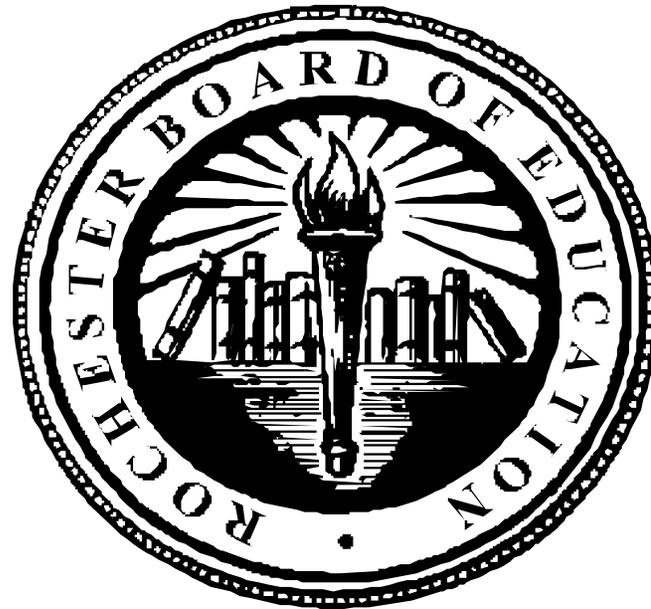


OFFICE OF AUDITOR GENERAL



Student Counseling FOLLOW UP



Student Counseling Follow Up Office of Auditor General

OBJECTIVE

To evaluate the operating control environment, Administrative Counseling, and oversight for the Office of School Counseling.

BACKGROUND

This report reflects findings under the previous Director of Counseling. A new Executive Director of Counseling was appointed in August 2012 with new reporting responsibility to the Deputy Superintendent of Teaching and Learning instead of the Chief of Youth and Family. Under this new leadership, we anticipate additional clarity of operating policies, procedures and protocols. The Office of School Counseling supports the schools and students by providing certified School Counselors at schools serving students in grades 7-12. School Counselors address the developmental needs of all students through a school counseling program addressing the academic, career and social/emotional development of all students.

SCOPE

We will follow up on the effectiveness of the internal controls including operating protocols and school monitoring provided by the Office of School Counseling. We will determine if adequate controls have been implemented according to previous recommendations to ensure every student benefits from School Counseling programs.

CONCLUSION

The Office of Counseling consists of professionals with a significant role in supporting student performance from a personal/social, academic and career perspective. Uniform standards across the District would facilitate providing all students with comprehensive counseling activities at every grade level. We recognize that schools may have differences based on leadership expectations; however, basic protocols should exist and be somewhat standard across the district. Counseling performance standards have not been defined, nor adequately communicated in areas of documentation, student interactions, monitoring, reporting, parent interaction, and communication. There are no formalized operating protocols and desk procedures to effectively enable effective monitoring of students. Significant reliance was placed on an Academic Planning application; however, numerous students did not have an Academic plan or effective monitoring did not occur to facilitate an explanation why plans were missing.

Counselors are not required and therefore do not exist at the Elementary level. While this requirement does not exist, there still appears to be a significant need for the district to develop social competencies in elementary students prior to their arrival to a secondary environment. Counselors communicated that a significant amount of time is spent teaching students social/ personal competencies when they arrive in a secondary school building. Since the original audit, the district has changed the model to grow out several elementary schools. We believe this change still makes it critical to build social assets.