



CURRICULUM COMMITTEE MEETING

Wednesday, September 6, 2023 10:00 AM

COMMITTEE MEETING ONLINE-ZOOM Please use the link below to join the webinar:

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1. School Counseling Curriculum Review

School Counseling Department

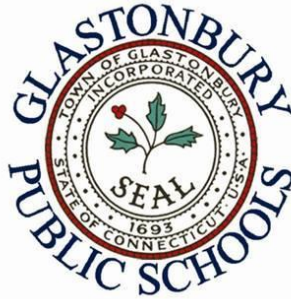
Curriculum Review Report

2023



Presented to the Board of Education
September 11, 2023

Glastonbury Public Schools
Glastonbury, CT



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Executive Summary

Walt Disney once said, “*Whatever you do, do it well. Do it so well that when people see you do it, they will want to come back and see you do it again, and they will want to bring others and show them how well you do what you do.*” I share this quote with you as a way to capture what the school counselors and our student support center clinicians do to support our students on a daily basis in Glastonbury. Our Glastonbury school counselors **Do It Very Very Well!** In large part, they are the reason our students are so successful. They are the epicenters—or as I would call it, the hearts—of our schools. I have the pleasure of teaming and collaborating with these amazing individuals on a daily basis.

Throughout the curriculum review process, I have witnessed the passion, devotion, and commitment the school counseling staff dedicates to all of the Glastonbury Public Schools community. As we took time to reflect on the programs we offer and identify all the different supports our School Counseling Department provides for our students, families, and staff, a common philosophy continued to emerge. The reason we do what we do is “because it is in the best interest of our students and families.” We live in an ever-changing world. It is the job of the school counselor to change and adapt with it. Furthermore, it is essential for us to identify, revamp, and develop programs that meet the needs of our students that are changing and living in that world. This common belief enables our counselors to implement programs, utilize resources, and focus on increased achievement and success for all students, academically, personally, and socially.

Our school counselors adapt; they change to ensure programs are relevant and appropriate to support our Glastonbury Community.

We are all very lucky to have a group of school counselors who are dedicated to our students' growth and development. Words cannot express the gratitude I have for these professionals and the support they offer for our students. I am so proud to partner with our school counselors on a daily basis. The time spent reflecting on and analyzing our programs and offering recommendations for future growth will help to enhance our programs in the coming years. The School Counseling Department of Glastonbury Public Schools is a phenomenal group of counselors and educators who do everything **VERY WELL!**

THANK YOU!

Edward D. Gregorski

Edward D. Gregorski
Director of School Counseling

Purpose of the Review

The purpose of this comprehensive review was to:

- Examine and assess the direction, actions, and outcomes of the current curriculum against relevant standards and research.
- Determine broad goals and action plans that drive strategic planning for the next five years.
- Align programs with the expectations and standards of the American School Counseling Association (ASCA) – goals that address academic, career and/or personal/social development and promote high achievement, attendance, behavior and/or school connectedness.
- Develop a shared understanding and a collective ownership of the curriculum by the Glastonbury community to ensure ongoing support of practices and resources.

The School Counseling Curriculum Review Committee consisted of 28 members, including school counselors, student support center clinicians, psychologists, the Director of Youth and Family Services, as well as district administrators.

The committee formally met three times with many additional subcommittee meetings throughout the spring of 2022. Subcommittees were established to support a close review of the seven domains outlined in the formal Curriculum Review process. These subcommittees evaluated the curriculum and program offerings against the American School Counseling Association Model (ASCA) to ensure alignment. The work of the subcommittees allowed for further investigation into our curricular offerings, allowing for greater dialogue about future change and direction for the department.

On March 13, 2023, each subcommittee reported the strengths, challenges, and recommendations of its respective domain to the greater School Counseling Curriculum Review Committee. These findings will drive future growth and development of the School Counseling curriculum and programs.

While this formal review is done every five years, it's important to note that we as a Department do not wait to implement or develop new programs that we know our students and parents will benefit from. We review and discuss our programs on a yearly basis to ensure supports and programs are responsive to student needs and in place for our students to be successful.

Summary of the Findings

The comprehensive curriculum review identified many strengths/commendations of the School Counseling Department as outlined in this report. Equally as important, we identified recommendations (program areas in need of strengthening) for future growth.

To effectively complete the curriculum review process and determine those recommendations that will drive our work over the next five years, the following steps were completed:

- Reviewed and revised the department vision statement.
- Outlined the goals, program components, and domains of student development (Academic, Career, and Personal/Social) that represent the National Model (ASCA) of a comprehensive developmental school counseling program.
- Delineated the school counseling services and programs across grades 6 through 12.
- Compared the district's model to national guidelines and best practice recommendations for School Counseling Programs.
- Addressed the Board of Education's questions for a comprehensive curriculum review.
- Implemented and reviewed feedback from school counseling programs and services at Gideon Welles School, Smith Middle School, and Glastonbury High School.
- Examined the current integration of technology into school counseling practices and identified not only present usage by staff but also future needs.

Priority Recommendations

Since our last School Counseling Curriculum Review, the needs of our students and parents have changed. Due in part to the impact Covid had on programs and access, there is a large part of our population that does not know what the role of a school counselor is at various levels. Many of the recommendations you will see throughout this report are recommendations around enhanced processes within our building to support communication. Additionally, recommendations are focused around additional programs to support student mental health and the need to stay current with the changing post secondary process and the world of work for our students.

Below is a summary of the School Counseling Department priority recommendations:

- Research new platforms like *Slate*, *Scoir* or *SchoolLinks* for college admissions and career exploration.
- Develop a reference guide/resource for freshmen parents (i.e. attendance policy, who to call for absences, explaining tardiness, etc.) and/or investigate a 9th grade transition lesson or parent meeting/program.
- Develop and implement additional programs to support students' mental health needs.
- Investigate a community-based mentor program to help support students.
- Form a committee to review best practices and the role of the school counselor.
- Address technology distractions and create guidelines for students.
- Increase the hours of the 18 hour Secretary at SMS (2024-2025).

School Counseling Program Description

“The primary reason that the ASCA (American School Counseling Association), as well as many counselors, prefer the term “school counselor” is simple: it more accurately reflects the role counselors play within school settings. “Guidance Counselor” implies a narrow role in which the counselor only provides vocational advice.”

School Counseling is founded on the belief that each individual is unique and capable of self-direction and personal growth. School counseling services are an integral part of a student’s educational experience in grades 6-12 in the Glastonbury School System. These services consist of an ongoing, proactive, and planned program, which recognizes the developmental needs of all students. The program is delivered in a systematic way through curriculum lessons, individual student planning, small group meetings, responsive services, and collaboration with others.

Through the school counseling program, students are assisted in matters relating to academics, post-secondary planning, and personal/social development. In addition, school counseling services assist in the process of helping students develop into capable and confident learners as well as responsible, ethical, and caring members of a diverse society within a complex and technological world.

The school counseling program promotes personal responsibility and respect for others in a safe and supportive environment. The individual relationship between counselor and student is unique because it is based on the unconditional acceptance of students. This allows students to better understand themselves and their environment and to recognize the relationship between the two.

School Counselors are in a strategic position to advocate for better outcomes for all of our students. Through collaboration, we help our district make positive changes that support and enhance student achievement and success. To this end, the aim of the school counseling program is consistent with the Glastonbury Board of Education’s mission, values, and goals.

Vision Statement

School Counselors value the education of every student. With a supportive and collaborative environment, we empower students to accept challenges, overcome adversity, persevere, and explore. Every student is capable of maximizing their potential and achieving their goals academically, personally, and socially.

Domain 1. Alignment with District Goals

How strong is the alignment between department and district curricular goals?

Commendations and Strengths 6-12

Goal 1: The School Counseling Department supports the promotion of high achievement for all students.

- Department standards align with *American School Counseling Association (ASCA)* and *Connecticut School Counseling Association (CSCA)* standards.
- Appropriate identification of students who need tiered/SRBI interventions.
- School counselor caseload allows for the adequate support of all students' needs.
- Implementation of Student Support Centers provides for additional direct social/emotional support for students.
- The "Smaller Caseload Counselors" model at the high school works to ensure students who are placed at risk have adequate supports in place to reduce student dropouts.
- School counselors help students make connections with academic supports, such as the Reading/Writing Center, the Math Lab, Peer Tutoring Center, Student Support Center, CREST Lab, Student Support Groups, Foreign Language Lab, and the Library Media Center.
- School counselors work in collaboration with psychologists, nurses and/or administration to facilitate risk assessments, threat assessments, and engagement with community support agencies with appropriate follow up.
- School counselors hold individual planning meetings with students in grades 6-12 for academic planning, course selection, post-secondary planning, academic coaching, standardized testing strategies and utilization of resources to help prepare students for competitive colleges/universities. These standardized tests include: PSAT, SAT, ACT, NGSS, Seal of Biliteracy.
- School Counselors are dedicated to developing family involvement and engagement through case conferences, Zoom meetings, Team Meetings, Google Classrooms communication, Tier 3 Intervention Meetings, and Child Study Team Meetings.
- The School Counseling Department adapts to State's fluctuating requirements for documenting student plans and records (e.g. IEPs and 504 Plans).

Goal 2: The School Counseling Director ensures the support, growth and accountability of all school counselors.

- Feedback from school counselors is used to inform relevant professional development offerings in order to meet the needs of changing populations.
- School counselors are encouraged and supported to pursue off-site professional learning opportunities.
- The School Counseling Department utilizes *Naviance* and college tracking/data systems to support post-secondary planning each year.
- The School Counseling Department has developed and utilizes an evaluation system for each counselor mirroring the district teacher evaluation system, aligned with the state evaluation systems.

Goal 3: The School Counseling Department has made a conscious effort to build a 21st century learning environment throughout our department.

- The School Counseling Department has implemented the use of *Naviance* in grades 6-12, which stores our comprehensive department curriculum, surveys, *Student Success Plans* (SSPs), communications, and post-secondary planning.
- To enhance communication, the School Counseling Department utilizes School Messenger, Google Suite, Calendly appointment making platform, VBricks, Student Bulletin, student Gmail accounts, PowerSchool, and department web pages with resources.
- The School Counseling Department works closely with club advisors, the Athletics Department, Youth and Family Services, 211 and other community organizations/providers. These partnerships promote communication and support for our students and parents and offer inclusive opportunities for student engagement.
- The School Counseling Director assigns at-risk students to smaller caseload counselors based on collaboration with the 8th grade counselor team. This enables collaboration and communication with the 9th Grade Assistant Principal and the Mentor Study Hall teachers.

Challenges 6-12:

- Effective communication with all stakeholders or team members in the building.
- Increased demands from students for mental health supports and services.
- Lack of student engagement/participation in Peer Support Groups.

Recommendations 6-12:

- Implement monthly team meetings that include counselors, psychologists, administrator(s,) and special education case manager (if applicable).
- Increase opportunities to offer student support groups/ mini lessons for academic, personal, and social support.
- Collaborate with Curriculum Directors to explore the opportunity for cross-curricular lessons on study skills, time management, or career exploration.
- Investigate a 9th grade transition lesson or parent meeting/program.

Domain 2 - Students

Are all student needs addressed through the curricular offerings?

Commendations and Strengths:

- Yearly meetings with all students to review and select appropriate courses that meet the student's needs.
- Individual consultations with students in each transitional year to explore interests and post-secondary options.
- Student Success Plan tasks are maintained and implemented through *Naviance* to support, document and enhance students' investigation and learning in the middle levels.
- The ability for students to pursue college courses online that are above our standard curriculum and are in line with our district policy, as well as earn University of Connecticut Early College Experience credit through GHS courses.
- Counselor involvement in numerous committees and program (*Names Can Really Hurt Us*, social groups, Safe School Climate Committee, Advisory Program, Peer Education Program, Open Choice Program, New Student Ambassador Program, Faculty Liaison Committee, Peer Mediation, Good Grief Group, Gay Straight Alliance, National Honor Society, Appeals Committee, Mentorship Program, SRBI Committee, Crisis Team, ACT Club, PBIS).
- Identification and implementation of a Student Intervention Team study hall.
- Monthly "Counselor Consult" meetings to enhance communication across departments (GHS).
- Parent meetings at GWS and SMS to address curriculum offerings available to students (evening programming).
- Transition lessons for all GWS/SMS students.
- GHS counselors present and meet individually with all 8th grade students on course selection.
- Rigorous course offerings. School counselors encourage students to take exploratory courses and maximize the diverse curriculum available throughout grades 6-12.
 - AP (Advance Placement), Honors, ECE (Early College Experience), Dual Enrollment, Override Process (to allow students to challenge themselves without teacher recommendation), high school courses allowed in 8th grade, National Honor Society recognition (Science, Math, Business, Art, History, World Language), "College Now" (Wesleyan, University of Hartford, Manchester Community College, Goodwin), Tech Prep courses (MCC), Advanced Research Mentorship, Peer Mentors, STEAM offerings, and Independent Study opportunities.
- Implementation of Student Support Centers (6-12).
- Implementation of Student Support Workshops centered on resume development, college applications, study skills and organization.
- Frequent collaboration and communication with other departments to curriculum development (Health/PE, English, EDI).
- Inclusive programming at the middle level for career exploration lessons and "lunch and learn" workshops to gain knowledge about potential careers, as well as post-secondary

planning programming to include military, technical schools, Historically Black Colleges and Universities (HBCU), community colleges.

- A strong continued relationship with Youth and Family Services to support our students, parents and families.

Challenges:

- Communication with students who attend Eastbury Programs.
- Large number of meetings and paperwork that reduces time spent meeting individually with students.
- The need for increased time for the 7th grade secretary in the School Counseling Office at the middle level.
- The need to collaboratively address technology distractions students are facing.

Recommendations:

- Form committee to review best practices and the role of the school counselor in various meetings.
- Investigate adding a “Counselor Consult” Model in grades 7-8 to increase time to collaborate and connect across departments.
- Increase the hours of the School Counseling Secretary at SMS.

Domain 3 - Curriculum Design

- *Is the curriculum comprehensive, rigorous and based on relevant standards?*
- *Do assessments provide valid and reliable information on student learning that is used to drive ongoing instructional decisions?*
- *How engaging and effective are instructional experiences that support student learning?*

Commendations and Strengths:

- Curriculum addresses all pillars of the *ASCA* model.
- School Counseling lessons provide a variety of formats to deliver effective information.
- Comprehensive Post-Secondary Planning Process (8-12).
- Career exploration lessons at GWS, SMS, GHS.
- Comprehensive transition process for students in special education and those with 504 plans.
- Professional development offerings based on counselor feedback and department needs.
- Student feedback gathered at the end of grades 6, 8, and 12.
- Counselor, Psychologist, Assistant Principal teaming that ensures consistency and collaboration about students.
- Use of differentiated instructional methods when working with students in mentor study hall and academic mentoring groups; addition of Student Support Centers.
- One-on-one meetings (i.e. 9th grade, annual scheduling meetings, post-secondary planning meetings with junior parents, and multiple senior year meetings).
- Inclusion of career opportunities for students who are non-college bound (Career Fair, Mini Fair at our Post-Secondary Planning Program).
- Inclusion of HBCU's in Post-Secondary Planning programs/activities.
- Addition of Common Application and Resume Building workshops.
- Programming for Mentor Study Hall students focusing on academic and social-emotional supports.
- Collaboration with Youth and Family Services for counseling, truancy and after-school programming, and inclusion of FAFSA rep at College Fair.
- College and Career Readiness Program speaker provides information about 504 accommodations at post-secondary level.
- NCAA Night and Financial Aid Night offered for parents and students on a yearly basis.
- High School Counseling Department present at 8th grade Parent Open House in January.
- Inclusion of admission representatives and a diverse student panel at our Post-Secondary Planning Evening.
- Videos developed by the School Counseling Department to share information with students/families.
- Use of *Educere* for students to recover credit towards meeting increased graduation requirements.

Challenges:

- Updated way of gathering information from parent and student about our program offerings.
- Professional development surrounding new apps and tools to assist with study skills, time management organization.
- Lack of classroom time for developmental lessons.
- Limited time/ability to meet with students at Eastbury Programs.
- Servicing increased mental health needs of our students to ensure overall well-being.

Recommendations:

- Investigate the use of *Slate*, *Scoir*, or *SchoolLinks* in the College application process and Career Exploration.
- Investigate a community-based mentor program to help support our students.
- Investigate other programs outside of *Naviance* for career exploration for students in grades 6-8.
- Investigate new options for “Student Success Workshops” and “Student Support Groups”.
- Maintain the “smaller caseload model” at GHS.

Domain 4 - Professional Development

How relevant and effective are professional development opportunities?

Commendations and Strengths:

- Staff is surveyed annually to ensure professional development needs are being met.
- Support (district/building level) to attend outside professional development.
- Structured meeting times amongst counselors to share ideas and new learning (Counselor Consult/Professional Learning Community).
- Counselors report that PD is relevant and effective related to current trends and concerns with student needs.

Challenges:

- Professional development limited to \$150 per certified staff member as stipulated in the GEA contract.
- Student needs are greater, more diverse, and indicate emerging mental health challenges.
- System/school initiatives drive many professional development days thus reducing specific and relevant school counseling professional development opportunities.
- Limited formalized training in risk and threat assessments.

Recommendations:

- Continue to allow school counselors the option and opportunity to seek out meaningful professional development related to the ongoing needs of the students within district-wide professional development time. Specifically, focusing on mental health, behavior needs, risk/threat assessment training, trauma practices/counseling, school avoidance by students and culturally responsive practices.
- Implement a Counselor Consult model at SMS.

Domain 5 - Communication

How effective are department communications with the Glastonbury community?

Commendations and Strengths:

- School Counseling website, School Counseling newsletter, school based newsletters, School Messenger (emails), push notifications to GPS app, local newspaper and individual family letters for numerous parent programs offered throughout the school year.
- Use of Google Classroom for all grade levels 6-12 to disseminate information to students.
- Morning news and student bulletin.
- Use of Calendly (online system) to schedule appointment with school counselors.
- Videos created to share information with parents and students.
- Share information at faculty meetings, town halls, and classroom visits/homeroom lessons.

Challenges:

- Students do not consistently check email or Google Classroom (many students turn off notifications, furthermore notifications can also be overwhelming to some students).
- Overabundance of parent communication across departments and buildings.
- Having students/parents understand the role of the School Counseling Department.
- Student/parents not checking/receiving email.

Recommendations:

- Develop a reference guide/magnet for freshmen parents (attendance, who to call for absences, explaining tardiness, etc.).
- Streamline communication across departments/buildings to reduce volume of information for parents.
- Continue to gather feedback from parents and students about the supports and programs we need to offer.
- Investigate ways to inform parents about the role of the School Counselor.

Domain 6 - Technology

What is the impact of technology integration on the curriculum?

Commendations and Strengths:

- Use of the *Naviance* system to support and monitor *Student Success Plans* (SSPs).
- Use of *Naviance* tools in the post-secondary planning process and submission of college applications.
- Improved use of Google Forms for teacher feedback (Section 504).
- Improved use of Google Forms to collect pre- and post-survey information from students for Student Success Workshops.
- Use of Google Classroom for counselors to disseminate information.
- Use of Google Calendar and/or Calendly to invite students to meetings and support groups.
- Use of CT SEDS with all 504 students.
- Use of Google Forms to survey students about their needs for support.
- Use of Google Forms when meeting with college representatives to document and share admissions information about their college or university.
- Use of Google Sheets to communicate with teachers re: students who are failing or losing credit.
- Use of homework/organizational apps and video tutorials when working with students in Mentor Study Halls and academic mentoring groups.
- Use of technology in the Student Support Center to track student attendance and reason for visits.
- Use of Mindfulness video techniques to send out to middle school students.
- Use of iMovie to deliver information for Open House, Course Selection, and Junior Programming.

Challenges:

- Limited time to develop current practices to keep up with technological developments.
- Keeping relevant with the latest, most effective technology.
- Accessibility of parents using technology to communicate.
- Incompatibility between *CT SEDS* and *PowerSchool* creates possible gaps in delivery of information to teachers.
- *Naviance* platform for career exploration program is not user friendly.
- Inconsistent or lack of access to internet by all families and students outside of school.

Recommendations:

- Increased use of websites and apps to further develop students' academic, career, and personal/social development.
- Research new platforms like *Slate*, *Scoir*, or *SchoolLinks* for college admissions and career Exploration.
- Confirm access to the internet by all families and students outside of school; provide access as needed.

Domain 7 - Operational Considerations

What operational considerations and challenges impact the continued development of this curriculum?

Commendations and Strengths:

- Addition of Student Support Centers (6-12).
- Regular and consistent school counseling meetings (6-12).
- Team approach based on counselor/psychologist/assistant principal teaming (GHS/SMS/GWS).
- School counselors attend all annual review meetings (Special Ed/504) for students transitioning to their school the following year.
- GHS counselors visit SMS to schedule 8th graders for high school courses.
- Support and respect for the role of the school counselor at all levels.
- Comprehensive School Counseling model at GWS.

Challenges:

- Time spent on paperwork (6-12) and in meetings (6-8) that reduce the time to see and support students.
- Lack of office support at SMS to assist the department and meet school expectations.
- Time to see all students on multiple occasions throughout the year.
- Lack of resources or support for students who lack motivation or have attendance issues.

Recommendations:

- Maintain the current staffing of school counselors at GHS/SMS/GWS.
- Maintain the “Smaller Caseload Counselor Model” at GHS.
- Increase the hours of the part time secretary at SMS.
- Investigate a community-based mentor program.

A Day in the Life of a School Counselor (Glastonbury High School)

7:00 - Read and respond to emails, check voicemail and return any urgent calls

7:20 - Students start arriving at school; usually one or two come to my office to ask a question about their schedule or the post-secondary planning process. A student often has a scheduled “check in” before the school day starts.

7:25 - Attend CI with other counselors and Director to present PowerPoint about the counselor’s role in the college application process. Counselors emphasize that we are here to help students with all of their post-secondary plans/goals after high school (work, military, gap year etc).

7:45 - A student with an “open pass” comes to see me and needs to use strategies and talk through some anxiety before the situation escalates.

8:00 - Plan time – respond to emails, meet with teachers about students, scheduling, complete paperwork, 504 minutes. Meet with the Director and/or other administrators about upcoming tasks or student issues. Collaborate with fellow counselors/school psychologist/Student Support Center staff to decide the best course of action for a particular student.

8:30 - Check in with student on a 504 plan to be sure all is going well so far and accommodations are sufficient for student’s success. Meet with all 504 students each fall to review 504 plan to ensure they understand and are aware of their accommodations.

8:45 - Call a student down to discuss a level change in math; review paperwork and impact of the possible class change; attempt to reach parent in effort to be transparent and communicative.

9:00 - Contact parents, teachers, GYFS therapist and student about scheduling a Case Conference that was proposed last spring; send invites, book conference room.

9:30 - Meet individually with 2 ninth graders for the “Welcome to GHS” meeting; introduce yourself and ask basic “get to know you” questions of the student. Explain the role of school counselor; discuss student’s goals for the year, and make sure they are aware of school resources available. End the meeting by asking the student if there is any other important information you should know about them since you will be working together for 4 years.

10:00 - Two students come together to ask about a schedule change; discuss options; review paperwork.

10:30 - Register a new student to the district; provide information to student and parents about our curriculum, programs, and procedures; arrange for Host to escort student around school the next day; direct them to appropriate places for bus/transportation information, iPad, locker combination; plan to meet first thing the next morning to introduce student to Host.

11:30 - Phone conversation with mother of student with anxiety; discussed supports in community, strategies for school, provided support for parent for parent as she is feeling frustrated and worried.

12:00 - Meet with coworkers to collaborate and share information on a student situation.

12:30 - Meet with a senior student for “check-in” regarding plans after high school.

1:00 - Attend meeting with other counselors to plan College Fair.

1:30 - Meet once again with student experiencing anxiety; discuss strategies and goals to finish the school day.

1:45 - Go to the teacher workroom to discuss student’s placement in the class.

2:00 - Several students stop by office on their way out of school to ask about setting up appointments, to check in and talk about their day, and/or to ask a question.

2:20 - Family meeting with senior and parents to discuss college application process.

3:00 - After School

- Respond to emails
- Send invites to meet with students for the next several days
- Return/initiate phone calls
- Paperwork, filing
- Read college essay student left, in hopes of giving feedback and ideas
- Send teachers Google Doc to get information on student performance for upcoming 504 meeting
- Complete schedule for new student, notify teachers of their arrival, print and distribute copies of schedule, email Host to confirm meeting time for the next morning
- Correspond with teachers of student with anxiety regarding strategies or supports to be implemented
- Review next day calendar; prepare for meetings with parents, staff, and students
- Review *Naviance* for upcoming tasks and/or mark tasks complete

****Depending on the time of year, counselor tasks are different. The following are examples of events that occur during a day in the fall, winter, and/or spring:***

- 9th grade Welcome Meetings.
- Ongoing visits to caseload homerooms to deliver information on upcoming events and programs.
- Conduct/deliver Resume Writing Workshops for juniors and seniors and College Application workshops for seniors.
- Classroom School Counseling lessons regarding PSAT, SAT, AP.
- Senior tasks around college applications and post-secondary planning.

- Junior Mini Groups – juniors meet with counselors in small groups to become familiar with post-secondary planning process at GHS.
- Ongoing scheduling appointments for changes.
- Feb/March: 1:1 course planning for the following year.
- Junior Parent Meetings – individualized meetings with juniors and their parents to discuss specifics of post-secondary planning.
- Evening programs: Open House, Financial Aid Night, Junior Post-Secondary Planning Evening, College Fair, NCAA Night, College Awareness Night (for students with an IEP or 504 Plan).
- School Counseling programs (e.g., College Fair, Career Fair).
- Participation as club advisors for various school clubs.
- Appeals process at end of each semester.
- Participation in SIT process, ongoing.
- Collaboration with college representatives who are visiting students in the College and Career Center.
- Participation in school-wide events such as Truth About Hate, Common Ground and Veteran’s Day.
- Ongoing collaboration with community agencies to assess and understand students’ needs.
- Ongoing participation in 504 and Special Education planning meetings.
- Ongoing curriculum writing.
- Department meetings, Counselor Consult meetings, Committee meetings.
- Counselor visits to colleges and vocational schools to obtain the most up-to-date information about their programs.
- Ongoing referrals for peer tutoring.