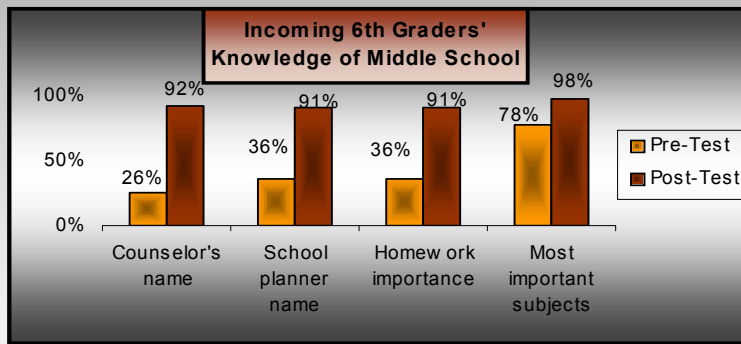
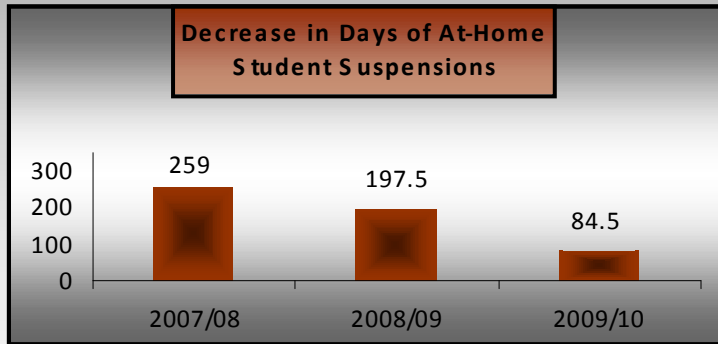


School Climate and Safety

The relationship of Support Services to overall school safety and climate is more critical than ever. The team realizes that their services must impact the school as a whole, not just the individual student, as well as include district and board approved procedures for critical incidents. Addressing this realization and responding to board policy, the dean continues to work with the School Safety Plan, to share it with the SSPT, and to have it reviewed by the School Site Council and then adopted by the Snowline District Board of Education.

Decrease in Suspensions: It is a vital component of school climate and safety for any student to participate in an environment conducive to learning without having to worry about disruptions or distractions. This begins with decreasing the situations that cause referrals, which lead to suspensions. Under the direction and coordination of the dean and the implementation of the BEST program, the number of at-home suspensions has decreased by 67% during the months of August through January over the last three years. A total of 84.5 at-home suspensions were logged during the 2009-2010 school year as opposed to the 197.5 during the 2008-2009 school year and the 259 at-home suspensions registered during the same period in the 2007-2008 school year. The chart below shows the decrease in at-home suspensions of students over the last three school years.

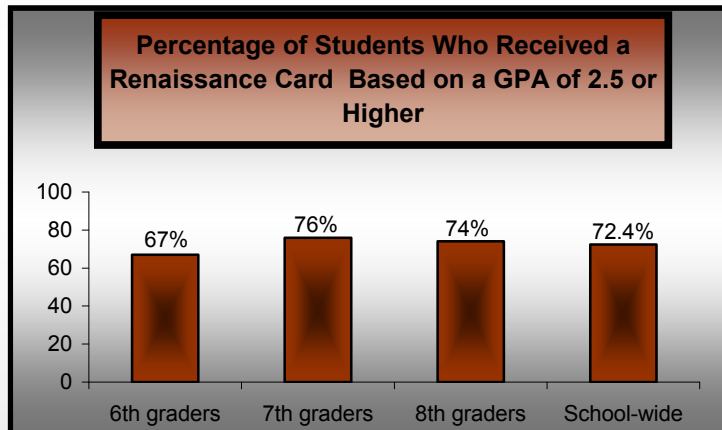
Today, I'm a Wolverine! This program is the first chance to make connections with future sixth graders. Its components have the same goal: to help incoming sixth graders feel welcomed, prepared for success, and connected with their new school. One component is a lesson about transitions and decision-making taught by elementary counselors. The second part occurs when selected fifth graders spend a day at PMMS with trained sixth graders following their schedules, taking part in activities, and learning about campus life. They go back to their classes to share their experiences and answer questions. Finally, the third component is a visitation to all feeder schools made by PMMS counselors. This presentation introduces students to the school, its programs, and expectations and strategies for success. Students are given pre- and post-tests to show what they learn. This chart shows what was presented and the knowledge gained.



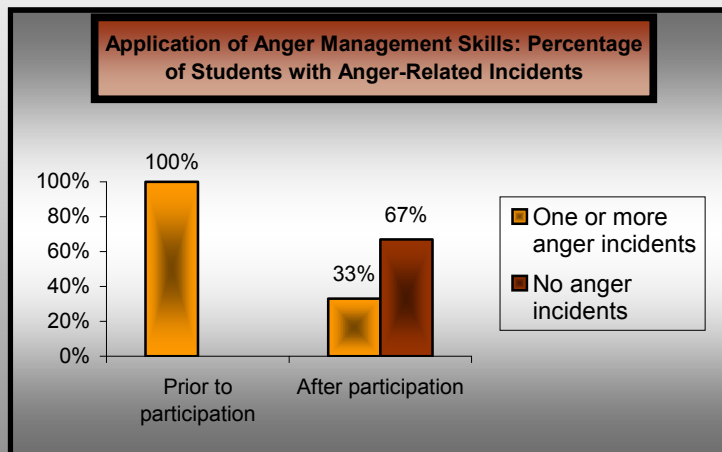
Student Results

More than ever, a school's success is measured by concrete, student-generated results. To illustrate student learning as a result of how support personnel implement the National Standards, the need for evaluative data extends to support programs. The team uses data to show how strategies are resulting in positive change within all three domains.

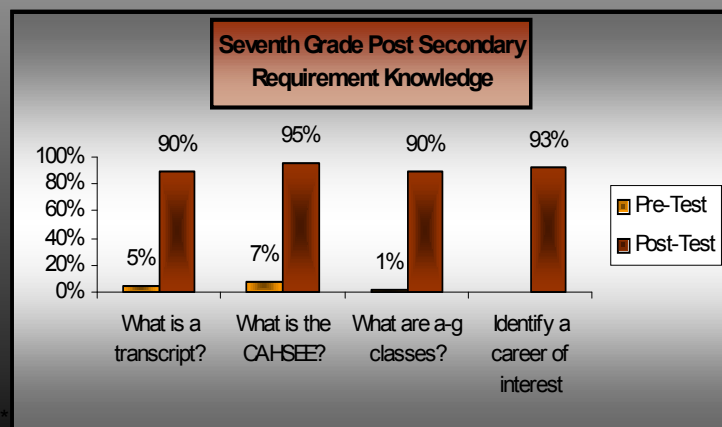
Academic Domain, Standard A: *Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.* At Pinon Mesa, all students understand the importance of earning good grades and the impact it has on their confidence and knowledge. The Renaissance Program is an academic achievement program in which all students are able to take part and demonstrate self-discipline, productivity, and initiative in academics. Students who earn a 2.5 grade point average (GPA) or higher receive a Renaissance card and several incentives including an early to lunch pass and admission to several activities throughout the year. In an effort to help students excel academically, counselors work with the teachers and review test scores, grades, and observe any academic difficulties to make sure that students are appropriately placed. The graph to the right shows the percentage of students who have earned a Renaissance Card the first semester of the 2009-2010 school year and have clearly taken pride in their achievements through the learning process.



Personal/Social Domain, Standard A: *Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.* Counselors utilize group counseling to work with students who have identified problems with specific social skills. One such group deals with students who have anger management difficulties that lead to behaviors that result in suspensions and citations to court. In this group, students identify their triggers for anger, the anger escalation cycle, and appropriate ways to deal with their anger. After the group has concluded, participants' discipline is tracked to see how they have implemented newly acquired skills. The graph to the right shows the positive growth that these students have shown as a result of using what was learned. The total number of anger-related incidents dropped from sixteen to just two.



Career Domain, Standard B: *Students will employ strategies to achieve future career success and satisfaction.* All seventh grade students take part in a classroom lesson and one-on-one conference with their counselor to learn about the connection between success in high school and goals for future careers. Students are introduced to key components and requirements for high school graduation and learn about post-secondary educational options and the requirements for those options. They also learn about the importance of using personal skills and interests to help them identify possible career choices in hopes of increasing satisfaction in their work life. The graph to the right illustrates the percentage of students who are able to identify a career of interest and the information that was learned about high school requirements.



**Support
Personnel
Accountability
Report
Card
2010**

Piñon Mesa Middle School

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FAX: 760-868-3033

DISTRICT: Snowline Joint Unified School District

GRADE LEVELS: 6, 7, 8

ENROLLMENT: 919

PRINCIPAL: Mr. Burt Umstead

ASSISTANT PRINCIPAL: Mrs. Kim Miller

COUNSELORS: Mrs. Michele Scribner *Students A-L*
michele_scribner@snowlineschools.com
 and Mrs. Monique Jantz *Students M-Z*
monique_jantz@snowlineschools.com



A continuous improvement document sponsored by the California Career Resource Network and the Los Angeles County Office of Education

Principal's Message

The Student Support Personnel Team (SSPT) at Piñon Mesa Middle School is a team of excellence, achievement, collaboration, and success. With administrative support, the SSPT continues to show advances in the areas of the National Standards for School Counseling programs including the academic, personal and social, and career domains, as well as in school-wide behavioral arenas, which contribute to the academic success of our students and to a safer climate. Addressing the previous year's goals, the *Today, I'm a Wolverine!* Program was fully developed and executed with our elementary feeder schools. This upgraded orientation allowed for an on-site presentation made to the fifth graders, guidance lessons for the incoming sixth graders, and fifth graders shadowing sixth graders for a typical day at Piñon Mesa. The SSPT has also been able to implement the major components of the positive behavior program, *Building Effective Schools Together (BEST) Practices*. Phase Two of the BEST Practices involved the entire staff being in-serviced in deescalating behavior, improving response time, and instituting appropriate interventions for students.

With the ongoing support of these programs and our eye on the future, the SSPT has set the goal to continue the growth of the newly opened counseling center and monitor and collect data on its effectiveness on the student population. This center was opened in October of 2009 and allows for students to come in during their lunch to work on homework, research careers or colleges, or simply enjoy playing a game with new friends. A second goal is to initiate our peer conflict mediation program. This will be a program in which students will be trained in peer mediation and will be able to help resolve conflicts that many middle schoolers are faced with before any accelerate and need greater intervention.

Piñon Mesa Middle School's SSPT has been and will continue to be a fundamental component to the entire school community. This SPARC, and the program it represents, has been integrated within the School Site Plan with overwhelming approval from the School Site Council. As indicated by the unwavering support from the entire school community, the SSPT has shown the ability to provide learning and safety for all—whatever it takes.

Student Support Personnel Team

Adhering to the National Standards and the goals of their SPARC, professional school counselors, in coordination with other educators, design, coordinate, implement, and evaluate an equitable student support system that serves all students. Program components include standards-based lessons, use of data to measure program effectiveness, and inclusion of parent feedback. Support personnel collaborate to focus on the interaction of team members. Each certificated member of the team is a member in a professional organization and holds credentials that are compliant with the No Child Left Behind guidelines. This allows for the implementation of the National Standards, collaboration of services, and visibility as a multi-faceted professional team.

Support Personnel Profiles: The following chart highlights the background of team members:

Team Member/Years in Education	Credentials/Education	Team Member/Years in Education	Credentials/Education
2 Professional School Counselors 26 years combined	2 Teaching Credentials 2 Pupil Personnel Credentials in School Counseling 2 Master's Degrees 1 Administrative Credential	1 Speech Therapist 15 years	Rehabilitative Services Credential State License Master's Degree
1 Dean 30 years	Teaching Credential Administrative Credential	1 Nurse 3 years	Registered Nurse Bachelor's Degree
1 School Psychologist 16 years	Pupil Personnel Credentials in Psychology and School Counseling Doctorate in Psychology Master's Degree Educational Psychologist's License	1 Occupational Therapist 9 years	State License Bachelor's Degree
6 Clerical 75 years combined	1 Associate's Degree	2 Health Technicians 34 years combined	1 Emergency Medical Technician 1 Certified Medical Assistant
1 Student Activities Advisor 22 years	Teaching Credential Master's Degree	1 Clinical Counselor 8 years	Licensed Marriage Family Therapist Master's Degree

Community Partnerships/Resources

The SSPT coordinates a variety of resources and collaborates with a number of community partners. These partnerships are an inherent piece of our program, and with their inclusion we are able to offer a program with a greater depth and richness as well as present a multitude of resources pertaining to any one of the National Standards.

Academic Domain: Assists with exposing students to future educational opportunities.

- ✓University of California System
- ✓California State University System
- ✓California Community College System

Career Domain: Enhances the exploration of a wide variety of future career options.

- ✓US Air Force
- ✓Community Career Volunteers
- ✓Regional Occupational Program

Personal/Social Domain: Provides families and students with important resources and support systems.

- ✓Desert/Mountain Counseling Center
- ✓Tri-Community Helping Hands and Toy Box
- ✓Timberline Lion's Club

The SSPT values involvement and welcomes parents and guardians to volunteer. Individuals are invited to join us as volunteers in the counseling office assisting with non-confidential clerical duties, such as making phone calls, setting up for special events, and assisting with mailings. Volunteers can also meet with students to share about their chosen careers at the career lunches scheduled throughout the year. To help make a difference for all students and staff members, anyone interested in becoming involved is encouraged to contact the school counselors, Michele Scribner and Monique Jantz, at (760) 868-3126 or by e-mail:

michele_scribner@snowlineschools.com or monique_jantz@snowlineschools.com.