

Comprehensive Counseling Plan Proposal

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CSPU 616: Leadership and Systems Change

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October 17, 2021

The process of counseling is quite complex, in that the School Counselor provides assistance to students, school staff, and family members while making critical decisions on the basis of academic, personal, and social development. School Counselors are an integral part of a student's educational journey, they develop, plan, implement, and evaluate programs through school-wide intervention and prevention strategies and services. Through academic achievement and various supportive programs, counselors continuously work to promote the success of their school/districts.

The COVID-19 pandemic has catapulted our world into a new reality, one that has greatly affected the educational system we once knew. No matter who you are or what you do, all of humanity has been impacted by these devastating and challenging times. These rapid changes have shown an increase in students' anxieties, depression, fear, and overall concern for what the future holds. With that said, we knew that the pandemic needed to be at the basis of our Comprehensive Plan. We began by conducting our needs assessment through surveys and data collection via multiple Elementary schools across California. More specifically, we analyzed student attendance, grades, behavioral and learning changes, and discipline records. We believed it was important that we collected data and other vital information from more than one school as it would allow us to draw parallels. After combining our findings, we concluded that behavioral intervention was the biggest need for elementary-aged students.

Rationale

We constructed our needs assessment with the intention of discovering how students, teachers, and parents were readjusting to the major changes within the educational system. In order to do this effectively we collected information via interviews, focus groups, on-site observations, statistical evidence, and personal experiences. Our assessment specifically focused

on elementary-aged students as we firmly believe they are one of the most susceptible to the effects of the pandemic. The stakeholders involved in our data collection process included teachers, administrators, school counselors, students, parents, teacher aides, secretaries, and custodians. Within each school we accrued disciplinary records, attendance rates, academic outcomes, and behavioral and learning patterns. The results from the needs assessment revealed a great demand for a Comprehensive School Counseling Program with the foundation being behavioral intervention. The Comprehensive Program is designed to foster student achievement, development, and improve school systems. This is based on the standard and student competencies established by the American School Counselor Association (ASCA) for academic, career, and personal/social development. We created a prevention-based, data-driven Comprehensive Program that proactively serves all elementary-aged students.

We gathered demographic data through different school sites spanning from Southern to Northern California. The standard number of total students per school equated to 670. We then categorized this total into three separate sections: race, socio-economic status, and academic scoring. We concluded that there are 45% Hispanic, 45% White, and 10% of the population listed as “Other,” identified 49% of the student body as “low income,” and recognized that 60% of the students tested higher than the general population.

Mission Statement

The Counseling Department’s mission is to establish and maintain a safe, encouraging, and respectful climate by advocating for all students. Students will participate in a curriculum that provides them with a strong educational foundation which encourages academic achievement, innovation, and personal growth. Our Comprehensive School Counseling Program supports all students and fosters partnerships between members of the community. Every student will acquire a better understanding of and respect of self and others, mindfulness,

problem-solving and decision-making skills, emotional-management-skills, and perseverance. Our team believes all learners can achieve greatness and we will work to enable them to become responsible, contributing citizens who value their worth and learn the power of perseverance when facing any challenge.

Addressing The Student Body

Our Comprehensive School Counseling Program will use the standardized Multi-Tier Support System (MTSS) framework. Based on the information and data collected, we created universal lesson plans that include discussion and engaging activities that can be presented to all grade levels. These lessons focus on behavioral interventions and ultimately assist students on how to incorporate healthy coping mechanisms in response to the COVID-19 crisis. There will be direct and indirect ongoing Tier 1 through Tier 3 services the School Counselor will provide throughout the school year, consisting of: managing social media platforms, bi-weekly classroom meetings, virtual and in-person calming rooms, monthly group lunches, junior coaching available for 4th and 5th graders, one-on-one meetings, referrals, consultation and collaboration, and IEP/504/ SST meetings. The calendar below provides an overview of the additional monthly services that will be implemented throughout the school year. Through these direct and indirect student services, we believe we will be able to address the behavioral needs the data has revealed.

Program Cost & Funding

The Comprehensive School Counseling Program anticipates funding will be made available through federal, state, and local funding and grants, in addition to COVID funding. Currently there is one existing full time school counselor on site with a salary of \$78,000 and an additional \$10,000 in the budget for materials and supplies. The Comprehensive Program is looking to add one additional full-time School Counselor with an annual salary of \$78,000, one

part-time Intervention Counselor with an annual salary of \$39,000, and \$5,000 for the calming rooms and other counseling materials. The two School Counselors will split the student caseload in hopes to better support the student population in behavioral intervention, social-emotional learning, and academic achievement. The Intervention Counselor will focus primarily in collaborating with the School Counselors and teachers to assist with Tier 2 and Tier 3 behavior interventions. Based on these additions, our total program cost would now equate to \$210,000 annually, which is a \$122,000 increase.

Timeline For Implementation

We will begin the incorporating of the Comprehensive School Counseling Program at the beginning of the fiscal year, with the intent being the School Counseling Department presented the proposal at the end of the previous school year. Throughout the summer and leading into the autumn months, the School Counselor(s) will collaborate and tailor their social media platforms to further address the pandemic, goals for the new school year, behavioral intervention, and provide a tentative calendar for the upcoming educational year. Beyond the School Counseling Department page via the school website, the social media platforms utilized will be the following: Instagram, Twitter, Tik Tok, and Facebook. The wide-range of platforms used will work to appeal and serve students, parents, faculty, and the community as a whole. School Counselors will meet in November and April to examine their practices, evaluate any/all data they have collected, carefully look at their contributions and determine if these strategies and interventions are positively impacting students' achievement.

Beginning in August, ongoing campus services will be readily available and will carry through the school year. These services include: bi-weekly meetings, virtual and in-person calming rooms, an opportunity for students to have lunch with the Counselor for extra rapport

building and support, chances to showcase their leadership and friendship traits in “junior coaching”, and one-on-one meetings. August will also be home to the first of three assemblies: one for the entire student body and another virtual assembly for faculty and parents. Both assemblies will be a time for the Intervention Counselor, all new programs, and on-campus resources to be introduced and discussed in great detail. The virtual assembly will be an invitation for open and fluid communication between Counselors, staff, and parents/guardians. This meeting will further serve as a time for the Counselors to discuss the trajectory and goals for the upcoming year and the intent behind the emailed evaluations, a form that asks these specific stakeholders to voice any concerns, comments, and goals for their student(s). August will also be home to Back to School Night and the introduction to the bi-weekly School Counselor classroom sessions. The Intervention Counselor will also begin the process of collecting data and referrals to form groups for group counseling specifically pertaining to students needing extra support in response to COVID-19 through behavior interventions.

September and October will be structured similarly, with the continuation of bi-weekly sessions. Each month the topic of these sessions will change, with the first one being “*Healthy Coping Skills*.” All eight topics will strive to provide students with healthy strategies and skills applicable to their ever-changing lives. These two months will be used to roll out a new and indirect student service, called “Coffee with Counselors,” a time for parents to meet with the School Counselors and discuss any topics pertaining to the well-being of their student(s). This event will carry through the entire year and be made available in the months of November, January, March, and May. A school-wide Open House will be implemented in the month of October, this event will be an opportunity for parents/guardians to connect with their student(s)

teachers(s), explore the campus, and gather a better overall understanding of the academic and social expectations for the upcoming school year.

Bi-weekly School Counselor meetings will continue through the winter months, with the topics being: “*Grief and Loss*,” “*Mindset*,” “*Self-Regulation*,” and “*Focus and Attention*.” After students return from winter break and with January marking the half-way point of the school year, the school will hold their second student body assembly. That same month, the school will simultaneously offer their second faculty and parent/guardian virtual assembly and email the second round of evaluations. At the turn of the Spring, bi-weekly meetings will continuously be incorporated school-wide, with the new topics including: “*Social Skills*,” “*Communication*,” and “*Conflict Resolution*.” May will serve as the last month of the student body assemblies, faculty/parent assemblies, and evaluations. The last bi-weekly School Counseling session titled “*Closing Meeting*,” will be held in June and will serve as a time for the Counselor to review all of the year's topics with the classrooms. This final meeting is critical in that the Counselor will challenge students to incorporate some, if not all of the behavioral strategies they have learned, into their daily lives.

CALENDAR

<i>Month</i>	<i>Direct Student Services</i>	<i>Indirect Student Services</i>	<i>Program Planning and School Support</i>
<i>Ongoing Services</i>	-School Counselor runs various social media platforms which will be accessible to the community. (Tier 1) -Bi-weekly classroom	-Referrals, Consultation, and Collaboration -IEP Meetings -504 Plan Meetings -SST Meetings	-Weekly Counseling Department meetings/review -Monthly attendance and discipline reviews

	<p>meeting with School Counselor (Tier 1) with the exception of August, January, May & June. There will be a total of 17 class lessons throughout the year</p> <p>-Virtual & in-person calming rooms. (Tier 2)</p> <p>-Lunch with a Counselor (Tier 2)</p> <p>-Junior Coaching (4th-5th graders) (Tier 2)</p> <p>-Behavior intervention Group Counseling with intervention counselor (Tier 2)</p> <p>-One-on-one meetings with School Counselor based on self-referrals or indirect referrals (Teacher, faculty member...etc) (Tier 3)</p>		
<i>August</i>	<p>-1st assembly addressing the entire student body. Includes Intervention Counselor</p> <p>-1st classroom meeting with School Counselor: Introduction Meeting *Lesson Plan Attached (Due to limited time in the month & start of school students will only meet with School Counselor 1x this month)</p>	<p>-Assembly for faculty members & parents (recorded for virtual accessibility)</p> <p>-Parent/Guardian Evaluation Form</p> <p>-Teacher Evaluation Form</p>	-Back to School Night
<i>September</i>	-Bi-weekly classroom	-Coffee with	

	meeting with School Counselor: Healthy Coping Skills	Counselors (for parents)	
October	-Bi-weekly classroom meeting with School Counselor: Healthy Coping Skills		-Open House
November	-Bi-weekly classroom meeting with School Counselor: Grief & Loss	-Coffee with Counselors (for parents)	-Advisory Counseling Meeting
December	-Classroom meeting with School Counselor: Mindset <i>(Due to holiday break, students will only meet with School Counselor 1x this month)</i>		
January	-2nd assembly addressing the entire student body. -Classroom meeting with School Counselor: Self-Regulation <i>(Due to school-wide assembly students will only meet with School Counselor 1x this month)</i>	-Assembly for faculty members & parents (recorded for virtual accessibility) -Parent/Guardian Evaluation Form -Teacher Evaluation Form -Coffee with Counselors (for parents)	
February	-Bi-weekly classroom meeting with School Counselor: Focus & Attention		
March	-Bi-weekly classroom meeting with School Counselor: Social Skills	-Coffee with Counselors (for parents)	

<i>April</i>	-Bi-weekly classroom meeting with School Counselor: Communication		-Advisory Counseling Meeting
<i>May</i>	-3rd assembly addressing the entire student body. -Classroom meeting with School Counselor: Conflict Resolution <i>(Due to school-wide assembly students will only meet with School Counselor 1x this month)</i>	-Assembly for faculty members & parents (recorded for virtual accessibility) -Parent/Guardian Evaluation Form -Teacher Evaluation Form -Coffee with Counselors (for parents)	
<i>June</i>	-Last classroom meeting with School Counselor: Closing Meeting <i>(Due to limited time & end of school, students will only meet with School Counselor 1x this month)</i>		

Process of Evaluation

The process would be evaluated through a variety of elements, consisting of: emailed evaluations, Self-Check Logs, class surveys, and student records, just as we have to gather the data for this proposal. Fourth and fifth grade teachers will distribute Self-Check Logs to their students, these logs will ask them what topics they want to discuss during the Counseling meetings, how they are feeling in school and at home, and any/all thoughts they may or may not have about the pandemic. Parent/Guardian Evaluation Forms will be emailed three times throughout the school year, these forms will ask them to answer a variety of questions about their student(s) on the basis of the pandemic. 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. This allows us the opportunity to include the community and family members into the process and gain a well-rounded perspective on our students. Simultaneously, teachers will be emailed Evaluation Forms, asking them to answer specific questions about their students. It will ask that present any concerns they might have and which students in their classroom seem to be struggling the most. In regards to K-3 students, teachers will not distribute Self-Check Logs, but instead teachers will be encouraged to implement conversations and discussions about that month's topic into their classrooms and note their findings. Data pertaining to student attendance, grades, behavioral and learning changes, and discipline records, will allow for the Counseling Department to evaluate the effectiveness of their practices. Overall, the diversity in evaluations will better assist the Department in determining the impact their Comprehensive Program provides their school.

Summary

COVID-19 has severely impacted the lives of all students. Our goal was to create a Comprehensive Counseling Program that addresses elementary-aged students' social-emotional and academic needs. The needs assessment was conducted to gather information and data in regards to these concerns. Through interviews, focus groups, on-site observations, statistical evidence, and personal experiences, we identified behavioral intervention as the most critical need for this population.

Throughout the school year and through the implementation of the Multi-Tiered System of Supports (MTSS) approach, we will conduct School Counseling classroom sessions on the

subjects of: healthy coping skills, grief and loss, mindset, self-regulation, focus and attention, social skills, and communication.

We presented a Comprehensive Calendar with each month fulfilling an area of need and offering a variety of services. Beyond the calendar, we will evaluate the impact of our program at the beginning, middle, and end of the school year via evaluations, Self-Check Logs, class surveys, and student records.

AUGUST LESSON PLAN: GRADES K-3

<i>Attendees</i>	<p>Conducted by: School Counselor(s) Target Audience: Grades K-3 Capacity limit: Total sessions: 17 (spanning the entire year) <i>Note: This is an outline for the 1st of the 17 sessions</i> Time per session: 60 minutes When: Sessions will be on the same day bi-weekly & will be determined based on each classroom schedule. This will be coordinated between the teacher & Counselor.</p>
<i>Objective(s)/Competency</i>	-Collect self-check log and/or any documents & information needed before lesson plan commences.
<i>Materials Needed</i>	White printer paper, crayons, pencils, colored paper (green, yellow & red)
<i>Formal Introductions: Including Purpose of Group, Expectations & Confidentiality</i>	<i>Purpose/Objective:</i> Bi-weekly meeting with the School Counselor(s) will be incorporated throughout the school year. This will be time allotted for the Counselor(s) to check in with the various grade levels on campus. During these group sessions, the School Counselor(s) will implement discussions, activities, and lessons that will help assist students both emotionally and socially. Each month a new

	<p>topic will be introduced but all topics will be directly correlated to the pandemic.</p> <p><i>Introduction:</i> As students enter the room, the School Counselor(s) will greet them, introduce themselves, discuss the purpose of the group, confidentiality, and expectations.</p>
<p><i>Instruction/Content</i></p>	<p>The School Counselor(s) will use some sort of medium to present to the classroom (smart board, powerpoint...etc). They will discuss the topics they sessions for the next few months will cover and discuss the meaning of the topics.</p> <p><i>For example:</i> Healthy coping skills for the months of September and October.</p> <p>Then they will transition into the activities for that day.</p> <p>Note: Information and instruction will be tailored to each grade level and will be age appropriate.</p>
<p><i>Activities</i> <i>25 minutes</i></p>	<p>(1) Self Portrait</p> <p>Students will be provided with the following materials: crayons, a pencil, and a white piece of paper.</p> <p>Students will be given <i>15 minutes</i> to draw their interpretation of themselves and will be given full, creative freedom.</p> <p>After the time is up, the Counselor will ask for 3 volunteers to present their drawing. The Counselor may ask questions like, “Why did you choose that background?” “Why did you choose those colors?” After they are done, the students will be asked to turn in their drawings to the Counselor.</p> <p>Note: <i>This activity will be done the 3x’s throughout the school year as to compare the students evolving interpretation of oneself.</i></p>

	<p>(2) Three Colors</p> <p>Before the meeting the School Counselor(s) will have cut out multiple small square papers. These papers will be green, yellow, and red.</p> <p>Students will also be provided a pencil at this time.</p> <p>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?”</p> <ul style="list-style-type: none"> -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. <p>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.”</p> <p>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.</p> <p><i>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.</i></p> <p>Note: Activities are tailored to each grade level and will be age appropriate.</p>
Summary	<p>Summarize the information discussed during the meeting and the purpose/importance of the activities.</p>

<p><i>Closing Statements</i></p>	<p>School Counselor(s) will remind students that they are always on campus, a resource for them, and that you encourage them to tell their parents and/or teachers if they would like to meet with you.</p> <p>School Counselor(s) will remind students that they will be meeting one-on-one with some students in the following days or weeks.</p>
<p><i>Evaluation</i></p>	<p>Parent & Teacher Evaluation Form</p> <p><i>Parent Evaluation Form:</i> In the days following the meeting, parents will be emailed a form that asks them to answer questions about their child and/or children. It will ask that parents indicate any concerns they have about their child since the pandemic. They may list anything behavioral, emotional, social, and/or academic. Using a scale system, they will be asked how their student(s) mindsets are, their social/emotional/academic growth, how their student(s) are outside of school...etc. They will also be asked if they believe their student(s) will benefit from one-on-ones with the School Counselor(s). Parents will also be encouraged to implement conversations and discussions about that month's topic with their child and/or children.</p> <p><i>Teacher Evaluation Form:</i> In the days following the meeting, teachers will be emailed a form that asks them to answer questions about their students. It will ask that they indicate any specific concerns and which students in their classroom seem to be struggling the most. Teachers will also be encouraged to implement conversations and discussions about that month's topic into their classroom.</p>

AUGUST LESSON PLAN: GRADES 4-5

<i>Attendees</i>	<p>Conducted by: School Counselor(s) Target Audience: Grades 4-5 Capacity limit: Total sessions: 17 (spanning the entire year) <i>Note: This is an outline for the 1st of the 17 sessions</i> Time per session: 60 minutes When: Sessions will be on the same day bi-weekly & will be determined based on each classroom schedule. This will be coordinated between the teacher & Counselor.</p>
<i>Objective(s)/Competency</i>	-Collect self-check log and/or any documents & information needed before lesson plan commences.
<i>Materials Needed</i>	String, colorful beads (including those with letters on them), markers, colored pencils, white printer paper.
<i>Formal Introductions: Including Purpose of Group, Expectations & Confidentiality</i>	<p><i>Purpose/Objective:</i> Bi-weekly meeting with the School Counselor(s) will be incorporated throughout the school year. This will be time allotted for the Counselor(s) to check in with the various grade levels on campus. During these group sessions, the School Counselor(s) will implement discussions, activities, and lessons that will help assist students both emotionally and socially. Each month a new topic will be introduced but all topics will be directly correlated to the pandemic.</p> <p><i>Introduction:</i> As students enter the room, the School Counselor(s) will greet them, introduce themselves, discuss the purpose of the group, confidentiality, and expectations.</p>
<i>Instruction/Content</i>	The School Counselor(s) will use some sort of medium to present to the classroom (smart board, powerpoint...etc). They will discuss the topics they sessions for the next few months will cover and discuss the meaning of the

	<p>topics.</p> <p><i>For example:</i> Healthy coping skills for the months of September and October.</p> <p>Then they will transition into the activities for that day.</p> <p>Note: Information and instruction will be tailored to each grade level and will be age appropriate.</p>
<p><i>Activity</i> <i>30 minutes</i></p>	<p>(1) Power Word Keychains</p> <p>Students will be given string, colorful beads, and beads with letters on them.</p> <p>Students will be asked to pick one word that represents growth or a goal they still have for themselves.</p> <p><i>Examples:</i> Calm, Peace, Smile, Love, Exhale, Focus, Strength...</p> <p>Students will be asked to tie the keychain onto something that is visible to them daily.</p> <p>(2) What does your sense of calm look like?</p> <p>Students will be provided a blank sheet of paper, markers, and colored pencils.</p> <p>The School Counselor(s) will ask that all students close their eyes and think about their sense of calm and/or their happy place.</p> <p>They will be asked to keep their eyes closed and explore that place. What do they see? What do they smell? Who are they with? Where are they?</p> <p>Students will be asked to open their eyes and to then draw and write words that they associate with feeling calm and at peace.</p> <p><i>Students will be given 15 minutes to work</i></p>

	<p><i>independently.</i></p> <p>When the time is up, the School Counselor(s) will ask that 2-3 people share one thing they wrote or drew.</p> <p>They will all be encouraged to bring the drawings home and hang it in their bedrooms for reference if they ever feel anxious, stressed, and/or sad.</p> <p>Note: Activities are tailored to each grade level and will be age appropriate.</p>
<i>Summary</i>	<p>Summarize the information discussed during the meeting and the purpose/importance of the activities.</p>
<i>Closing Statements</i>	<p>(2) Three Colors</p> <p>Before the meeting the School Counselor(s) will have cut out multiple small square papers. These papers will be green, yellow, and red.</p> <p>Students will also be provided a pencil at this time.</p> <p>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?”</p> <ul style="list-style-type: none"> -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. <p>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</p>

	<p>down.”</p> <p>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.</p> <p><i>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.</i></p> <p>School Counselor(s) will remind students that they are always on campus, a resource for them, and that you encourage them to tell their parents and/or teachers if they would like to meet with you.</p> <p>School Counselor(s) will remind students that they will be meeting one-on-one with some students in the following days or weeks.</p>
<p><i>Evaluation</i></p>	<p>Student Self-Check Log & Parent/Teacher Evaluation Form</p> <p><i>Self-Check Log:</i> Teachers will distribute a pre-made Self-Check Log to their students in the days following the meeting. This log will ask them what topics they want to discuss, how they are feeling in school and at home, and any/all thoughts they have about the pandemic and the school year ahead.</p> <p><i>Parent Evaluation Form:</i> In the days following the meeting, parents will be emailed a form that asks them to answer questions about their child and/or children. It will ask that parents indicate any concerns they have about their child since the pandemic. They may list anything behavioral, emotional, social, and/or academic. Using a scale system, they will be asked how their student(s) mindsets are, their social/emotional/academic growth, how their student(s) are outside of school...etc. They will also be asked if they believe their student(s) will benefit from one-on-ones with the School Counselor(s). Parents will also be</p>

encouraged to implement conversations and discussions about that month's topic with their child and/or children.

Teacher Evaluation Form: In the days following the meeting, teachers will be emailed a form that asks them to answer questions about their students. It will ask that they indicate any specific concerns and which students in their classroom seem to be struggling the most. Teachers will also be encouraged to implement conversations and discussions about that month's topic into their classroom.

References

- American School Counselor Association. (2019). *The ASCA national model: A framework for school counseling programs* (4th ed.). American School Counselor Association.
- Gysbers, N. C., & Henderson, P. (2012). *Developing & managing your school guidance & counseling program*. (5th ed.). American Counseling Association.

COMPREHENSIVE SCHOOL COUNSELING PROGRAM PROPOSAL OUTLINE/HANDOUT

Elementary School - 2021

Demographic:

- 45% Hispanic, 45% White, and 10% other
- 49% low income
- 60% above-average test scores

What: Multi-tiered Comprehensive School Counseling Program *with a focus on behavioral intervention* (as revealed in the data collection process as the most prominent issue) in response to the aftermath of the COVID-19 pandemic.

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 meetings, 504 plan meetings, SST meetings, assemblies for parents and staff, 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 & review, monthly attendance and discipline reviews, Back to School Night, Open House, Advisory Counseling Meetings

Last Year's Budget:

1 school counselor - **\$78,000**
 Materials & Supplies - **\$10,000**
Total - \$88,000

Proposed Budget:

2 school counselors - **\$156,000 (\$78,000 each)**
 1 part-time intervention counselor - **\$39,000**
 Materials & Supplies - **\$15,000**
Total - \$210,000

Funding: Federal, state, local, grants, & COVID-funding
