



School Board Report Planner

DATE: May 10, 2018

TO: Laurie Dent

FROM: Jeannie Larberg

RE: Comprehensive Counseling and Guidance

Meeting Type:

- ☒ Board Meeting
- ☐ Study Session
- ☐ Special Board Meeting

Report Type:

- ☐ Action
- ☐ Consent
- ☒ Information

Purpose for the report:

This May 2018 report is to share progress of comprehensive school counseling program related to Vision 2020 goals: Safety (social-emotional learning and positive school climate) and Academics (career exposure, exploration & experience, and planning for on-time graduation).

Explain the relationship to Vision 2020:

The highest priority of school counseling staff is to facilitate and support all students' academic success, career exploration, and social-emotional development. This involves working with students, in groups and individually, on the following:

- Social-Emotional Learning: identification of behavior tools, strategies and practices to support student efficacy
- Teaching school-wide behavior expectations as a component of PBIS (Positive Behavior and Intervention Support)
- Changing student beliefs and behaviors to support and promote 100% graduation
- Provision of career development starting in kindergarten and continuing through senior year (Career Day, Career Exposure and Career Cruising 6-12th grade)
- Understanding the characteristics of Harassment, Intimidation and Bullying, as well as teaching students how to report and respond to it

Provide important background information on your topic and current reality.

School counselors provide a continuum of services, including large & small group activities, individual planning, and collaboration) to address the students' academic success, career and social-emotional development. There are 8 elementary counselors, 6 middle school counselors and 9 high school counselors not including the 2 counselors that work at Ehli Hill. Counselors:



- Provide evidence based instruction in large and small groups (Career, Communication, Coping Skills, Goal setting, Graduation Beliefs & Behaviors, Four Year Plan & Post-High Planning, Problem-Solving, Social Awareness, Time Management/Organization Skills)
- Individual planning support (Attendance, Grades, Career & Post-High Planning, Self-Regulation, Goal Setting)
- Are active team members on school MTSS (Multi-tiered System of Support) teams, developing plans and identifying necessary services to meet students' needs
- Lead and/or consult on team meetings with staff, parents and community to support students' needs (Academic, Career and Social-Emotional)
- Provide high levels of support to elementary and middle school staff for teaching social-emotional curriculum

All of these contribute to outcome data related to safety, healthy school climate, and 100% graduation.

How does this relate to board policy?

The work of school counselors pertains to the following board policies: **3207** – Prohibition of Harassment, Intimidation and Bullying, **2410** – High School Graduation Requirements, and **3240** – Student Conduct Expectations and Reasonable Sanctions.

What is the budget allocation for your topic?

The budget allocation for the 2017-2018 for comprehensive school counseling was \$50,000.00. This money was used to support career development (Career Cruising) & purchase Social-Emotional Learning curriculum.

What are the impacts to student performance?

Years of research has shown that an effective comprehensive school counseling program benefits students in several ways including: improving student connections with school, supporting students' success in rigorous course work, results in a decrease of behavior/discipline referrals, improves attendance, an increase in graduation rates and increases in career and post-high school opportunities.

Relationship to Equity:

The Comprehensive School Counseling Program National Model (ASCA) provides the opportunity to support school counselors as advocates, leaders, and collaborators in the promotion of equity and success for all students (ASCA, 2012) through systematic delivery of services. School counselors respond to diversity and individual differences in society and community to ensure equitable access to academic, career and social opportunities.

Benefiting Parties:

The SSD School counseling programs are a collaborative effort between school counselors, staff, parents and students to create an environment that promotes school success.



What is Working Well?

School counselors continue to embrace and support comprehensive school counseling programs at each building that are based on data-driven decision making and evidence based practices to facilitate student success. Similarly to the prescribed delivery of services in ASCA National Model, SSD School Counselor data demonstrates 80% of their time is spent providing direct or indirect services for students in 2017-18 school year. Counselors no longer provide “acts of guidance,” but intentional practices and interventions to support the whole child. The question that is at the center of the work of the school counselors will continue to be, “How are students different because of my interventions?”

Where are Opportunities for Improvement?

As the landscape of public schools and society as a whole continue to change, school counselors will need to continue to gain skills to address barriers for students (and families) that have potential to impact attainment of high academic achievement, access to careers and post-secondary opportunities and improved social-emotional well-being.