



SAN DIEGO UNIFIED SCHOOL DISTRICT
Student Services Office
Counseling and Guidance Department

Comprehensive School Counseling Program

San Diego Unified School District's Counseling and Guidance Baseline Level of Service (BLS)

Grade 11

Continual Services

- Mandated Reporting
- Emergency Procedure 10, suicide/self-harm
- Site Crisis Response Team (SCRT) participation
- Maintain accurate, complete, and correct records as required by law, district policy, and administrative regulations

- Crisis counseling and referrals
- Individual and small group counseling (curriculum/topic based)
- ATOD intervention groups (AP 6298)
- Health education in alignment with Common Core State Standards (CCSS)

- Referrals, from staff or self-referrals
- Consultation, collaboration, and teaming (RtI, IEP, SART, ISP)
- Cumulative reviews
- Classroom observations
- Individual conferences (student/family)
- Classroom Guidance Lessons

- Referrals to community agencies, SARB, or Youth in Transition
- Parent and community engagement (i.e. website, email, Naviance, Connect Ed, letters)
- Outreach to colleges and universities
- Career and Technical education in alignment with Common Core State Standards (CCSS)

- Peer facilitation and conflict resolution
- Coping and redirection
- Contracts (behavior, academic, etc.)
- Attendance monitoring

- Data evaluation (ex. CST scores, Benchmarks, MEASURE)
- Participate on site committee(s)
- District committees/program management roles
- Planning, designing, implementing, and evaluating the school counseling curriculum
- Interdisciplinary curriculum development

- Participate in on-going professional development and trainings
- Professional development
- Quarterly meeting with school counselors from cluster schools
- Support to California Healthy Kids Survey (CHKS) delivery and administration
- Tobacco Use Prevention Education (TUPE) booster lessons

Quarter 1

- Credit Evaluation completed for all students
- Review of student course schedules (graduation requirements, UC/CSU 'a-g' completion, NCAA eligibility, IEP/ISP/EL)
- Balance classes and prepare student schedules for "First Day" of school
- Individual student/parent conference for all students at-risk. Provide information to families on available resources for academic supports and credit recovery.
- Review with all site staff Emergency Procedure 10
- Review role of school counselor in school site safety plan
- Identify at-risk students at conclusion of each marking period. Communicate and involve parent(s)/guardian(s) in this process. (Weeks 7-8)
- Junior CHSEE
- Junior Assembly
- Coordination and notification of college visits at school site or in the community
- Coordination and notification of scholarships
- Cal-SOAP College Fair (October)
- UC/CSU Counselor Conferences
- Naviance "College Search"
- Naviance "Colleges I am Thinking About"
- Naviance "Game Plan Survey"
- Naviance "Do What You Are" personality inventory
- Coordination of PSAT/PLAN administration
- Complete and submit a MEASURE to Counseling and Guidance Department (December 1)
- Attend Counseling and Guidance Department meetings and trainings

Quarter 2

- Identify at-risk students at conclusion of each marking period. Communicate and involve parent(s)/guardian(s) in process. (Weeks 10-13)
- Coordination and notification of college visits at school site or in the community
- Coordination and notification of scholarships
- Naviance “Colleges I am thinking about”
- Naviance “College Search”
- Facilitate distribution of information on SAT/ACT registration and fee waivers
- Coordinate communication and registration for AP exams
- National Hispanic College Fair
- Review student schedules for second semester and make appropriate changes as needed
- Rebalance classes as needed

Quarter 3

- Credit Evaluation completed for all students
- Review of student course schedules (graduation requirements, UC/CSU ‘a-g ‘completion, NCAA eligibility, IEP/ISP/EL)
- Balance classes and prepare student schedules for “First Day” of second semester
- Identify at-risk students at conclusion of each marking period. Communicate and involve parent(s)/guardian(s) in process.
- NCAA student/parent workshop
- Junior student/parent college night
 - Graduation Requirements
 - College Entrance Requirements
 - Standardized Testing (SAT/ACT)
 - Financial Aid/Scholarships
 - Extracurricular Activities/Community Service
 - College Placement Exams
- Naviance “Course Planner”
- Articulation
- Continue communication with the students on scholarship opportunities
- Junior CHSEE
- Facilitate distribution of information on SAT/ACT registration and fee waivers
- Communication with junior English and math teachers on EAP
- Continue AP registration and preparations for test administration

Quarter 4

- Identify at-risk students at conclusion of each marking period. Communicate and involve parent(s)/guardian(s) in process. (Weeks 10-13 of second semester)
- Facilitate distribution of information on SAT/ACT registration and fee waivers
- Support site administration of California Standardized Test (CST)
- NACAC College Fair
- Coordinate communication with students/parents for finalizing course changes to approved academic plan (senior course requests)
- Present results of MEASURE at Counseling and Guidance Department meeting
- Coordinate/support administration of AP testing
- Continue communication with the students on scholarship opportunities
- Collaborate with site administrator in building Master Schedule
- Notification and submission of transcripts for UC Eligibility in the Local Context (ELC)