

Counseling Department Board Report

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Reporting on 2018-2019 & Fall 2019 School Year

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Suggested Use of Counselor Time

Component	Elementary School	Middle School	High School
Curriculum	35-45%	25-35%	15-25%
Individual Planning	5-10%	15-25%	25-35%
Responsive Services	30-40%	30-40%	25-35%
System Support	10-15%	10-15%	15-20%

Note: 100% of a school counselor's time should be devoted to the implantation, delivery, and management of the guidance and counseling program.

<http://www.missouricareereducation.org/doc/guidemanual/SectionII.pdf>

Elementary School Time Task Analysis

Component	Fall 2018	Spring 2019	Fall 2019
Curriculum- 35-45%	26%	26.21%	39.78%
Individual Planning- 5-10%	3.8%	1.09%	2.21%
Responsive Services- 30-40%	37%	34.85%	24.84%
System Support- 10-15%	28.95%	29.03%	28.42%
Barriers- 0%	3.15%	8.38%	4.24%

* Note: Increase in curriculum and decrease in responsive services percentages are largely due to returning to specials rotation for Kindergarten and 4th/5th grade.

* Some of the barriers to implementation that showed up in last year's data was MAP testing coordination, extra duties, and 504 planning and paperwork (excluding actual 504 meeting).

Middle School Time Task Analysis

Component	Fall 2018	Spring 2019	Fall 2019
Curriculum- 25-35%	5	4	9
Individual Planning- 15-25%	3	19	5
Responsive Services- 30-40%	40	37	44
System Support- 0-15%	43	34	39
Barriers- 0%	9	6	3

*Note: Twila's data only

*Curriculum is low because counselors in classroom 1x/month and Advisory Curriculum is pushed out 1-2x/month

*System Support is high largely due to number of high needs students & supporting other staff

*Barriers include 504 Documentation, Escorting/Supervising Students for Drug Testing, Bus Duty, Morning Supervising Duty (track 1/2 hours as SS and 1/2 as Barriers)

*High School/Middle School Time Task Analysis

Component	2018/2019- Mr. Conner
Curriculum- 20-30%	18%
Individual Planning- 20-30%	24%
Responsive Services- 30-40%	42%
System Support- 10-20%	14%
Barriers- 0%	2%

*Components in green are an average of Middle and High School recommendations

*Responsive Services is higher due to high need students

*Individual Planning showed an increase as I worked with incoming freshman with their ICAP; and assisted current freshman through juniors plan next year's schedules

*System Support reflects "fair share" responsibilities and consultation

*Barriers include the distribution/collection of 504 plans

High School Time Task Analysis

Component	Fall 2019- Mr. Beenken
Curriculum- 15-25%	16%
Individual Planning- 25-35%	40%
Responsive Services- 25-35%	32%
System Support- 15-20%	12%
Barriers- 0%	0%

*Barriers included ACT, Aspire, PreACT, and ASVAB testing and coordinating, as well as EOC testing and coordinating and 504 coordinator

*Additional guidance curriculum is presented from State Fair presenters

Internal Improvement Review

Section Analysis

Element	% Implementation
Program Foundation	94%
Systems Support	92%
Curriculum	93%
Individual Planning	87%
Responsive Services	100%
Overall Program	94%

Middle School SOS (Signs of Suicide)

	2019	2018	2017	Total
6th	11	18	21	50
7th	12 (5 repeat from 2018)	13	17	42
8th	12 (3 repeat from 2018)	6	22	40
Total	35	37	60	132

We have noticed a change in culture at the Middle School with this program. Students seem more aware of their language and counselors continue to get students reporting concerns about other students throughout the year. Thanks again for the SAP for easy referral!

How Social Worker Is Beneficial

Elementary

- *Implementation of more groups: New Student, Social Skills, Friendship/Relational Aggression, Good Work Habits, and Leadership groups.
- *Increased availability to support teachers more directly in building one on one relationships with students.
- *Removal of some barriers (e.g. BackSnack and Christmas Gift Program)
- *Support with school-wide curriculum programs and community outreach.

Middle & High School

- *Attendance/Truancy, Follow-up on Referrals, Assist with ISS Students, Support with school-wide initiatives (e.g. SOS Program, Career Day), Coordination with Outside Agencies

Professional Development

Elementary

*CMSCA Fall Meeting--Using EVERFI Program for Curriculum

*MSCA Fall Conference

--Classroom Lesson Stations

--Unhealthy Family Roles: A Child's Perspective

--Emotion Coaching: Helping Little Ones Navigate Big Feelings

Middle

*CMSCA Fall Meeting--Using EVERFI Program for Curriculum

*MSCA Fall Conference--Music Therapy for Attention Training

High School

*CMSCA Fall Meeting

*MSCA Fall Conference

Current Challenges

Elementary

- *High mental health needs/outside referrals
- *Increase in 504 plans

Middle

- *Number of high needs behavioral students
- *Incident Reports from students

High

- *Virtual Learning

19-20 Goals & Initiatives Update

Elementary

- * Increase Individual Planning-YES
- * Provide Opportunities for Parent Education

Middle

- *Internship Student from UCM--YES
- *Start Building Wide Mindfulness Program--YES

High

- *Internship Student from UCM--YES
- *Small Academic Groups were formed for Algebra
- *Planning Groups for this Spring
- *Giving New Students gently used Holden gear

District Wide

- *Data Tracking--MADE SOME PROGRESS
- *Addition of Counseling Advisory Council--NOT YET

20-21 Goals & Initiatives

Elementary

- *Provide Opportunities for Parent Education
- *Increase small group development

Middle

- *Build upon the Mindfulness Program
- *Increase Parent Involvement (Academic / Career Planning)
- *Initiate building wide behavioral plan, system, and supports

High

- *Greater partnership with Leadership Class

District Wide (Continued Goals)

- *Data Tracking
- *Addition of Counseling Advisory Council

Crisis Plan

Manual

Handout for Teachers

PowerPoint for Teachers