

Counseling Department Board Report

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Reporting on 2019-20 & Fall 2020 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 2019	Spring 2020	Fall 2020
Curriculum- 35-45%	39.78%	41.8%	38.8%
Individual Planning- 5-10%	2.21%	2.6%	4%
Responsive Services- 30-40%	24.84%	24.1%	31.1%
System Support- 10-15%	28.42%	27.3%	20.6%
Barriers- 0%	4.24%	4.2%	5.5%

* Note: With counseling being in the specials rotation for one grade-level, the Fall 2020 curriculum percentage should appear lower; however, in an effort to support students academically, we have scheduled additional counseling class lessons to provide teachers with much needed extra time to record, prepare, and create virtual lessons.

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

Middle School Time Task Analysis

Component	Fall 2019	Spring 2020	Fall 2020
Curriculum- 25-35%	+14	29	21
Individual Planning- 15-25%	10	15	15
Responsive Services- 30-40%	44	38	33
System Support- 0-15%	32	~18	23
Barriers- 0%	0	0	*8

*Note: 2019/2020 are reflective of Mrs. Cowden's percentages. Fall 2020 are reflective of Conner/Hanneken. (Mr. Conner was splitting time between MS/HS for 19/20)

+Curriculum is low in the Fall of 2019 because counselors in classroom 1x/month and Advisory Curriculum is delivered by teachers; Mrs. Cowden made a much better effort in the Spring of 2020 to be in the classroom delivering additional curriculum

~System Support is high largely due to number of high needs students & collaborating with teachers; administration; and parents in regard to virtual learning

*Barriers include 504 Distribution; ACT Administration; Testing Coordinator Tasks; Behavior plans

***High School/Middle School Time Task Analysis**

Component	2019/2020- Mr. Conner
Curriculum- 20-30%	20%
Individual Planning- 20-30%	18%
Responsive Services- 30-40%	38%
System Support- 10-20%	24%
Barriers- 0%	0%

***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 is higher due to an increase in collaboration with parents and admin

*Barriers include the distribution/collection of 504 plans

High School Time Task Analysis

Component	Fall 2019	Spring 2020	Fall 2020
Curriculum- 15-25%	14%	15%	13.76%
Individual Planning- 25-35%	10%	38%	31.74%
Responsive Services- 25-35%	44%	33%	32.84%
System Support- 15-20%	32%	12%	16.42%
Barriers- 0%	0%	2%	5.24%

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

*Additional guidance curriculum is presented from State Fair presenters

Internal Improvement Review

Section Analysis

Element	% Implementation
Program Foundation	92%
Systems Support	85%
Curriculum	93%
Individual Planning	93%
Responsive Services	97%
Overall Program	93%

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

Middle School SOS (Signs of Suicide)

	2020	2019	2018	Total
6th	15	11	18	44
7th	14	12 (5 repeat from 2018)	13	39
8th	13	12 (3 repeat from 2018)	6	31
Total	42	35	37	114

As this program continues annually, we have noticed the stigma of talking about suicidal thoughts has been reduced. Students are becoming more educated and understand that talking about this sensitive subject will open the door for healthy conversations.

High School SOS (Signs of Suicide)

	2020	2020 (Talked to)	Total
9th	66	3	69
10th	56	2	58
11th	54	4	58
12th	29	2	31
Total	205	11	216

These are the results from presenting to our in-person students. We also pushed out information, videos, and ways to contact us and resources to our virtual students. Students are understanding the language and signs; therefore, reaching out when they notice these either in themselves or friends.

Professional Development

Elementary

*2019-2020 PD:

- CMSCA Fall & Winter Meetings
- MSCA Fall Conference

*2020-2021 PD:

- MSCA Webinar: Helping Your Grieving Students
- MSCA Fall Conference

Middle School

*2019-2020 PD:

- CMSCA Fall Meeting
- MSCA Fall Conference

High School

*2019-2020 PD:

- CMSCA Fall Meeting
- MSCA Fall Conference

*2020-2021 PD:

- MSCA Fall Conference

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 (20 total)
- *Virtual Counseling - participation and management

Middle

- *Number of high needs behavioral students
- *Number of virtual students not participating regularly

High

- * Number of failing grades due to virtual learning
- *Scheduling concerns

Virtual Counseling

Elementary-posting SEL lessons, Zoom meetings, emailing appointments, parent contact, Google Classroom management.

Middle-posting SEL and career exploration lessons in Google classroom, weekly Zoom meetings and troubleshooting with parents/students.

High- Phone Calls, Google Classrooms, Emailing students.

19-20 Goals & Initiatives Update

Elementary

- * Increase Individual Planning--YES
- * Provide Opportunities for Parent Education- NOT YET
- * Increase small group development--YES

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--YES
- * Planning Groups for this Spring--INITIATED
- * Giving New Students gently used Holden gear this year--YES

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 diversity curriculum

Middle

- *Build upon the mindfulness program
- *Increase parent involvement (Academic / Career Planning)
- *Continue use of small groups in the Spring 2021 semester

High

- *Small groups in spring of 2021
- *Updating ICAP/ 4 year plans for all students

District Wide (Continued Goals)

- *Data tracking
- * Needs assessment for Spring 2021

Crisis Plan

Updated in Spring of 2020 to reflect special school closure situations.

Updated reflecting new staff members Fall 2020.

How we work with School Social Worker

Elementary, Middle & High School

- *Increased availability to support teachers more directly in building and one-on-one relationships with students.
- *Assistance with parent follow-up.
- *Removal of some barriers (e.g. BackSnack and Christmas Gift Program)
- *Attendance/Truancy, Follow-up on Referrals
- *Support with school-wide initiatives (e.g. SOS Program, Career Days, Growth Mindset week, Kindness week).
- *Coordination with Outside Agencies (Liason for Site Based Therapists)
- *Bright Futures and its' supports for our students
- *Home visits for non-active virtual students