

Wenatchee School District No. 246
Wenatchee, Washington
Minutes of March 25th, 2008 Workshop
WHS Counseling Model

Board

Jesús Hernández, President
Chuck Largent, Vice President
Laura Jaecks
Kevin Gilbert
Walter S. Newman

Staff

Brian Flonas, Superintendent

President Jesús Hernández opened the workshop at 6:05 p.m.

The WHS Counseling staff, Doug Taylor, dept. head, Dianna Gill, Mary Howie, Marc Miller, Jorge Torres and the counseling intern and Principal, Michele Wadeikis presented the following packet for the workshop and with the presentation provided a Power-point to highlight the areas they covered for board information:

Wenatchee High School

- Counseling and Career Center
Comprehensive School Counseling Program
- I. WHS Counseling and Career Center Vision and Mission
 - II. American School Counselors Association Comprehensive Counseling Program
Domains, Student Standards and Competencies
 - III. WHS Counseling and Career Comprehensive Counseling Program
Domains, Student Standards and Competencies
 - IV. WHS Counseling and Career Center Management System
 1. Annual Calendar
 2. Counselor Duties
 - V. WHS Counseling and Career Center Activities per ASCA Delivery Model and Domains
 - A. Academic Development
 - Guidance Curriculum
 - Individual Planning
 - Responsive Services
 - System Support
 - B. Career Development
 - Guidance Curriculum
 - Individual Planning
 - Responsive Services
 - System Support
 - C. Personal/Social/Citizenship Development
 - Guidance Curriculum
 - Individual Planning
 - Responsive Services
 - System Support
 - VI. WHS Counseling and Career Center Comprehensive Counseling Program
Challenges per Domain
 - VII. WHS Counseling and Career Center Recommendations
Wenatchee High School
Counseling and Career Center

Comprehensive School Counseling Program

I. Vision and Mission

Vision

The Wenatchee High School Counseling and Career Center empowers all students with the information, knowledge, skills, and attitudes needed to become competent and responsible self-directed learners, to graduate from high school, and to pursue continuous learning beyond high school in order to realize success in their personal and professional lives.

Mission

The Wenatchee High School Counseling and Career Center provides a comprehensive and developmental counseling program addressing the Personal/Social Citizenship, Academic, and Career life areas of every individual student to assist all students to become contributing citizens with a global perspective.

Each staff member will personally know and encourage students as individual learners and recognize their academic, citizenship and co-curricular assets and accomplishments.

II. ASCA Domains, Student Standards and

Competencies

Academic Development

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

- Improve Academic Self-Image
- Acquire Skills for Improving Learning
- Achieve School Success

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

- Improve Learning
- Plan to Achieve Goals

Standard C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

- Relate School to Life Experience

Career Development

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

- Develop Career Awareness
- Develop Employment Readiness

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

- Acquire Career Information
- Identify Career Goals

Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work.

- Acquire Knowledge to Achieve Career Goals
- Apply Skills to Achieve Career Goals

Personal/Social/Citizenship Development

Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

- Acquire Self-Knowledge

- Acquire Interpersonal Skills
- Standard B:** Students will make decisions, set goals, and take necessary action to achieve goals.
- Self-Knowledge Application
- Standard C:** Students will understand safety and survival skills.
- Acquire Personal Safety Skills
- III. WHS Counseling and Career Center Domains, Standards and Competencies

Academic Development

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

A:A1: Improve Academic Self-Image

Articulate feelings of competence and confidence as a learner
Academic concern process
Referrals to outside agencies/other programs
Portfolios

Display a positive interest in learning
Take pride in work and in achievement
Accept mistakes as essential to the learning process
Identify attitudes and behaviors which lead to successful learning

A:A2: Acquire Skills for improving Learning

Use communication skills to know when and how to ask for help when needed
Individual conferences
Classroom support
Scheduling Process
Prevention/Intervention counseling
Utilize effective skills to complete assignments
Understand and apply learning strategies
Develop and follow a specific decision making plan

A:A3: Achieve School Success

Take responsibility for their actions
Student responsibility contracts
Portfolios
Student/Teacher/Parent consultation
Maintaining student records
Prevention/Intervention counseling
Orientation
Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
Develop a broad range of interests and abilities
Demonstrate dependability, productivity and initiative
Make connections with significant adult or activity at school
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

A:B1: Improve Learning

Demonstrate the motivation to achieve individual potential
Student Portfolio
WOIS
Program Placement
Building the Master Schedule
Parent consult on program placement
H.S. credit options
State SLPs
Learn and apply critical thinking skills
Incorporate strategies that enhance learning
Understand where, when and how to get help
Organize and apply academic information from a variety of sources
Utilize skills to access resources when needed to achieve current and lifetime goals
Become self-directed and independent learners

A:B2: Plan to Achieve Goals

Understand the importance of time management, goal setting and doing quality work
Credit summaries
Culminating Project
WASL Core & MAPS assessment
Scheduling (includes various scheduling issues such as WASL, AYP, grad requirements, RS, skills center)
Transcript evaluation
Credit Retrieval
Weekly counselor/admin meetings (CIPP, team building, professional development, program/activity management)

Use assessment results in educational planning
Develop and implement an annual plan of study to maximize academic ability and achievement
Apply knowledge of aptitudes and interests to goal setting
Use problem-solving and decision-making skills to assess progress toward educational goals
Understand the relationship between classroom performance and success in school
Understand High School credits/competencies and graduation requirements
Select high school courses that meet individual and career goals
Standard C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

A:C1: Relate School to Life Experience

Career Development
Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
C:A1: Develop Career Awareness
Develop skills to locate, evaluate, and interpret career information
Classroom Presentations/Activities
Career classes
WOIS
Interest and Ability Inventories

Student Portfolio

Individual and small group
Career Center
Grade level Seminar
Develop an awareness of personal abilities, skills, interests, and motivations
Learn to make decisions
Learn how to set goals
Learn how to interact and work cooperatively in teams
Pursue and develop competency in areas of interest

C:A2: Develop Employment Readiness

Acquire employability skills such as working on a team, problem-solving and organizational skills

Classroom Presentations/Activities
Career classes
Job Shadow
Work Experience
Grade level Seminars
WOIS
Demonstrate knowledge about the changing workplace
Learn about the rights and responsibilities of employers and employees
Learn to respect individual uniqueness in the workplace
Learn how to write a resume
Develop a positive attitude toward work and learning
Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

C:B1: Acquire Career Information

Apply decision-making skills to career planning and course selection
WOIS
Grade Level Seminars
Job Shadows
Work Experience
Career Center
5th Year Plan/Pathways Planner
Individual or Small Group Counseling

Identify personal skills, interests, and abilities and relate them to current career choices
Demonstrate knowledge of the career planning process
Know the various ways which occupations can be classified
Use research and information resources to obtain career information
Learn to use the internet to access career planning information
Understand how changing economic and societal needs influence employment trends and future training
Research career opportunities that relate to interests, abilities and lifestyle choices

C:B2: Identify Career Goals

Demonstrate awareness of the education and training needed to achieve career goals
5th Year Plan/Pathways Planner
Job Shadows
Classroom Presentation/Activities
Grade Level Seminars
Individual or Small Group Counseling
Develop a post-high school educational career plan
Use internship, mentoring, shadowing and/or other world of work experiences to identify career goals
Select course work that is related to career interests
Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work.

C:C1: Acquire Knowledge to Achieve Career Goals

Understand the relationship between educational achievement and career success
Grade Level Seminars
WOIS
Inventories
Classroom Presentation/Activities
Student Portfolio
5th Year Plan/Pathways Planner
Scheduling
Individual or Small Group Counseling
Career Center
Scholarships/FFA assistance
Assess personal interests, strengths, and limitations as they apply to educational and career planning goals
Understand that the changing workplace requires lifelong learning and acquiring new skills
Understand the importance of equity and access in career choice
Identify how educational experiences and activities, and skills are transferred to work settings
Understand how class selection relates to career choices

C:C2: Apply Skills to Achieve Career Goals

Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals
5th Year Plan/Pathways Planner
Classroom activities
Learn how to use conflict management skills with peers and adults
Learn to work cooperatively with others as a team member
Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences
Demonstrate knowledge of job search techniques and application procedures

Personal/Social/Citizenship Development
Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

PS:A1 - Acquire Self-Knowledge
 Develop a positive attitude toward self
 Individual counseling sessions
 Inventories/assessments
 Classroom and group activities
 Awards assemblies
 Referrals to community agencies
 Family classes

The prevention intervention specialist will meet with the counselors six times and have the following agenda:

- Review of students served and totals
- Enrollment status of students served
- Academic status of students served
- Healthy choice activities schedule (video series, guest speakers, etc)
- Review of ESD required data collection
- Review of any survey data
- Service provided update

- Identify values, attitudes and beliefs
- Understand change as a part of growth
- Distinguish between appropriate and inappropriate behaviors
- Recognize personal boundaries, rights and privacy needs
- Understand the need for self-control and how to practice it
- Identify personal strengths and assets
- Identify and discuss changing personal and social roles

PS:A2: Acquire Interpersonal Skills

- Recognize that everyone has rights and responsibilities
- Individual counseling sessions
- New student orientations
- Harassment training
- Classroom and group
- Parent education/consultation
- The prevention intervention specialist will meet with the counselors six times and have the following agenda:

- Review of students served and totals
- Enrollment status of students served
- Academic status of students served
- Healthy choice activities schedule (video series, guest speakers, etc)
- Review of ESD required data collection
- Review of any survey data
- Service provided update

- Recognize, accept, respect and appreciate individual differences
- Recognize, accept and appreciate ethnic and cultural diversity
- Understand and develop effective communication skills
- Understand the difference between verbal and non-verbal communication
- Recognize and identify characteristics of healthy and unhealthy relationships\

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

PS:B1: Self-Knowledge Application

- Use a decision-making and problem-solving model
- Individual Counseling Sessions
- Referrals to community agencies
- New Student orientation
- Program Placement
- Credit summary conferences

Parent education/consultation

The prevention intervention specialist will meet with the counselors six times and have the following agenda:

- Review of students served and totals
- Enrollment status of students served
- Academic status of students served
- Healthy choice activities schedule (video series, guest speakers, etc)
- Review of ESD required data collection
- Review of any survey data
- Service provided update

- Understand consequences of decisions and choices
- Develop effective coping skills for dealing with problems
- Demonstrate when, where, and how to seek help for solving problems and making decisions
- Know how to apply conflict resolution skills
- Demonstrate a respect and appreciation for individual and cultural differences
- Know when peer pressure is influencing a decision
- Understand how strengths and limitations relate to goal achievement
- Develop an action plan to set and achieve realistic goals
- Identify and express feelings
- Demonstrate cooperative behavior in groups
- Understand group dynamics and work cooperatively on group projects
- Understand the importance of time management, goal setting and doing quality work

Standard C: Students will understand safety and survival skills.

PS.C.1: Acquire Personal Safety Skills

Learn about the relationship between rules, laws, safety, and the protection of an

Individual's rights

- Individual counseling
- New Student orientation
- Classroom and group activities
- Referrals to community resources
- The prevention intervention specialist will meet with the counselors six times and have the following agenda:

- Review of students served and totals
- Enrollment status of students served
- Academic status of students served
- Healthy choice activities schedule (video series, guest speakers, etc)
- Review of ESD required data collection
- Review of any survey data
- Service provided update

- Learn the difference between appropriate and inappropriate physical contact
- Demonstrate the ability to assert boundaries, rights, and personal privacy
- Differentiate between situations requiring peer support and situations requiring adult professional help
- Identify resource people in the school and community, and know how to seek their help
- Apply effective problem-solving and decision-making skills to make safe and healthy choices
- Learn about the emotional and physical dangers of substance use and abuse
- Learn how to cope with peer pressure
- Learn techniques for managing stress and conflict

IV. Management System - Annual Calendar

August

- Student Transcript Review, Credit Checks, and High School Credit Check update
- Senior Letters re Credits and Graduation Status
- Student Scheduling
- Review each student's schedule for complete schedule and proper placement
- Move students as needed to balance classes
- Enrollment of New Students
- Grade Transfers (zzz's) for Students receiving summer credit
- Review Foreign Exchange Student applications/information
- District Counselors Training
- Conferences/Plans for Previous Year Senior Non-grads
- Participate in Freshmen Orientation
- Participate in Freshmen Survival Skills Program
- Facilitate Parent Conferences as needed
- Review WHS Counselor Duties
- AVID Training

September

- Attend and Participate in Open House
- Scheduling
- Scheduling Corrections
- Balance classes
- Enrollment of New Students
- 504 Students i contact parents/students/teachers, parent/student/teacher staffings
- Senior Individual Conferences
- Attend Washington Council Conference with Admissions Directors of Washington State
- Higher Ed Institutions
- Grade Transfers (zzz's) for Students receiving summer credit

October

- 504 Student Plans to teachers
- Parent/Teacher Conferences
- Coordinate and administer PSAT

- Coordinate and administer PLAN
- Coordinate and administer ASVAB
- Coordinate administration of SAT
- Coordinate administration of ACT
- Senior/Junior Information Night
- Senior Individual Conferences
- Write Letters of Recommendation for College apps
- Coordinate Healthy Youth Survey
- AMS Training
- AVID Training

November

- Letters to Seniors with 1st Quarter D and F grades
- Freshmen Graduation Requirements, Career Pathways and WOIS Electronic
- Portfolio/Career Search Classroom Guidance
- Write Letters of Recommendation for College Apps
- Meet with Running Start Students re Winter Quarter Registration
- ASVAB results review
- Crisis Plan Review
- New Student Registration Process Review/Revision
- Training re Website Development and Maintenance
- AMS Training

December

- Individual Conferences with students with 1st Quarter D and F grades
- Scheduling for 2nd Semester
- Open period Report for 2nd Semester
- Schedule corrections for 2nd Semester
- Placement of Students failing classes 1st semester
- Placement of students from úspecialty classes e.g. Reading
- Balance classes
- Write Letters of Recommendation for College Apps
- Crisis Plan Review
- New Student Registration Process Review/Revision
- Freshmen Individual Conferences

<u>January</u>	<p>Freshmen Individual Conferences Scheduling for 2nd Semester Open Period Report Schedule corrections Placement of Students failing classes 1st semester Placement of students from specialty classes e.g. Reading Balance classes Write Letters of Recommendation for College Apps Parent Information Night 8th Grade/Incoming Freshmen Parent Info Night Planning Department Heading re Scheduling Matrix/Classes for next Academic Year</p>	<p>for Sophomores in Soph Eng Classes Classroom Guidance re Next Year Schedule and Registration/Input with Frosh Classroom Guidance re Next Year Schedule and Registration/Input with Soph Senior Graduation List to Main office Running Start Orientation Registration/Input Schedules for incoming 9th grade</p>
<u>February</u>	<p>2nd Semester Schedule Changes Senior Credit Checks/Updates Senior Letters re Credits and Graduation Status Credit Checks/Updates for Freshmen Credit Checks/Updates for Sophomores Credit Checks/Updates for Juniors Freshmen Individual Conferences Announcement and Recruitment for Washington Boys and Girls State 504 Student Plans to teachers for 2nd semester Classroom Guidance re Transcript, Credit Summary/Check, and Next Year Scheduling Info with Juniors in US Hx classes Classroom Guidance re Next Year Schedule and Registration/Input with Juniors 8th Grade/Incoming Freshmen Parent Info Night Planning with Department Heads</p>	<p><u>April</u></p> <p>Senior Letters re Non-grad and Parent Contact Input Schedules for incoming 8th graders Final Student Numbers for Next Academic Year classes Department Heads meeting re class sections for Next Academic Year Counseling and Career Center Annual Calendar Plans for next year CIPP for next year</p>
<u>March</u>	<p>8th Grade/Incoming Freshmen Parent Info Night 8th grade visitation re Registration and Course Selection for next year/9th grade Classroom Guidance re Transcript, Credit Summary/Check, and Next Year Scheduling for Freshmen in Frosh Eng classes Classroom Guidance re Transcript, Credit Summary/Check, and Next Year Scheduling</p>	<p><u>May</u></p> <p>Senior Failures/Non-grad Letters and Parent Contact Meeting with MS Counselors and Administrators re Incoming Freshmen Incoming Freshmen Orientation Scheduling Open Period Report Review each student's schedule for complete schedule and proper placement Next Year schedule Open Period Report Next Year schedule Corrections Next Year schedule Class Balancing</p> <p><u>June</u></p> <p>Senior Failures/Non-grads Scheduling Open Period Report Review each student's schedule for complete schedule and proper placement Balance Classes Order student schedules for next year Next year schedules to students</p>

Continuous Ongoing Activities

Student Counseling
Student Referrals
Student Staffings
Department Meetings
District Counselor Meetings
LIT small group meetings
WHS staff meetings
Newsletter input
Department Website Updates
Alternative Credit Requests, Peer Reviews and Data Collection
New Student Enrollments
Withdrawals
Focus of Concern Special Ed Referrals
Parent Meetings/Conferences
NCW Skill Center Liaison
Enrichment Team Member
LIT Team Member

Marc Miller - Students with last name beginning with I - Mn
PSAT
Lions Club Student Nominations
NCAA information/liaison
Running Start Liaison
NCW Skill Center Liaison

Doug Taylor - Students with last name beginning with Mo - Sa
Foreign Exchange Students
Boy's and Girl's State
Department Head/Budget
WSD Internet Academy Liaison

Referral to WHS/District Programs (AVID, Gear Up, Homeless, etc.)
Referrals to Community Programs/Agencies

Jorge Torres - Students with last name beginning with A - Dn
PLAN
ASVAB
Exchange Club Student Nominations
Selective Service
Military Liaison
AVID team meetings

Diana Gill - Students with last name beginning with Do - H
504 Student Data
AP Liaison
Academic Challenge Liaison
AVID team meetings
Students with Disabilities for SAT/ACT
Career Center
Culminating Project
WHS Mentorship Program
Counseling and Career Center Plan
NCW Skills Center

Mary Howie - Students with last name beginning with Sb - Z
SAT/ACT
Scheduling
Middle School Registration
Senior/Junior Information Night - Sept/Oct
Parent Information Night - Jan/Feb
Freshman Classroom Guidance: Grad Req, Career Pathways, Elec Portfolio

V. Activities per ASCA Delivery Model and Domains

1. Guidance Curriculum - counseling related curriculum delivered to all students via the classroom, assemblies, and parent/student information presentations/workshops

A. Academic Development Domain

Graduation Requirements
Transcript Review and Credit Check (CP Req)
Graduation Plan (CP Req)
Culminating Project Review and Presentation for Running Start Students
Registration and Class Selection (Scheduling)
PLAN
PSAT
ACT
SAT
Freshmen Individual Conference
Senior Individual Conference
Parent/Student Information Nights

B. Career Development Domain

Career Pathways (CP Req)
Culminating Project Portfolio and Electronic portfolio
Career Interest Inventory (CP Req)

ASVAB

Personal Statement (CP req)
Cover Letter (CP req)
Resume (CP req)
WOIS

Career Fair
Scholarships
Financial Aid
Parent/Student Information

C. Personal/Social/Citizenship Development Domain

Parent Education Groups (tbd)
WHS Drug/Alcohol Intervention Specialist Referral/Groups (tbd)

2. Individual Student Planning - individual and small group meetings to help students plan, monitor and manage their own learning, as well as meet competencies in the areas of academic, career, and personal/social development

A. Academic Development Domain

Individual Freshmen Conference
 Individual Senior Conference
 Freshmen Course Registration/Scheduling
 Sophomore Course Registration/Scheduling
 Junior Course Registration/Scheduling
 Transcript Review
 Credit Summary
 Culminating Project Preparation and Presentations
 Special Ed Referral
 504 Referral
 Individual Contact "F" Report
 Letters of Recommendation
 College Applications
 College WHS Visitations
 College Campus Visits
 Running Start Students Quarterly Registration, Grade Transfer, Culminating Project

B. Career Development Domain

Program Placement
 NCW Skills Center
 Skill Source
 Job Corps
 OIC
 Work Source
 Personal Statement (CP Req)
 Cover Letter (CP Req)
 Resume (CP Req)
 Work Permit
 Letters of Recommendation
 Interviewing Skills
 Job Applications

Job Shadows
 Job Internships
 WOIS
 Financial Aid
 Scholarships

C. Personal/Social/Citizenship Development Domain

Individual Counseling

Individual Problems or Crisis
 Emotional Distress/Issues
 Classroom Disruption
 Fighting
 Anger Outburst
 Suicidal Ideation
 Pregnancy
 Eating Disorders
 Drug/Alcohol/Tobacco Possession/Use
 Serious Illness/Accident
 Home Hospital

Family Problems or Crisis

Death of a family member
 Family members with health concerns
 Divorce
 Custody Issues
 Legal Issues
 Domestic violence
 Poverty
 Homelessness

Schoolwide Problems or Crisis

Death/serious illness of a student
 Death/serious illness of a teacher or staff member
 Accident at or near the school
 Fire, campus intruders, gunfire, or a police situation
 Natural disaster
 Homeland Security Issues

3. Responsive Services - responding to situations, resolving immediate conflicts/problems, responding to crisis events, etc.

A. Academic Development Domain

Failing Grades - Progress Report, Quarter, Semester, End of Year
 Student/Parent Contact re Failures
 Teacher Contact re Failures
 Student/Parent/Teacher Staffing
 Afterschool Study Referral - M & W
 Evening Study Referral - T & Th
 Honor Society Tutoring Referral
 Weekly Progress Report
 Credit Retrieval Referral
 Afterschool - APEX, PASS, Plazas Comunitarias
 During School Day
 External Program e.g. BYU
 WSD Summer School
 Repeat class during school year as part of regular schedule
 Referral to Community Agency(s)
 Letters/phone calls to parents of seniors in jeopardy of graduating
 August Credit Check Letter to New Seniors re Graduation Status
 Auto Insurance Grade Info
 Letters of Recommendation for Scholarships and Colleges
 College Applications
 New Student Enrollment/Records and Credit Check/Scheduling/Credit Transfer
 Credit Transfer for Running Start, Credit Accrual, Credit Retrieval
 Schedule Changes/Adjustments
 Student Withdrawals
 Summer Letter to all Students Failing Classes and needing to retrieve credit

B. Career Development Domain

Minor Work Permit
 Employment Recommendations
 Job Referrals
 School Enrollment Verification

Scholarships
 NCW Skills Center
 Skill Source
 Job Corps
 OIC
 Worksource

C. Personal/Social/Citizenship Development Domain

Individual Problems or Crisis

Emotional Distress/Issues
 Classroom Disruption
 Fighting
 Anger Outburst
 Suicidal Ideation
 Pregnancy
 Eating Disorders
 Drug/Alcohol/Tobacco Possession/Use
 Serious Illness/Accident

Family Problems or Crisis

Death of a family member
 Family members with health concerns
 Divorce
 Custody Issues
 Legal Issues
 Domestic violence
 Poverty
 Homelessness

Schoolwide Problems or Crisis

Death/serious illness of a student
 Death/serious illness of a teacher or staff member
 Accident at or near the school
 Fire, campus intruders, gunfire, or a police situation
 Natural disaster
 Homeland Security Issues

4. System Support - management activities that establish, maintain and enhance the total school counseling program which includes

1. Professional Development
2. Consultation, Collaboration and Teaming with parents, teachers, and Community
3. Program management and operations such as counseling plan, procedures, budget, data analysis

A. Academic Development Domain

Data Analysis:
 WASL Scores
 NWEA Levels Tests RIT Scores
 Grades - Progress Reports, Quarter, Semester
 Standardized Test Scores (ITBS, etc.)
 Freshmen Pre/Post Test re Grad Requirements
 New Enrollments/Withdrawals
 Staffings
 Referrals to Drug/Alcohol Specialist
 Parent/Student Contact
 Teacher Contact

Administrator Contact
 Master Schedule Input
 Balance Classes
 Open Period Report
 District Counselor Meetings
 WHS Counselor Meetings
 Community Student Awards/Recognition
 Meeting with AVID Staff
 Meeting with Gear-Up Staff
 Meeting with AP/Academic Challenge Coordinator

B. Career Development Domain

Data Analysis:
 Electronic Portfolios
 Career Interest Inventories
 Weekly WHS Counselor Meetings
 Meeting with Career Center staff
 District Counselor Meetings
 Community Consultation

C. Personal/Social/Citizenship Development Domain

Data Analysis:

VI. Challenges per Domain

A. Academic Development Domain

1. Focus: Student Failures

Data: based on:

1st Progress Report (6 wks) - D and F Report
Quarter Grades " D and F Report
2nd Progress Report " D and F Report
Semester Grades " D and F Report
Teacher Request/Report to Counselor
Parent Request

Current Counseling Interventions

1st Progress Report - Student Contact and Teacher Contact
Quarter Grades " Student, Parent, Teacher Contact, Staffing
Semester Grades " Student, Parent, Teacher Contact
Staffing

Letter to Parents of Seniors in danger of not graduating

At each contact point student, teacher, parent will be referred to

Student/Parent Conference with Teacher

Weekly Progress Report

After-school Tutoring M & W

Evening Study T & Th

Honor Society Tutors

Credit Retrieval as needed and applicable

At each contact Point Student may receive

Student/Parent/Teacher Staffing

Schedule adjustment if appropriate

Academic History Review and Evaluation

Prioritization of Interventions based on # of Failing Grades and Grade Level 1. Highest

priority given to Seniors with any Failing Grade in required

class for Graduation " Letter is mailed home regarding danger of not graduating

2. Next priority to Juniors with 3 or more F's

3. Next priority to Sophomores with 3 or more F's

4. Next priority to Freshmen with 3 or more F's

5. Then in sequence from Juniors to Freshmen for students with 2 or less F's

Solutions:

1. Integration of Student Services at WHS e.g. Counseling and Career Center, Drug/Alcohol Intervention Specialist, Family Advocate, Student

2. Success Coordinator, Nurse, Homeless Liaison, etc.
3. Establish and implement Multidisciplinary Student Assistance Team
4. Utilize Progressive Interventions in accordance with RTI Tier 1, 2, and 3 Levels of Intervention (interventions/services and resources need to be identified and provided for each Tier of Intervention)
5. Academic Probation- need policy with specific guidelines and progression of recommendations
6. Afterschool/Evening Re-entry Program

2. Focus Area: Student Placement

Data: based on:

WASL Scores
NWEA RIT Scores (Levels Tests)
WLPT Scores
LAS Scores
Department/Teacher Guidelines
Department/Teacher Recommendations
Credit Summary
Course Pre-requisites

New Student Enrollment information:

WHS/WSD Enrollment Forms
Assessment Data from previous schools if available
Transcript from previous school
MAPS (NWEA computer based Levels Tests)
LAS Score if ELL from WSD District Office
Parent/Student Interview
Contact previous school
Transfer Grades
Discipline History
Attendance History

Solutions:

1. Appoint WHS Site-based Assessment and Data Coordinator
2. Each WHS Department Determine Assessment Criteria for Placement for each class (e.g. Reading, Spanish 1, 2, 3, or 4)
3. Collection and Analysis of Demographic and Achievement Data to determine student class needs
4. Determine and offer classes and curriculum based on students' needs identified by data e.g. Foundational Intervention
5. All individual new student enrollment information should be gathered and organized by clerical staff prior to counselor meeting with student

3. Focus Area: WASL Failures

Data: based on

No WASL Scores

Failing WASL

Out of State Transfers

Counseling Interventions

Out of State Waivers

Student Learning Plans

Referral to Student Success Coordinator

Classroom Placement (Math Essentials, Segmented Math, Applied Math, Literacy Seminar, Reading)

Solutions:

1. Alignment and transfer of Student Learning Plans across grade levels
2. Specific Tier 1, 2, and 3 Interventions as determined by Student Assistance Team

4. Focus Area: Running Start Students

Data: based on

of R.S. students

Qly Registration

CP Portfolio Monitoring and Annual Check

CP 5th Year Plan

CP Senior Presentations

5. Focus Area: Special Ed Referrals/Exits

Data: based on

Special Ed students exited from Spec Ed

504 staffings for Spec Ed exits

Collection of Information for Spec Ed Referral

Spec Ed Info for Students transferring to WHS

6. Focus Area: Graduation

Data: based on

of Seniors

Credit Checks

Credit Accrual/Retrieval as needed

WASL/Student Learning Plan

Collection of Evidence

Alternative Evidence for WASL

7. Focus Area: Student Attrition

Other Areas for Study and Analysis:

Data collected for:

of WHS Online Students and Outcomes

of Credit Retrieval Students

of Online Students other than WSD Internet Academy

B. Career Development Domain

1. Focus Area: Career Exploration and Development

Data: based on

Electronic Portfolios

Career Interest Inventories

Culminating Project Advisors Report

Student Self-Referrals

Culminating Project Senior Presentations

Culminating Project Culminating Project Annual Portfolio Check

Solutions:

1. Graduating Seniors and Withdrawing Students Exit Survey re Post HS Plans
2. Career Interest Inventory at each Grade Level (e.g. 9th – WOIS, 10th – PLAN, 11th – ASVAB)

C. Personal/Social/Citizenship Development Domain

1. Focus Area: Attendance

Data: based on:

Principal request

Teacher request

Parent request

Attendance office request

Truancy officer request

Student attendance record

Counseling Interventions

Meet with Student

Parent Contact re Attendance

Community Resource contact

Detention per Principal

Attendance Contract per Principal

Schedule adjustment per Principal

Schedule Reduction per Principal

Suspension per Principal

2. Focus Area: Suspensions

3. Focus Area: Expulsions

Solutions for above:

1. Integration of Student Services at WHS e.g. Counseling and Career Center, Drug/Alcohol Intervention Specialist, Family Advocate, Student Success Coordinator, etc.
2. Establish and implement Multidisciplinary Student Assistance Team including Probation Officer, Mental Health Counselor, Drug/Alcohol Counselor as needed
3. Utilize Progressive Interventions in accordance with RTI Tier 1, 2, and 3 Levels of Intervention (interventions/services and resources need to be identified and provided for each Tier of Intervention)
4. Develop and Implement Student Assistance Program Model (e.g. Short-term "solution-focused counseling" and referral as needed)
5. Behavior Probation/Contract
6. Classroom Guidance re Harassment, Violence, Conflict Resolution, Drug/Alcohol, etc.
7. Individual/Small Group Diversion Program for 1st Time Offenders
7. Re-entry Assessment (i.e. academic skills/status, drug/alcohol status),

Counseling, and Referral to appropriate school resources for academic and social needs
8. Afterschool/Evening Re-entry Program

9. Experiential "Leadership" Groups, Conferences, Classes
10. Volunteer Mentorship Program

4. Focus Area: WHS Crisis Plan

Solutions:

1. Establish and implement WHS Crisis Response Team
2. Develop and publish WHS Crisis Response Plan
3. Acquire District and Board Approval for WHS Crisis Response Plan

Other Areas for Study and Analysis:

Data collected for:

of Homeless Students

of Mental Health Referrals

of CPS Referrals

of Police Investigations

of Referrals to Family Reconciliation

VII. Recommendations

1. Systems Perspective

2. Data Driven Program Design, Development and Decision-making

3. Change Management Process and Implementation

4. Site Based Management

5. Communication Plan and Practice

6. Analysis of Tasks and Distribution of Resources

A. Organizational Structure – integrate all WHS Student Services i.e. Counselors, Career Center staff, Family Advocates, Drug/Alcohol Intervention Specialist

B. Human Resources –

1. Align Counseling Program with ASCA National Standards

- One (1) counselor per two hundred fifty students (250)
- Add Two (2) additional FTE counselors to current staff
- Use of Counselor Time:
 - 15% - 25% Guidance Curriculum
 - 25% - 35% Individual Student Planning
 - 25% - 35% Responsive Services
 - 15% - 20% System Support
- 2. Identify and distribute clerical tasks to clerical staff
 - Hire one additional FTE clerical staff
 - Add hours to current part-time counseling clerk to full FTE
 - Add hours to current career center staff to full FTE
- 3. Add one (1) Family Advocate per Family Advocate to staff ratio
- C. Hire building-based Assessment and Data Manager
- D. Professional Development that is Timely and Relevant to Issues being addressed in building per Data Analysis
- E. Financial Support
- F. Technology "optimize use of technology"
 1. Convert current counselor and clerical manual tasks to computer e.g. credit checks, minimum graduation requirements, counselor contacts
 2. Scheduling

7. Develop and Implement System-wide Progressive Intervention Plan in accordance with OSPI "Response to Intervention (RTI)" Guidelines (Tier 1, Tier 2, Tier 3) focused on Target Groups based on student performance data and needs

Tier 1 "Core Instruction" - Classroom Based Interventions " Core Curriculum, Instructional Methodology, Curriculum Based Measures/Assessments (CBMs) at least three times per year (usually fall, winter, spring)

Tier 2 "Strategic Interventions" - Specific Classroom and Special Programs Interventions based on identified student needs typically specified via multidisciplinary student staffing with parents/teachers/support staff and failure to respond to Tier 1 interventions (e.g. Weekly Progress Reports by Teacher, Math Essentials, Segmented Math, Applied Math, Reading Class, Literacy Seminar, Afterschool Tutoring M & W, Evening Study T & Th, Credit Retrieval (APEX/PASS), ELL Classes, WASL Prep, Referral to Community Resources)

Tier 3 "Intensive Interventions" - Based on student needs and no/poor response to Tier 2 Interventions with multidisciplinary staffing with parents/teachers/support staff and may include community resource representatives; interventions may include all of aforementioned plus Schedule Reduction, Academic and/or Behavioral Contract, 504 Accommodations, Special Ed Services, Re-entry Program, Home Hospital, Referral to Community Resources (i.e. medical and outpatient/inpatient mental health and/or drug/alcohol treatment)

****Adapted from OSPI "Using Response to Intervention (RTI) for Washington's Students," June 2006

8. Student Assessment and Placement

- Regular, Consistent, Timely Student Assessment
- Classes and Curriculum to meet Student Needs per Assessment and Demographic Data

9. Address system-wide ELL issues:

- Align ELL Instruction in Elementary Schools
- Create Transition Policy/Procedures for Elem to Middle School
- Align ELL Instruction in Middle Schools
- Create Transition Policy/Procedures for Middle School to HS
- Align ELL Instruction in High School
- Offer needed and appropriate classes for WHS ELL students

The areas of discussion were:

Their Vision Statement and they outlined the ASCA Model and stated they are currently working toward the model but have a little ways to go to get into alignment due to the many obstacles they have referring to the large building they serve. But they are getting closer to that model. They also stated that they are already doing a lot of the areas in the model and outlined those areas to the board.

Next they gave an outline of what each counselor is overseeing and responsible for in addition to the regular counseling duties of working with each student one-on-one. They shared the difficulty in integrating the young 9th graders into the high school culture. There are many challenges that three-year high schools don't have to face.

They outlined the individual connection they make with all seniors and freshmen. They want one-on-ones with all those students but it is getting more and more difficult. They also outlined the many times during the year they meet with those students in classroom settings.

The counseling office has a couple counselors who are bi-lingual but they stick to their alphabet as much as possible and try not to spread themselves too thin unless it is absolutely necessary. They never turn any student away if they have a need to see a counselor. They also have a part-time bi-lingual para-pro and would like to increase that position to full-time. Some of the migrant/bi-lingual families don't have any adults in their families that have gone beyond the 8th – 9th grade level because that is common in a lot of areas in their cultures. Further education is not available. That presents problems as a support system for a lot of these students.

Doug Taylor outlined these areas he sees as goal directives and explained each to the board:

- System Perspective
- Data Driven/Program Design
- Management process and implementation
- Site Base management
- Communication Plan and Practice
- Tasks and Distribution of Resources (and put resources to biggest problems)

Additional focus areas are in a three-tier process:

- Tier #1 Core Instruction (foundational level)
- Tier #2 Strategic Interventions (individual help for students by counselors)
- Tier #3 Intensive Intervention
 - Special Ed
 - Address system wide EEL issues
 - Align EEL
 - Create Transition Policy & Procedure
 - Available content classes and staff
 - Consistency throughout the system – All across the district buy into the of program and commitment.

The ASCA model recommends counselor/student ratio as 1/250 but WHS falls short of that model. They are asking for two additional counselors and one additional clerical and .5 bi-lingual para-pro to be at the ASCA Model.

Doug Taylor gave a summary of all the information given to the board. President Jesus Hernandez thanked him and pointed out that the board has seen the overview on the “What” that needs to be done and now they want to hear the “How” that this can all get accomplished. The board then asked for another workshop at the next meeting to hear the suggestions from the counselors on the “How” and the expected results. They all agreed and Mr. Fones said he would put it on the agenda for the April 8th board meeting.

The board thanked the counselors and Ms. Wadeikis for the comprehensive presentation.

Adjourned at 7:10 p.m. for the Regular Board Meeting.

President

Superintendent