

BSEP
Student Support:
Counseling and Behavioral Health
DRAFT Annual Plan
2021-22



March 23, 2021 - Third Draft

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Counseling and Behavioral Health Program Overview

1. PROGRAM MISSION and VISION:

Students need guidance in many areas of their educational experiences. School counselors are a critical resource in terms of helping those students navigate academic challenges, as well as the social and emotional barriers that create those challenges. Middle school counselors support students during some of the most intense developmental periods of their youth, and are often their primary supports, chief advocates, and confidants when it comes to not only academic issues, but on “highly personal matters and individualized choices often fraught with challenge and complexity due to family, cultural, and contextual considerations” (Elias 2010).

2. BSEP MEASURE E1 STATED PURPOSE and USES:

“Seven percent (7%) of the Available Revenues generated by this Measure shall be dedicated annually to providing programs designed to provide effective supports that help students reach their highest academic potential while addressing the needs of the whole child.

These revenues may be allocated to programs in any district-operated school for such purposes as **Counseling and Behavioral Health**, Family Engagement and Access, or Student Achievement Strategies to improve academic, behavioral and social-emotional outcomes for students.”

3. BSEP FUND USE SUMMARY

- 1.2 FTE Counselors Longfellow Middle
- 1.7 FTE Counselors Willard Middle
- 2.4 FTE Counselors King Middle

4. CHANGES FROM PRIOR YEAR

- No change from prior year

5. BSEP BUDGET SUMMARY

BUSD CONTEXT

Revenue		691,292	<p>Title I or Site BSEP Funds round up the counseling positions to 2 FTE at Longfellow and 3 FTE at King and Willard.</p> <p><u>Longfellow Middle:</u> 0.8 FTE (Title I)</p> <p><u>King Middle:</u> 0.6 FTE Counselor (Site BSEP Funds)</p> <p><u>Willard Middle:</u> 0.3 FTE Counselor (Title I)</p> <p>Schools Fund has provided funding for climate/culture work Longfellow has an OFEE liaison on campus as well as MS counselor</p>
Expense			
	Middle School Counselors	665,953	
	Reserve for Personnel Variance	19,979	
	Indirect Cost	37,177	
		723,109	
Net Change to Fund Balance		(31,817)	
Beginning Fund Balance		150,447	
	Net Increase/(Decrease) in Fund Balance	(31,817)	
Ending Fund Balance		118,630	

External Links: [0763 Counseling Budget Summary](#)

Counseling Program Equity and Quality Measures

1. PARTICIPATION and OUTREACH:

How do programs address issues of equity, access, and opportunity, including targeted funding and supports?

The Counselors end up having a touchpoint with almost every student on campus, but spend the majority of their time with students who are the most disenfranchised and struggling. Counselors go to grade level meetings, look at academic data, engage with Coordination of Services (COS) Teams to discuss students with the Rtl, Lit coach, grade level counselors and others. Counselors can focus on academics, on Restorative Justice, on social-emotional issues, and are creative in reaching target groups, such as a group at Longfellow for young men of color in coordination with Library services.

When schools closed, MS Counselors called all students on Free/Reduced and got them to come to Ed Hub for Chromebooks, hot spots. Counselors will verify that a family had a specific need and connect to resources - essentials such as the Berkeley Food Network, or to mentor program at UC Berkeley, or afterschool help. The counselors act as family liaisons while also drawing up their professional training as counselors, social workers to directly intervene and support students and families.

2. REPRESENTATION, DIVERSITY and INCLUSION:

How do programs reflect and support the diversity of our families and students?

In addition to the core counseling staffing, which includes multilingual staff, Interns are recruited to bring additional cultural and linguistic depth. For example, at Longfellow they have recruited four African-American interns, and one who is Arabic speaking, which is half of the team. It is important for students to see a diverse, collegial team, who look like them, are in college or already have advanced degrees, and are accessible.

3. STAFFING/PROFESSIONAL DEVELOPMENT:

How does staffing and/or professional development address equity and district goals?

Counselors must engage in continuing education to maintain their licenses. Recent examples include a school-wide focus on an anti-racist lens at Longfellow. Past areas of focus have included LGBTQ+, particularly trans students, self-harm, suicidality. There is

collaboration across BUSD middle schools on shared topics of concern, for example this year a big question is how to engage clinically on Zoom. There is a district-wide collaboration once a month in addition to PD days with teachers. Additional training from agencies such as Better Way. Counselors have a range of training, all have credentials (PPS) as school counselors, some are also MSW, MFT, etc.

4. DATA/OUTCOMES:

What data/metrics could be used to report on outcomes? Are there SMART goals?

Counselors always track attendance and grades, and behavior to see who needs the most support. There is an attendance tracker which has been very important during distance learning. They track who they call, what students dropped in, which have 1:1 appointments; very data driven.

5. QUALITATIVE BENEFITS:

What elements are not quantitative but of significant value to the program and/or district?

Counseling is many things - a service, a program, family engagement, and deeply embedded in the school community. Probably 95% of the student body have had a touchpoint with a counselor at some point in some way, large or small. All are visible on site, see the kids, see the dynamics, supervise kids. Students know the counselors, have seen them around, which makes counselors easy to approach. At Willard and King, counselors loop with the kids for all 3 grades.

Right now in Distance Learning there is more case management with parents, helping kids who are Zoomed out, helping them figure out a way to socialize.

Social-emotional needs are going to be big in returning to campus - how to create relationships, wearing masks, etc. Counselors are co-writing social emotional curriculum through the advisory periods, and doing PD for teachers as well - how to keep going during this crisis.

External Links:

[Willard Counseling Web Page](#)

[Longfellow Self-Referral](#)