

LCI Comprehensive Counseling Plan

Trisha Barnes tbarnes@lcmcisd.org Ext. 5207 lcschoolcounselor.weebly.com

Role of the school counselor

- Develop and implement a comprehensive school counseling program
 - Consults with teachers, parents, and families regarding concerns
 - Provides information on community resources for families
 - Provides support during personal crisis
 - Promotes a positive and safe school climate
 - Is a Visible, Proactive, Positive, Support for ALL Staff and Students
 - Serves as part of the campus Behavior Threat Assessment Team

Comprehensive counseling programs are designed to reach as many students as possible.

[LCMCISD District Counseling Plan Link](#)

Needs Assessments:

- [Parent Survey Link](#)
- [Student Survey Link](#)
- [Staff Survey Link](#)

LCI Campus Assumptions:

- By utilizing a comprehensive approach, the LCI counseling program aims to reach every student on campus.
- Teachers, parents, community members, administrators and the school counselor work together to meet the academic, social and emotional needs of LCI students.
- Every student and staff member on campus is an integral part of setting the overall tone for our campus climate and culture.
- The counseling program aims to be proactive in equipping students with life-long skills to aid in personal growth.

Goal #1 By the end of the school year, 4th and 5th grade students will be able to differentiate between bullying and conflict as evidenced by bullying report investigation data.

Goal #2 By the end of the school year, discipline referrals resulting in ISS placements will decrease by 10% from the previous school year.

Goal #3 By the end of the school year, students will be equipped with effective coping techniques to manage stress and worry.

Goal #4 By the end of the school year, LCI staff will be given opportunities and strategies to practice self-care, which will, in turn, increase their effectiveness in the classroom.

- ***Descriptions of the types of counseling LCI students may access throughout the year are listed below***
- ***Please contact Mrs. Barnes if you have any questions or concerns regarding the counseling program at LCI***

Class Lessons (Tier 1)

Monthly classroom lessons. All students will receive these lessons.

TENTATIVE TOPICS OF THE MONTH 2023-2024

August- Meet the Counselor/Identifying Emotions

September- Anxiety Coping Skills

October-Bullying Prevention

November- Responsibility

December- Anger Management

January-Focus/Attention

February-Empathy

March-Cooperation

April-Friendship Skills

May-Cyber Safety

Morning Announcements: Monthly Character Traits

Small Group (Tier 2)

Small Group will be based on need and can vary by team. Teams will have a menu of topics to choose from and can select the topic/s most relevant for their specific groups of students. Once topic is selected, approx 6-8 students per team can be nominated.

[Small Group Referral Form](#)

Individual Counseling (Tier 3)

Refer by link/QR code. Please include level of urgency. If an immediate concern arises, (i.e. safety, threats of harm to self or others) please call for immediate assistance.

[Individual Counseling Referral Form](#)

LCI Counseling Referral Links

Individual Counseling



[Individual Counseling Referral LINK](#)

Bullying Report Form



[Bullying Report Form LINK](#)

Basic Needs Form

(School supplies, clothing, etc.)



[Basic Needs Form LINK](#)



Small Group Counseling



[Small Group Counseling Referral LINK](#)

Backpack Program Referral

(Friday Food Bags)



[BP Program Referral LINK](#)

Introduction to Rhithm

Our district is excited to announce the use of the Rhithm app as a part of our commitment to supporting whole child development. Rhithm will help us better understand each student's learning readiness and respond to their unique needs.

WHAT IS THE RHITHM APP?

The Rhithm app is a daily check-in tool that provides responsive support for students in just 3-5 minutes. Students share how they are feeling mentally, physically, emotionally, socially, and energetically, then engage in brief well-being related activities that are tailored to student needs to help get them ready to learn.

HOW CAN I ACCESS THE RHITHM APP?

Step 1: Go to <https://portal.rhithm.app/account/login>

Step 2: Click "Sign-in with ClassLink"

OR Click the Rhithm icon in your ClassLink LaunchPad

WHEN WILL STUDENTS CHECK-IN TO RHITHM?

Students will complete their Rhithm check-in each day during Acceleration period.

HOW CAN I ACCESS THE RHITHM APP?

Rhithm uses ClassLink for easy student access whether at school or at home. In addition to classroom use, students can access the Rhithm activities during evenings and weekends.

Step 1: Open your ClassLink app

Step 2: Log in with student credentials or quick card

Step 3: Once you are signed in, click on the Rhithm icon:



WHAT IS THE RHITHM PRIVACY POLICY?

Rhithm does not share student data with anyone, including marketers. Rhithm has strict internal data governance policies and hosts data on private, HIPPA compliant dedicated servers with the highest security levels. The app, along with all Rhithm business policies, are structured to be FERPA compliant. [View Privacy Policy](#)

HOW CAN I LEARN MORE ABOUT RHITHM?

Learn more about the app and how to use it by visiting our help center [here](#).
Additional information about privacy here: <https://rhithm.app/parent-faq/>

Rhithm-New

Accessed through ClassLink

Daily wellness check in for students and staff

“Hi class, Let’s get in Rhithym”

- 5 question Emoji based check in (**Mental Emotional Energy Physical Social**)
- Completed in 30 seconds- 1 minute
- Can leave notes

Activities and Lessons

- Based on responses to Wellness Check in-will recommend 1-3 minute regulating activity
- Helps ensure that social-emotional needs of students are being heard and addressed

Actionable Data

- Real time feedback
- Risk alerts to counselor for students in need of intervention
- Data reporting tools for Admin

Tempo Score

- Overall regulation of the campus.
- Increases when more well regulated green zone emojis are selected.
- Trend Zones can monitor school climate

Benefits of Rhithym:

- Real time visualization of needs
- Moves from a reactive to proactive approach
- Keep students from slipping through the cracks
- See patterns before a crisis presents itself

[Rhithym App YouTube Video](#)

STAFF Lean IN to Well-Being

LCI staff understand the importance of prioritizing our own well-being to come to work each day as our best selves. One of Mrs. Barnes’ goals is to help facilitate a climate that reinforces strategies to strengthen staff well-being. If we are overwhelmed and dysregulated, our ability to

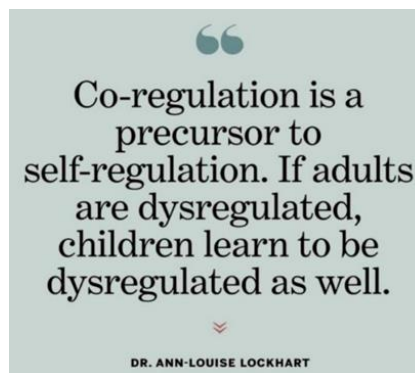
help a dysregulated child will be impacted. Establishing boundaries and balance is key to showing up daily as our best self. Wellness weeks are put on the calendar throughout the year to reinforce boundaries and promote a healthy work-life balance.

Wellness Weeks 2023-2024:

- ❖ September 18th- 22nd
- ❖ October 16th- 20th
- ❖ January 15th- 19th
- ❖ April 8th- 12th

Wellness week Goals:

- ✓ Intentionally shift our focus to establishing a healthy work-life balance
- ✓ Reinforce boundaries to prevent burn out
- ✓ Utilize conference time to plan, grade, catch up, go to Zen room, etc..
- ✓ Leave work when the workday ends
- ✓ Recharge and Regulate our own nervous system



Mental Health Resources:

[MHA-SETX-Resource-Guide.pdf \(mhasetx.org\)](#)

[Texas Child Health Access Through Telemedicine
\(TCHAT\) – TCMHCC \(utsystem.edu\)](#)

Suicide Facts: Children and Teens (American Foundation for Suicide Prevention, 2019; Centers for Disease Control and Prevention, 2019)

- Suicide is the second leading cause of death for 15-to-24-year-olds.
- Suicide is the third leading cause of death for 5-to-14-year-olds.

Common Warning Signs for Suicide in Children:

Changes in baseline behavior:

- Changes in sleeping habits
- Changes in eating habits
- Withdrawing from family and friends
- Psychosomatic symptoms—headaches, stomachaches, other aches and pains that can't be explained

Changes at school:

- Drop in academic performances
- Decreased interaction with teachers and kids
- Lack of interest in school
- School refusal
- Loss of interest in daily activities (playing sports, extracurricular activities)

Preoccupation with death:

- Frequent questions about or looking up ways to die
- Statements about dying or what will happen if the child dies

Other signs:

- Feelings of hopelessness
- Giving away favorite possessions
- Writing or drawing about death or suicide
- Significant changes in mood

Step 1: If you notice any of the above signs, you should:

1. Remain calm.
2. Ask the child directly if he or she is thinking about suicide.
3. Focus on your concern for their well-being and avoid being accusatory.
4. Listen.
5. Reassure them that there is help and they will not feel like this forever.
6. Provide constant supervision. Do not leave the child alone.
7. Get help—ask your child’s professional school counselor for community resources.

Step 2: Ways that I can make my child’s environment safe:

1. _____
2. _____

Step 3: Update the school with your observations and/or concerns:

1. Counselor Name: _____ Phone Number: _____
2. Assistant Principal Name: _____
Phone Number: _____

Step 4: Find help in the community for your student:

1. Call 2-1-1 and press 8, or visit www.211texas.org
2. Locate your local crisis hotline: [Texas Crisis Hotlines](#)
3. National Suicide Prevention Lifeline: 1-800-273-8255
4. Crisis Text: Text TX to 741-741

STRENGTHENING FAMILIES IN SOUTHEAST TEXAS

800-929-7828 • BUCKNER.ORG / FAYSBEAUMONT

» Who can benefit from the FAYS program?



Marisol is struggling in school. Her parents can't see content she posts to social media accounts. They don't know how to communicate about cyber-bullying and human trafficking red flags.



Ben has autism and acts out when he is overwhelmed. His parents don't know what triggers Ben's meltdowns or how to communicate with him. They also don't know what services Ben needs.



Jennifer has separated from her husband and knows this is causing her two children, Isabel and Jackson, anxiety and confusion. She wants to keep her family together but needs help.



Todd grew up in an abusive home and fears he may repeat some of the same behaviors toward his wife and children. He wants to get help, but his job is demanding and there is never downtime.

Buckner FAYS is free and available to children (6-17) and parents in Jefferson, Orange, and Hardin Counties. FAYS is designed to strengthen families and focus on specific struggles so families can communicate better and overcome challenges.



FAYS, formerly STAR, is funded by the Texas Department of Family and Protective Services.

» Flexible and virtual appointments are available

Case Managers customize a free, short-term plan specifically for families. Additional help may be available for families through other Buckner programs and services.

» Focusing on the whole family to achieve results

Individuals may contact us directly for self-referral, or we accept referrals from schools and other organizations.

Visit Buckner.org/FAYSBeaumont to request more information. Or call us at 800-929-7828.



SCAN THE QR CODE FOR MORE INFO



buckner.org

Joshua Dombrosky
FAYS Family Support Specialist

Buckner Children and Family Services
9055 Manion Drive
Beaumont, TX 77706
409-861-0582
Direct 409-751-2514
jdombrosky@buckner.org