

Counseling Department Board Report

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Reporting on 2020-21 & Fall 2021 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 implementation, delivery, and management of the guidance and counseling program.

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

Elementary School Time Task Analysis

| Component | Fall 2020 | Spring 2021 | Fall 2021 |
|--|--------------|-------------|------------|
| Curriculum- 35-45% | 38.8% | 28% | 20% |
| Individual Planning- 5-10% | 4% | 2% | 9% |
| Responsive Services- 30-40% | 31.1% | 36% | 33% |
| System Support- 10-15% | 20.6% | 25% | 31% |
| Barriers- 0% | 5.5% | 9% | 7% |

* Note: In the Fall of 2020, counseling was in the specials rotation for one grade-level. Counselors also scheduled several additional counseling lessons. In the Fall of 2021, counseling is no longer in the specials rotation. Only two additional lessons, in October and November, were scheduled for every grade level, leaving more time available to meet with students individually, as we have seen an increased need in this area.

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

Middle School Time Task Analysis

| Component | Fall 2020 | Spring 2021 | Fall 2021 |
|--|-----------|-------------|-----------|
| Curriculum- 25-35% | 21 | 29 | 33 |
| Individual Planning- 15-25% | 15 | 15 | 12 |
| Responsive Services- 30-40% | 33 | 38 | 35 |
| System Support- 0-15% | 23 | 13 | 16 |
| Barriers- 0% | 0 | 5 | 4 |

*Note: This is the first 3 semesters of Hanneken/Conner

+Curriculum includes guidance lessons either we develop and push out to teachers or lessons we develop and present ourselves.

~System Support continues to be higher than the recommended average largely due to classroom coverage; lunch duties; and morning supervision

*Barriers include 504 Distribution; ACT Administration; Testing Coordinator Tasks; Behavior plans; and delivery of tardy detentions

High School Time Task Analysis

| Component | Fall 2020 | Spring 2021 | Fall 2021 |
|--|---------------|---------------|---------------|
| Curriculum- 15-25% | 13.76% | 9.5% | 16.25% |
| Individual Planning- 25-35% | 31.74% | 27.5% | 24.5% |
| Responsive Services- 25-35% | 32.84% | 34.82% | 35.2% |
| System Support- 15-20% | 16.42% | 19.3% | 20.5% |
| Barriers- 0% | 5.24% | 8.88% | 4% |

*Barriers included ASVAB, ACT and EOC testing and coordinating, and 504 coordination/ distribution

*2020-21 was much harder to get into the classroom

Internal Improvement Review

Section Analysis

| Element | % Implementation |
|---------------------|------------------|
| Program Foundation | 91% |
| Systems Support | 88% |
| Curriculum | 93% |
| Individual Planning | 98% |
| Responsive Services | 100% |
| Overall Program | 93% |

*Programs scoring 90% to 100% overall are considered “fully implemented.”

Middle School SOS (Signs of Suicide)

| | 2021 | 2020 | 2019 | Total |
|-------|------|------|-------------------------|-------|
| 6th | 10 | 15 | 11 | 36 |
| 7th | 11 | 14 | 12 (5 repeat from 2018) | 37 |
| 8th | 8 | 13 | 12 (3 repeat from 2018) | 33 |
| Total | 29 | 42 | 35 | 106 |

As this program continues to evolve, we have noticed the stigma of talking about suicidal thoughts is decreasing during SOS week. Talks are happening throughout the year. Students continue to gain the understanding that talking about this sensitive subject will open the door for healthy conversations.

High School SOS (Signs of Suicide)

| | 2021 | 2020 | Total |
|-------|------|------|-------|
| 9th | 4 | 3 | 7 |
| 10th | 1 | 2 | 3 |
| 11th | 4 | 4 | 8 |
| 12th | 6 | 2 | 8 |
| Total | 15 | 11 | 26 |

With this program, even though we have a higher number this year than the year prior, we have seen more students coming in to report a need for their friends. Students are showing they understand the language and signs; therefore, they know when they need to reach out when they notice these either in themselves or friends.

Professional Development

Elementary

*2021-2022 PD:

- CMSCA Fall Meeting
- MSCA Fall Conference
- Camp 504 (Spring)

Middle School

*2021-2022 PD:

- Webinars: Dyslexia/Dysgraphia
- CMSCA Fall Meeting
- MSCA Fall Conference
- Camp 504 (Spring)

High School

*2021-2022 PD:

- MSCA Fall Conference in person
- Camp 504 (Spring)

Current Challenges

Elementary

- *High mental health needs/outside referrals
 - >Site Based Therapist has improved this issue, but this is an ongoing challenge.
- *Increase in 504 plans (23 total)

Middle

- *Number of students using derogatory language about LGBTQ community.
- *TikTok challenges

High

- *Students behind on credits due to virtual learning
- *Higher number of Mental Health Challenges

21-22 Goals & Initiatives Update

Elementary

- *Provide opportunities for parent education - Not Yet
- *Increase diversity curriculum - YES

Middle

- *Build upon the Kindness Week program - YES
- *Begin Breakfast Club - YES
- *Continue use of small groups in the Spring 2022 semester - YES

High

- *Small groups in spring of 2021– Not yet- Do have 2 groups planned for Spring 2022, starting 1/24/22
- *Updating ICAP/ 4 year plans for all students– YES

District Wide

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

21-22 Goals & Initiatives

Elementary

- *Increase tier 2 interventions (small group counseling)

Middle

- *"New student" supports
- *Expanding Breakfast Club
- *Continue use of small groups in the Spring 2022 semester

High

- *Small groups in spring of 2022
- *Updating ICAP/ 4 year plans for all students

District Wide (Continued Goals)

- *Data tracking
- * Needs assessment for Spring 2022 from all buildings

Crisis Plan

Updated in Spring of 2021 to reflect special school closure situations.

Updated reflecting new staff members Fall 2021.

Continually updating resources.