

Counseling Advisory Committee 2018-19

Attendees:

- Jennie Colgan
- Jodi GreyEyes
- Megan Wardle
- Jani Hitchen
- Brad Hostak
- Mike Stallman
- Danielle Melvin
- Jimmy Morgan

Agenda

Megan welcomed everyone for coming to our fall meeting and reviewed the agenda for today.

Review Purpose of Advisory Council (Slide 1-Megan)

- To provide feedback on program goals
- To make recommendations regarding student and community needs
- To make recommendations regarding the school counseling department's response to those needs
- To advocate for and support the school counseling program

Comprehensive School Counseling Program (Slide 2- Megan)

A comprehensive school counseling program is an integral component of the school's mission. Comprehensive school counseling programs, driven by student data and based on the ASCA National Model:

- Ensure equitable access to a rigorous education for all students
- Identify the knowledge and skills all students will acquire as a result of the K-12 comprehensive school counseling program
- Are delivered to all students in a systematic fashion
- Are based on data-driven decision making
- Are provided by a state-credentialed school counselor

Vision & Mission Statement (Slide 3 -Megan)

Recap of 2017-2018 School Year (Slide 4- Jennie)

- Successes
 - Ran two different small groups
 - 9th grade mini presentations well received by students and teachers
 - SCUTA easy to use for time analysis: managing school counseling tasks v non-counseling
 - Transition program for at-risk freshmen connected them with adults
 - Increase in GKHS graduation rate
- Challenges
 - Gathering signed permission forms for small groups
 - Finding time to complete use of time analysis
 - Large amount of time spent with drop-in crisis students. We are seeing increased levels of

anxiety, depression, suicidal ideation this year. In response we created a new intake form when students come in to help us prioritize. We started with the new form today. Megan has used it with one student and says it was a helpful assessment.

- Credit tracking by hand takes a large amount of time
- Large amount of time spent on 504 Accommodation Plans. This is a non-counselor related duty.
- Jani Hitchen asked who does 504 plans in other schools running ASCA Model counseling programs. Answer: Brad attended a WSCA session where school social workers were responsible. Consensus with Jani and counselors that this is not an option for our part-time social worker. Suggestion is possibly grade-level admin.

Goals/Plans for 2018-2019 (Slide 5- Jennie)

- Marketing Plan
- SMART Goal
- Student Support Team: Jani asked for clarification about this group versus Tier 2. Jodi said we will talk more about details later in the meeting.
- Mini Classroom Presentations
- Individual Course Plan Meetings with Students

Marketing Plan (Slide 6-Jennie)

- Developed new GKHS Counseling Center logo (August)
- GKHS Counseling Center information page to teachers (August)
- Posters in bathroom stalls
- Social media posts (August and ongoing)
- Counselor Corner during lunches (September and ongoing)
- Crisis line posters/cards
- Keep display case current
- Newsletters to parents/student
- Jennie stated that Danielle has done a great job updating the display case and the bulletin board outside the counseling office front door.

SMART Goal Data/SMART Goal/Interventions (Slides 7, 8, 9-Brad)

- Brad gave an introduction-counseling department wanted to look at the data and see how big of a need attendance is. Data shows that students who drop below 90% attendance rate of graduating decreases so we want to target students within reach of this 90% threshold.
- Goal: By June 3, 2019, the class of 2019 will decrease their absence rate by 2% from 10%-20% to 8%-18%.
- Showed the interactive attendance chart (same chart that was used in mini-presentations)
 - Demonstrated how increased absences impact graduation rates, math, and ELA test scores
 - Jani asked if the chart assumes the same attendance rates for each year. Brad and Jodi replied that it is correct and we are looking for trends.
- Tier I:
 - Welcome back letter to all seniors. Letter included upcoming dates and senior timeline, importance of attendance, planning for post high school, where to find information on

- GKHS and Counseling Center websites.
- Mini attendance presentations (January)
- Counselors will be visible in the commons during passing periods.
- Open House Senior Info Night presentation included information about attendance.
- Attendance flier at Open House.
- Tier II:
 - Counselors will discuss attendance during fall individual senior-counselor meetings.
 - Invite seniors to study support lessons regarding time management, balancing schoolwork and activities, life skills (calling in sick to work, making up assignments, catching up on missed information)
 - Brad added that we are trying to tie the study support session lessons into life after high school lessons-we want to show students these skills still apply after graduation.
- Tier III:
 - Counselors will discuss attendance during fall individual senior-counselor meetings.
 - Provide incentives to students
 - For students over 92% attendance in a monthly or weekly period
 - For students with no unexcused absences weekly
 - We are still identifying who these students are. We expect to get a list based off our study support sessions and weekly Student Support Meetings
 - Danielle, Jodi, Megan, and Jennie went to a Homeroom Data Training session. The Risk dashboard and default reports on the counselor homepage are very helpful in identifying our Tier 2 and Tier 3 students.
 - Jani asked if tracking the data will help us find out why students are missing school
 - Answer: Yes, we want to know if the absence was a field trips, parent-related, sick, etc. We want to address excused and unexcused absences. Jani added: taking care of siblings. Jodi added: slept in and missed the bus

Student Support Team (Slide 10-Jodi)

- Jodi went over the reason we needed an additional meeting that is different from Tier 2
- All counselors, social worker, graduation success coordinator
- Review data to identify students who need support-using Homeroom to identify our “middle of the road students” who aren’t being otherwise identified as Tier 3, Tier 2, or by teachers.
- Discuss coordination of services for students receiving support
- Developing a plan for drop-in crisis students
- Our social worker is working on a grant for Calm Boxes filled with supplies to relax/calm down. We can meet their needs and get them back to class quicker.

Mini Classroom Presentations (Slide 11-Jodi)

- Intro to mini presentations: purpose is to take 10-15 minutes and not a full class period
- AP overview, free/reduced lunch sign-up, accommodations for 504/IEP (September)
 - We targeted F/R with AP because the state is paying for their exams. Our F/R lunch rate also gives GK more resources to help low income students.
 - Jani asked if there is a way to get this information from the middle schools to compare who is signed up here at GK. Answer: No because of FERPA laws.
 - Suggestion: Talk to the middle school and have their counselors talk to students about the

importance of continuing to sign up for f/r lunch at the high school level.

- 9th grade attendance (September)
- 11th grade post high school options (December)
- 12th grade attendance (January)

- Jani asked about registration presentations (why they weren't included on his list). Answer: those are full class period presentations instead of the mini presentations
- Jennie told members we are moving to Trimester next year. We are waiting to see if the Bond passes and for more information about Trimesters to know what information to present for registration.

Meeting Individually with Students (Slie 12-Jodi)

- Developing a plan to meet individually with each student regarding course selection and future goals
- We need to find time to meet individually with students to know how to educate and help students plan schedules for the new Trimester system
- Jani said she was on Trimesters in high school but it wasn't "this mess" that we are awarding 0.5 credits per trimester instead of .33. Jani explained that students need 24 credits and there is no wiggle room for students and we are moving to trimesters to give students a credit buffer.
- Jimmy Morgan asked if we can use Pierce classes to help students catch up on credits.
 - Jodi answered we have RS but it's usually a different population of students who need credits versus those who access RS

Questions/Feedback

- Jani and Jimmy stated that the counseling department has a lot plans for this year
- Jodi stated we are working on management systems for all of these plans, programs, and supports
- Jani asked about the time-data analysis (SCUTA)
 - What are we doing with the SCUTA data? What is the purpose and benefit of the data?
 - Answer: to help us account for our time and advocate for things we should not be doing
- Jani asked what "Program Management category in SCUTA is"
 - Jodi answered: includes writing advisory lessons and reviewed the categories and what is included under each section
 - Demonstrated how we can enter information into SCUTA
 - Megan, Jodi & Brad talked about their experiences last year with SCUTA
 - Megan & Jodi used the system last year
 - Brad wanted to use it but wasn't able to last year. He came up with a system this year to help make it more manageable
 - All counselors are attempting to use SCUTA this year
- Jani asked about data we are using for tracking kids-what types of red flags are we looking for?
 - Failing grades, credit deficient,
 - Homeroom breaks everything down for us (risk, attendance, suspensions, current number of classes failed, cumulative number of credits failed, etc)
 - We started the student support team so that we can catch some of the kids who are struggling but haven't been otherwise identified

- Jimmy asked what the consequences are for missing school/classes.
 - Jodi: state law for attendance: BECCA
 - Letters go out at 5 days absent, 10 days absent, parents are then required to come in and meet with an assistant principal
 - Jani: 5 consecutive days or just 5 total days? Danielle: 5 days within the school year
 - Comes back down to the middle of the ground focus-what can we really impact? The BECCA and conferences are for the extreme absences but our goal and interventions are for the middle of the road
 - Jodi: the current interventions are Time Owed and detention.
 - Jodi asked Jani if she feels that it is working.
 - Jani said that she hasn't seen the data to see if they are moving from T.O. to detention and detention to Thursday School to suspension. Are they just tracking it or are they moving to the next tier? Answer: Danielle says that yes, they are.
 - Danielle brought up that the response from home matters: "what did my kid do" versus "why is the school doing this to my kid"
 - Jodi asked if there are any other questions or suggestions

Meeting adjourned