

# Counseling Advisory Committee Spring 2019

## Attendees:

- Mike Stallman
- Jodi Greyeyes
- Megan Wardle
- Brad Hostak
- Brian Loffer
- Brenda Rogers
- Jani Hitchen
- Leisha Bonine

## Meeting Notes

- Jodi
  - Introduction of all attendees
  - Jodi thanked people for attending
  - Review of agenda for the presentation
  - Review purpose of Advisory council
  - ASCA Comprehensive School Counseling Program review
    - What it is and how it informs our work at GK so we can meet the needs of all our 2,000 students
- Jennie
  - Game theme for our counseling department year
  - Goals/plan for 2018-2019
    - Marketing, SMART goal, student support team, mini classroom presentations, individual course plan meetings with students
  - Marketing: how do we get word out about our goals and department
    - New this year:
      - Developed new counseling center logo
      - Counseling center information page to teachers
      - Crisis line posters
    - Continued this year:
      - Social media posts
      - Counselor corner during lunches
    - Still in progress
      - Posters in bathroom stalls
      - Keep display case current
      - Newsletters to parents/students
- Jodi
  - SMART Goal Data 2017-2018
    - Following the attendance school goal we focused on Senior attendance
    - Goal: By June 3, 2019 the class of 2019 will decrease their absence rate by 2% from 10-20% to 8-18%.
    - Split up interventions into Tiers

- Tier 1: All of our seniors
      - o Completed
        - Welcome back letter
        - Mini attendance presentations
        - Open Hours Senior Info Night
        - Attendance flier at Open House
      - o Still in progress
        - Will be visible in commons during passing periods
    - Tier 2: Large groups of Seniors
      - o Attendance talks during Fall individual Senior meetings
      - o Invited students to study support lessons
    - Tier 3: Individual Target interventions
      - o Discussed attendance during fall individual senior meetings
      - o Still in progress
        - Incentives for student attendance
  - SMART Goal Data
    - 13.78% versus 13%. We cannot say that we made an impact on students attendance due to poor student attendance
    - Some lessons were given to classrooms instead of targeted Seniors and were impactful. Teachers started asking counselors to come into their classrooms to give the lessons
  - Study Support Lessons
    - Senioritis, Balancing REsponsibilities, Creating Boundaries with Technology, Stress management, Life After High School
      - o Next year we hope to transition this presentation into the classroom instead of during study support
- o Brad
  - Student Support Team Implementation
    - Planned before the school year started
      - o Counselors, social worker, grad success coordinator met every other week
      - o Discussed coordination of services for students receiving support
      - o Reviewed data to identify students who need support
        - Used Quarter 1 grades to identify and target students with 2-3 F's. This was about 300 students
        - Invited to presentation on resources, organization, study habits
          - About 32 students attended one of these sessions
        - Follow-up session for students who came to the original presentation

- 22 or 32 had less F's at semester, 4 students stayed the same, and 6 students had more F's than before our intervention
    - o Drop-in crisis plan
      - Helping students identify whether it is an emergency that they need to see their counselor immediately or something that can wait to see the counselor for
    - New added after initial planning
      - o Added school nurse to the team in April
      - o Implemented plan to help students improve S1 grades
      - o Triage form and calming boxes
        - Some counselors have been receiving more of the forms than others. How to balance our team
        - We received a grant through Twin Star Credit Union to create 3 Calm Boxes that students can use while waiting to see their counselor.
    - Mini Classroom Presentations
      - Planned
        - o 9th grade attendance
        - o 11th grade post high school options
      - Added throughout the year/new for 2018-2019
        - o AP overview- free/reduced lunch, accommodations for 504/IEP
        - o 12th grade attendance/Senioritis
        - o Creating Boundaries with Technology
          - 2 different 9th grade Advisory classes requested this. Jodi and Brad provided these
- o Mike
  - NY Registration
    - Presentation with counselor voice-over for Advisory (8-11)
    - Classroom presentations focused on planning and work time
    - Minute meetings with students to turn in course selection forms
      - o All the counselor appreciated having the 1:1 meetings. It helped us be intentional and fix errors before the forms were submitted
    - AP NMSI- help student select courses intentionally
      - o 2 year grant through National Math & Science Institute to recruit numbers and increase scores in AP classes
      - o Counselors help students identify which AP classes might be a good fit for them. Helping students think through what classes they should take and how it impacts now and their future

- o Focus this year: AP Computer Science Principles, AP Physics, AP Statistics, AP Bio recruitment
- Challenges
  - February course selection and inclement weather makes us unable to be as thorough as we would like
  - Learning and preparing for trimesters
    - o We don't know how to help students plan when we lack information. (I.e. not knowing how many credits our 9th and 10th graders need to graduate?!)
  - Getting students to attend sessions/interventions
  - Triage form is still in progress
- Goals/Plans for 2-19-2020
  - Navigating trimesters
  - List of classroom presentations for teachers
  - Continue marketing plan
  - SMART goal planning in August
  - Continue Student Support Team
    - o Do we need to add anyone else? (i.e. added our nurse in April)
  - Develop plan for course planning
    - o Related to trimesters. Correct planning for state testing if needed, being intentional with picking classes, etc.
  - Presentations for teachers to help them support students directly
    - o How can we get information out to the teachers to help them help students
- o All Counselors
  - Questions/Input
    - Brenda Rogers:
      - o What do you feel your most successful thing was out of all of this?
        - Megan: individual student meeting for registration. The work time for students was what was crunched with the Late Start snow days. Students didn't have as much work time as we would like.
        - Mike: Agreed. Hard with students who didn't come with the form prepared. We rotated to help answer questions and fill out forms.
        - Jodi: Going into classrooms and doing presentations was successful. Students see us and have follow-up questions
    - Brian Loffer

- o Commending us on crunching data and finding a way to reach more students. Commending us for organizing and trying to reach more students.
- o Suggestion: where can we get systematically into more classes to work with students who aren't showing up voluntarily
- Mike
  - o Leisha- how did Leisha and Thom set up their RTI math intervention. They had a good attendance at first but then it declined.
- Brenda Rogers
  - o Are all high schools using the same Crisis Poster Numbers?
    - Jennie: we used the generic crisis poster but we do have resources such as 2-1-1
  - o Maybe Seniors are already burned out. Maybe we should start with lower grades and then work up.
    - Mike: We picked 1 grade level this year. We did 9th last year and 12th this year.
    - Brian Loffer: Data shows that district-wide there is a huge attendance drop between 11th and 12th grade. He would like to see how how the Tier 1 interventions we targeted might have made an impact.
    - Mike: Some of our students have many absences because of band/choir. We didn't distinguish because an absence is a lack of instruction. Our Valedictorian this year was on our at-risk list and target intervention group
    - Brian: We might have looked at a number of absences AND a GPA to help us target the intervention.
  - o If there were no obstacles, what supports would be want that we don't have?
    - Mike: The #1 this is the caseload. ASCA is 1 counselor for every 250 students. Our counselors are between 300-350. The more students the less we have to work with them.
    - Jodi: Taking off non-counseling tasks that we do, like testing.
    - Megan: Caseload because of the change to trimesters (3 sets of credit checks, tracking credits by hand, having to hand-schedule. State bill 1599). This will require more tracking and more time from counselors

- Brad: How can we have more teen mental health support in our area? Who can we direct the student too? We need more support for these students.
- Jani
  - Are we having advisory next year?
    - We don't know yet.
  - Could we go gather students and bring them to the classroom where we are having the presentation. Many of the kids we're talking about are the ones who are getting lost for 25 minutes on the way to the presentation.
    - Mike and Jodi: we are looking at if we make this semi-mandatory so we can get more students
  - Another consideration is that if we are pulling students out for too many interventions are we helping or hurting? I.e. always pulling them out for math help when they're also failing science and she is trying to work with too.
  - What will registration for next year look like?
    - Mike: we don't know. Can we split our time here and our time at the middle schools? That makes it very difficult with snow days.
    - Culminating project isn't required yet. How are conferences going to look next year when they're done in March instead of May? HS&BP changes as well.
- Brian
  - Several different issues
    - First is that most of the options for graduation tests are the same that we already have. It's very misleading.
    - Brian has been talking to Homeroom
  - Second issue is that we didn't want to have to double-enter data
- Megan
  - Set up Skyward, set up Career Cruising. Issues are all the rules we're adding ourselves (i.e. Nutrition & Fitness).
- Brian
  - New pathway alternatives that are new
    - We are waiting for OSPI on what a CTE sequence of courses can count and what constitutes it being "completed"

- The ASVAB test “cut scores”. SBOE is looking at what a cut score would be.
  - o New year we have the Expedited Appeal all the way through the class of 2020 as a backup plan while the state figures out these new alternative pathways
- Mike
  - o Do students have to take the 10th grade test or could they use the 10th grade ASVAB.
    - Students must take the SBA but then could take the ASVAB to pass
- Brian
  - o The CTE completer is the new requirement but now there is no Collection of Evidence moving forward.
    - Without COE, what do we do with L1 students who don't qualify for Bridge or other options?
  - o We need to put our emphasis on the class of 2021+ because that's when the expedited appeal is no longer an option.

Thank you everyone for coming and for your input

***Meeting adjourned***