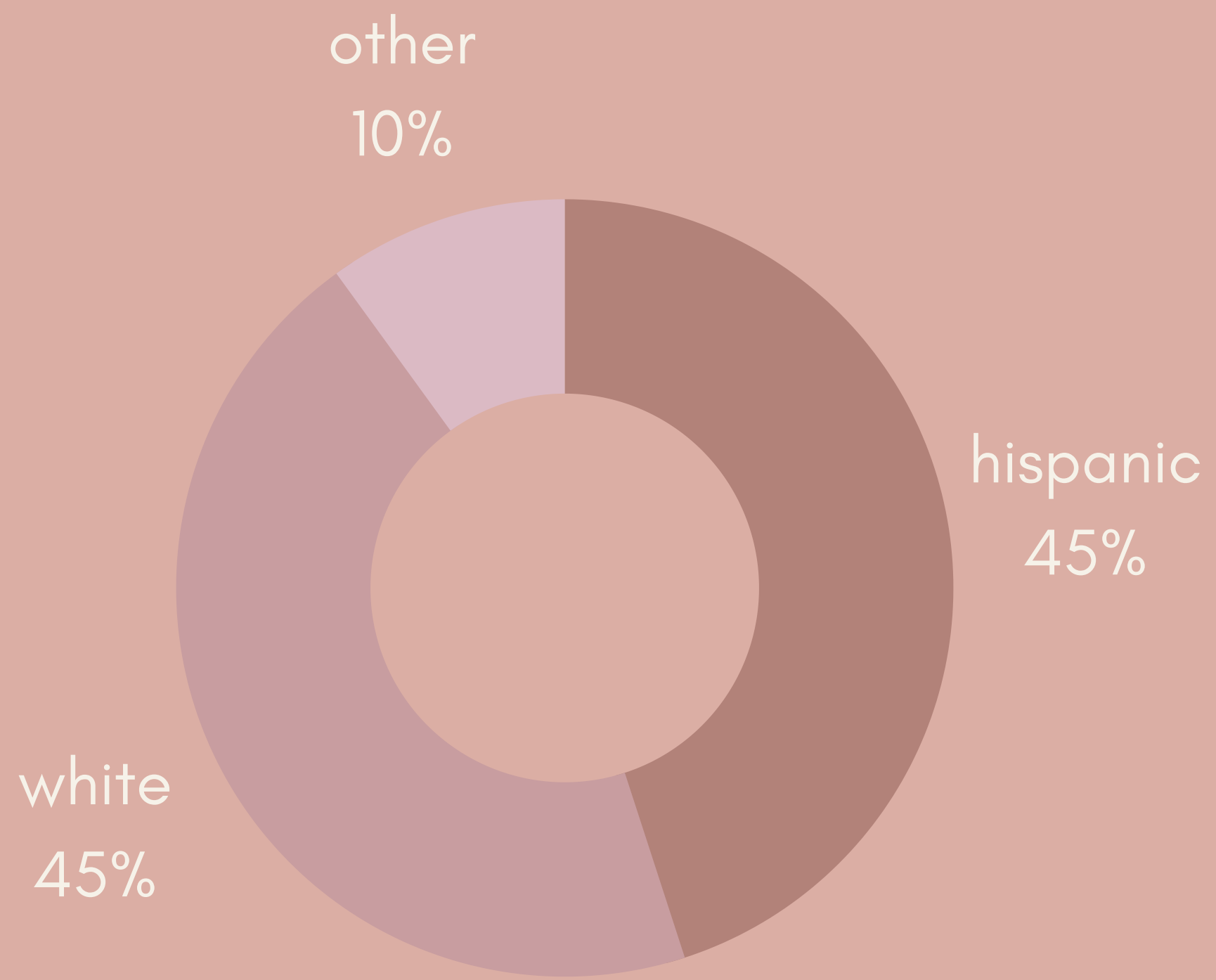




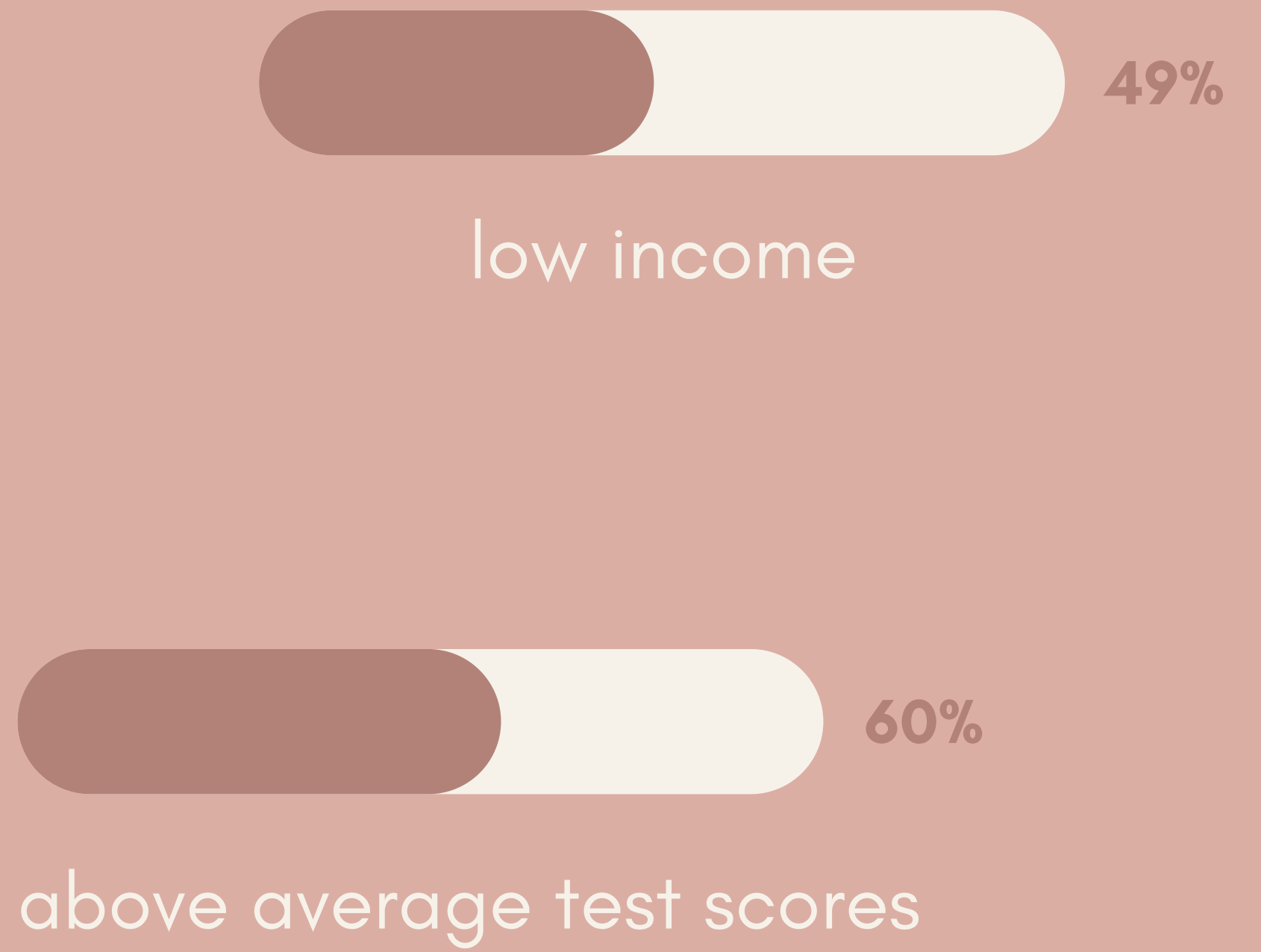


# ***School Demographics***





670 total K-5 students







# ***Purpose of the Plan***









# ***Components of the Comprehensive Plan***

## **DIRECT SERVICES:**

**Tier 1:** social media & website, classroom lessons  
*(17 total through year), assemblies (3)*

**Tier 2:** calming room, lunch with counselor, junior coaching, behavior intervention group counseling

**Tier 3:** one-on-one counseling

## **INDIRECT SERVICES:**

Referrals, consultation and collaboration

IEP/504/SST meetings

Parent/Guardian evaluation forms

Teacher/Staff evaluation forms

Coffee with the counselor for parents *(every other month)*.

## **PROGRAM PLANNING AND SCHOOL SUPPORT:**

Weekly department meetings & reviews

Monthly attendance and discipline reviews

Back to School Night

Open House

Advisory Counseling Meetings



# ***Planned Activities***

01

Bi-Weekly: "Lunch with Counselors"

02

Monthly Event: "Coffee with Counselors"

03

Junior Coaching (4th-5th graders)

04

Virtual & In-Person Calming Rooms

05

Open House

06

Back to School Night



## SPECIFIC ACTIVITY: "THREE COLORS"

School Counselor(s) will have cut out multiple small square papers. These papers will be **green, yellow, and red.**

The School Counselor(s) will pose the following question to the students, *"How have you been feeling lately? Have you felt great, good/okay, or not so good?"*

- **Great** means that you feel strong, happy, and supported.

- **Good/Okay** means that you feel pretty good but can feel sad or stressed at times.

- **Not so good** means that you feel sad, lonely, and/or unsupported most of the time.

*"When I call your name please come up to my desk and choose one of the three colored papers. Green represents great, Yellow represents good/okay, and Red represents not so good. You will write your name on the paper, put it in my box, and then sit back down."*

Students will then be called one-by-one and be given the privacy they need to choose a paper, write down their name, and turn it in.

The School Counselor(s) will review the papers and **set up meetings with the students who chose yellow and red papers. Yellow papers will not be as urgent as red.**



***Program Projected  
Cost & Funding***

# ***Current Budget***

One School Counselor..... \$78,000

Counseling Department Budget..... \$10,000

**TOTAL: \$88,000**

# ***Proposed Budget***

One full-time School Counselors..... \$156,000 (*\$78,000 each*)

One part-time Intervention Counselor..... \$39,000

Counseling Department Budget..... \$15,000

**TOTAL: \$210,000** (annually)



# ***Program Projected Funding***

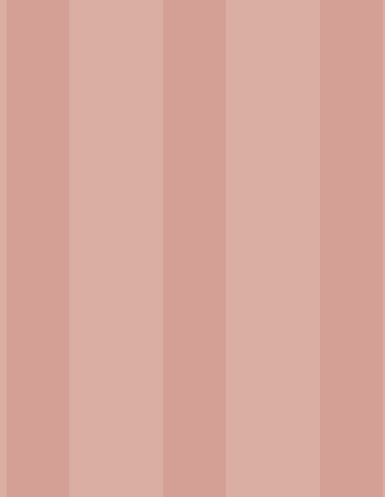
State (*approx 58%*)

Local Grants (*approx 32%*)

Federal (*approx 9%*)

COVID Relief Funding: approx \$300,000

Our Comprehensive Program will provide better service to students by changing the ratio to **1:335**



# ***Timeline***





August

- social media platforms addressing pandemic
- student body assembly (1)
- parent/faculty virtual assembly (1)
- bi-weekly classroom meetings kick-off
- virtual & in-person calming rooms available
- evaluation forms
- one on one meetings
- back to school night
- intervention counselor data collection



September  
October

- one on one meetings
- virtual & in-person calming rooms
- bi-monthly Coffee with Counselors kick-off
- bi-weekly classroom meetings "*healthy coping skills*"
- lunch with counselor kick-off
- junior coaching kick-off
- open house



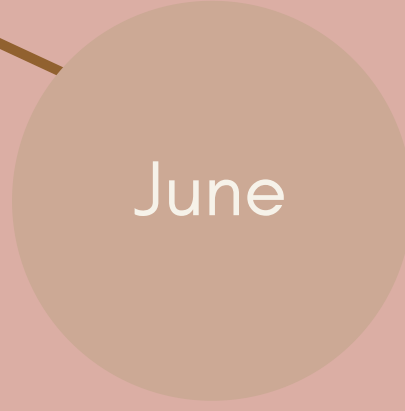
November,  
December,  
January &  
February

- advisory counseling meeting (1)
- bi-weekly classroom meetings "*grief & loss,*" "*mindset,*" "*self-regulation,*" "*attention & focus*"
- student body assembly (2)
- parent/faculty virtual assembly (2)
- evaluation forms
- virtual & in-person calming rooms
- lunch with counselor
- junior coaching
- bi-monthly coffee with counselors
- one on one meetings



March, April  
& May

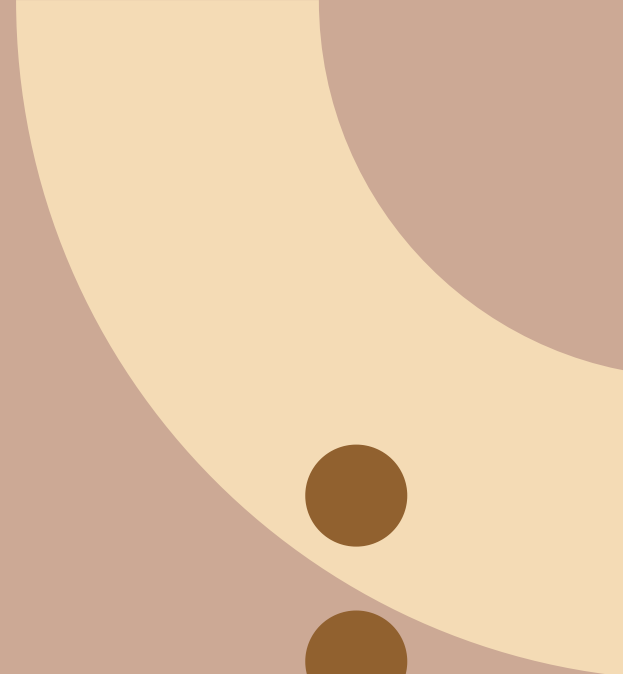
- advisory counseling meeting (2)
- bi-monthly coffee with counselors
- lunch with counselor
- one on one meetings
- virtual & in-person calming rooms
- junior coaching
- bi-weekly classroom meetings "*social skills,*" "*conflict resolution,*" "*communication*"
- last student body assembly (3)
- last parent/faculty virtual assembly (3)



June

- lunch with counselor
- one on one meetings
- virtual & in-person calming rooms
- junior coaching
- conclusion of bi-weekly classroom meetings
- evaluation forms
- data analysis

***Evaluation***



01

## Three Separate Emailed Parent/Guardian Evaluation Forms

Using a scale system, they will be asked how their student(s) mindsets are, their social-emotional and academic growth, how their student(s) are outside of school, and if they believe their student(s) would benefit from one-on-one's with the School Counselor.

02

## Student Self-Check Logs (upper grade levels)

03

## Class Surveys

04

## Student Records

Student attendance, grades, behavioral and learning changes, and discipline records, will allow for the Counseling Department to evaluate the effectiveness of their practices.

05

## Three Separate Teacher Evaluation Forms

Asking them to answer specific questions about their students. It will ask to present any concerns they might have and which students in their classroom seem to be struggling the most

06

## Teacher-Led Discussion

**Overall, the diversity in evaluations will better assist the Department in determining the impact the Comprehensive Program provides the school.**

# ***References***

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Gysbers, N. C., & Henderson, P. (2012). Developing & managing your school guidance & counseling program. (5th ed.). American Counseling Association.

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