

BSEP

Student Support: Counseling and Behavioral Health

2022-23 Annual Plan
2nd Draft for Approval



March 22, 2022

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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

Counseling and Behavioral Health

5. BSEP BUDGET SUMMARY

**BSEP 0764 Counseling
3/8/2022**

	2022-23
Revenue	721,843
Expense	
Middle School Counselors	738,963
Reserve for Personnel Variance	36,948
Indirect Cost	49,969
	<u>825,880</u>
Net Change to Fund Balance	(104,037)
Beginning Fund Balance	186,324
Net Increase/(Decrease) in Fund Balance	<u>(104,037)</u>
Ending Fund Balance	82,287

6. BUSD CONTEXT

In 2021-22, Site Title I or Site BSEP Funds were used to increase the counseling positions to a total of (includes BSEP allocation):

- 2.0 FTE at Longfellow
- 3.0 FTE at King
- 2.0 FTE at Willard

It is to be determined how sites will utilize their funding for 2022-23. The School Plan for Student Achievement includes the use of site funds and will be approved by School Site Councils in Mid May 2022.

Counseling and Behavioral Health

Plan Narrative

Counselors at the secondary level in BUSD provide supports and services, including direct instruction in classrooms on life skills and decision-making, work with individuals and groups of students to raise awareness around educational options and career pathways, and support for families and students with academic and social/emotional dilemmas.

Counselors support students, families, and staff with free school based services to enhance students' success in school and to promote healthy development. Supports can include: Academic support, personal/social development, transitions, grief and loss, voluntary individual, group and family counseling/therapy, professional development in the social/emotional needs of adolescents, conflict mediation, case management and referrals to community resources, and Restorative Practices

Equity, Access and Participation

MS Counselors continue to support the social and emotional needs of students so they can become academically proficient. In addition, the counselors continue to play a role on the Coordination of Services Team, participate in parent-teacher meetings, support student gender transitions, and students who are most vulnerable returning to in-person instruction.

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 RtI, 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.

Counselors are currently helping to reacclimate students to schools and address continuing social and emotional needs. Given students were out of school for so long, students may have not met developmental milestones.

Representation, Diversity and Inclusion

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.

Counseling and Behavioral Health

Staffing and Professional Development

Upon the return to school, counselors have been designing and implementing school-wide advisory lessons to address social-emotional learning. There is a district-wide collaboration once a month in addition to Professional Development days with teachers.

Measures, Data and Outcomes

Counselors track attendance and grades, and behavior to see who needs the most support. They also track referral, interventions, supports and suspension using the district's student data system. Moving forward, data collection and analysis can include looking at the role of attendance and interventions in student outcomes. Data can also be analyzed by subgroups to identify and address disparities in referrals and suspension.

Qualitative

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. 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.

Counseling and Behavioral Health

Detailed Budget

BSEP 0764 Counseling
3/22/2022

DRAFT

	2021-22 Plan 4-21-22	2021-22 First Interim 10-31-21 10-31-21	2022-23 1st Draft Projected Costs Staffing at 2% 3-8-22		2022-23 2nd Draft** 3-22-22	
Revenue*	691,292	691,292	721,843		721,843	
Expense						
Middle School Counselors 5.3 FTE	677,557	689,204	702,988	(a)	738,963	(a)
Reserve for Personnel Variance	33,878	22,231	35,149	(b)	36,948	(b)
Indirect Cost	38,560	38,560	47,536	(c)	49,969	(c)
	749,995	749,995	785,674		825,880	
Net Change to Fund Balance	(58,703)	(58,703)	(63,831)		(104,037)	
Beginning Fund Balance	150,447	245,027	186,324		186,324	
Net Increase/(Decrease) in Fund Balance	(58,703)	(58,703)	(63,831)		(104,037)	
Ending Fund Balance	91,744	186,324	122,493		82,287	

* 2022-23 BSEP revenue allocation of 2.15% per BSEP 2022-23 Revenue Estimate 2/16/22

** Draft 2 - 2022-23 Projected Costs include actual staffing costs for increases in step and column, and benefits

(a) Middle School Counselors	FTE
King	2.40
Longfellow	1.20
Willard	1.70
(b) Reserve at 5% for 2022-23	
(c) Indirect costs at 6.44% for 2022-23	