

Chappaqua Central School District

Comprehensive School Counseling Review, Grades 6-12
Presentation to CCSD Board of Education

June 8, 2021

Agenda

Introductions

Welcome

PCG Overview—Subject Matter
Expertise Plus Processes

PCG Process

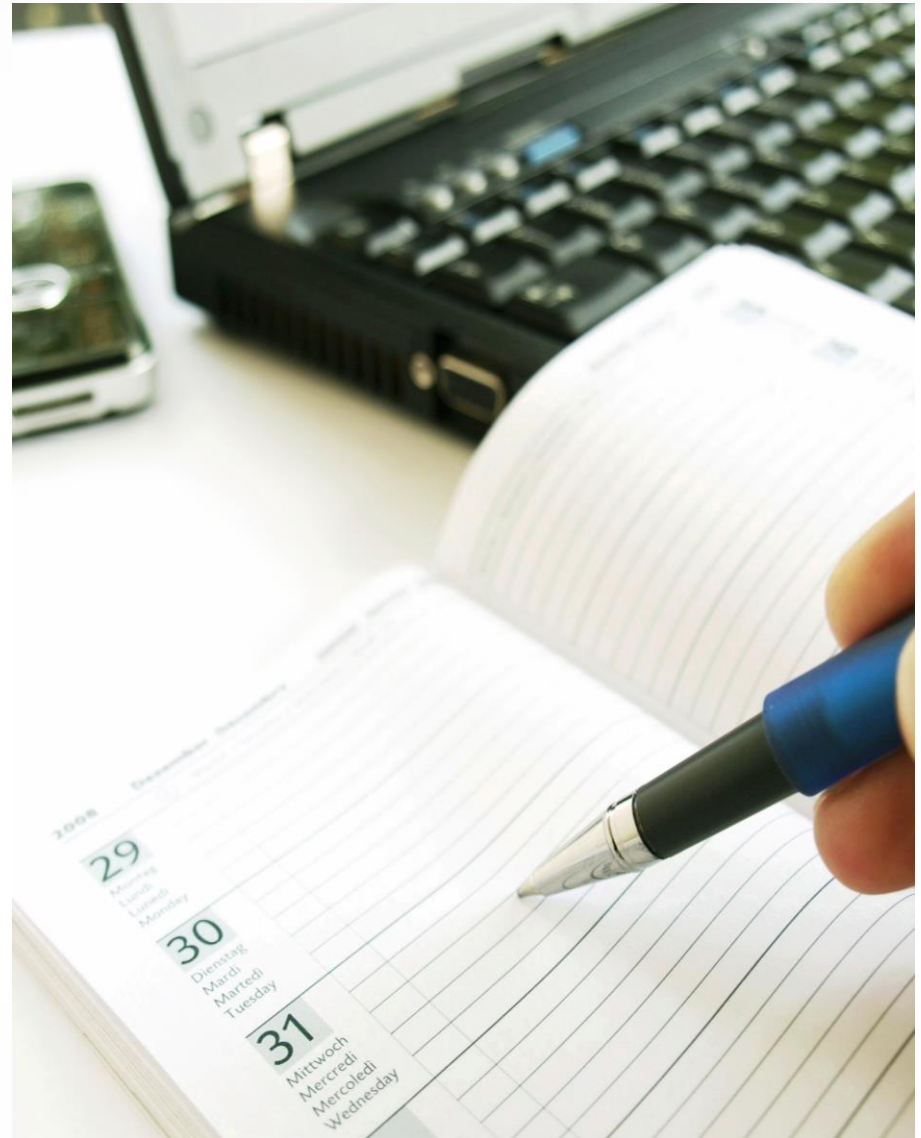
Guiding Questions, Practices, and
Approach

Strengths, Opportunities, and
Recommendations

Organization and Leadership

Service Delivery

Student and Family Engagement



About Public Consulting Group (PCG)

- Founded in 1986 with a mission-driven focus to provide **solutions that matter**
- Focus exclusively on improving the impact of human services, health, and education agencies at the local, state and federal level
- Employ over 2,500 fulltime staff members, over 50 US offices, and 9 offices across Canada and UK
- Extensive experience transforming cultures and delivering outcomes in the areas of mental health and education
- Current and recent clients include 21 state education agencies plus the District of Columbia, 18 of the 25 largest urban U.S. school districts



Providing Solutions that Matter

PCG supports over 5,600 school districts across the country:

National Solutions:

- Los Angeles Public Schools
- Chicago Public Schools
- Detroit Public Schools
- Baltimore County Public Schools
- Arlington Public Schools, VA
- Prince William County Public Schools, VA
- Boston Public Schools
- Massachusetts Department of Education
- Indiana Department of Education

Local Solutions:

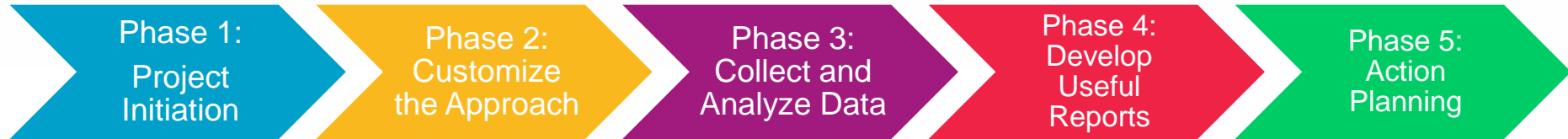
- New Paltz Central School District
- New York City Department of Education
- Princeton Public Schools
- West Windsor-Plainsboro Regional School District
- Newark Public Schools
- Trenton Public Schools
- Monroe Township Public Schools
- Rockaway Township School District
- Waterford Township School District
- Northern Valley Regional School District



A Collaborative Approach to Program Reviews

- Our reviews are **collaborative** by design, and we work side-by-side with districts to help define the challenges, specify goals and develop effective, outcome-driven strategies.
- We help answer **essential questions** about student progress and program effectiveness, pinpoint specific areas of strength, and identify improvement targets.
- Our review approach is **multidimensional**, emphasizes the participation of multiple stakeholders, and includes both quantitative and qualitative data collection. It is grounded in our experience and research in best practices.

Timeline: Building the Foundations for Change



Phase 1: Project Initiation

- Project kick off
- Project plan and timeline

Phase 2: Customizing the Approach

- Agreed upon metrics of success
- Discussion of the PCG protocols, tools, data request, and activities

Phase 3: Collecting and Analyzing the Data

- Acquisition of Available Data and Artifacts
- Interviews, Focus Groups, Parent Survey

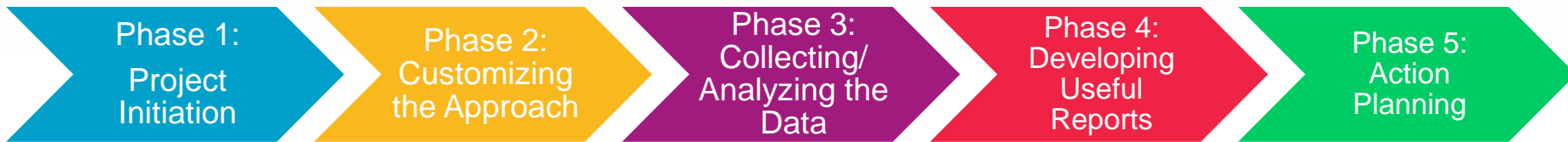
Phase 4: Developing Useful Reports

- Conduct analysis
- Provide written report

Phase 5: Action Planning and Implementation

- Presentation to school board and other stakeholders

Building the Foundations for Change



Our approach helps to build the foundations for the desired change by:

- Answering the guiding questions
- Activating a structured engagement process with leadership and key stakeholders
- Conducting extensive research and data collection to determine the strengths, weaknesses, threats, and opportunities for improvement
- Creating useful reports - document current state and inventory promising best practices
- Facilitating action planning
- Providing implementation guidance
- Scheduling periodic check-in to monitor progress and providing subject matter expertise consulting and coaching support to guide practice and implementation

Guiding Questions

- **What are CCSD's core school counseling functions from grades six to twelve?**
 - School counseling core curriculum
 - Program mission, vision, and goals
- **How does CCSD's school counseling program prepare students for college and career?**
 - Integrated learning opportunities
 - College and career readiness technology
 - Equal opportunities for all students
- **How do CCSD families engage outside support in preparing their students for college and career?**
- **What are the experiences and perceptions of equal access to school counselors?**
 - Student and family perceptions and experiences of access to school counselors

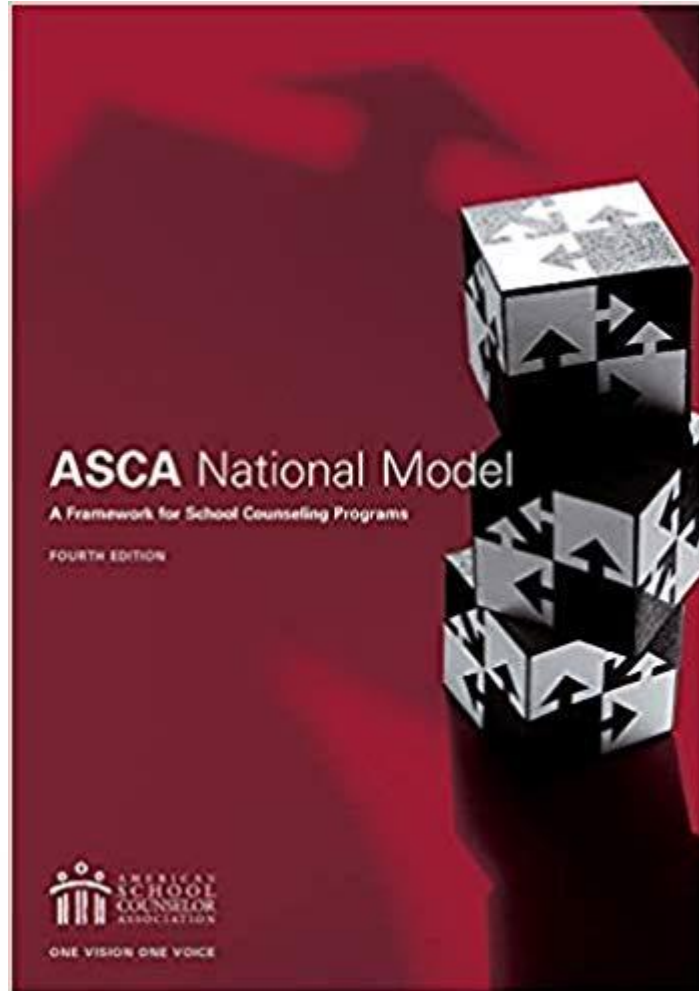


Guiding Questions

- **What are the supports that counselors provide to students with disabilities?**
 - Transition Supports
 - Engagement with special education staff and outside agencies supporting post-secondary transitions (e.g. college, career, transition to work, supported work environment)
- **How does CCSD leverage its school counseling information system (Naviance)?**
 - Naviance system
 - Office logging system
- **How does CCSD organize its counseling staff?**
 - Guidance counselors and administrative assistants
- **What are the perception of stakeholders about CCSD's school counseling program?**
 - Guidance counselors; Administrators; Teachers; Parents; Students; and Community Members
- **How does CCSD organize its financial resources to support school counseling in CCSD?**
 - Greater opportunities for efficiencies



Guiding Practices



- American School Counselor Association National Model, 2019
- National College Access Network Common Measures
- Part 100.2(j) of the Commissioner's Regulation

Triangulated Approach



Outcome Analysis

- *College and Career Trends*
- *Assessment Participation Data*
- *Career Inventory Data*

Organizational & Program Analysis

- *Data, Policy & Practice Review*
- *Program Analysis*
- *Staffing Analysis*

Research & Practice Literature

- *Findings and recommendations grounded in current literature and aligned to evidence-based, best practices*

Organization and Leadership

Organization and Leadership: Strengths and Opportunities

| Strengths | Opportunities |
|---|---|
| <ul style="list-style-type: none">• Organization chart revision and addition of Pupil Personnel Service Position to formally oversee School Counseling at middle and high school levels.• Several members of the Counseling Department have been with the district for many years.• Remarkably low student to counselor caseloads at both the high school and the middle schools.• HGHS counseling webpage has a lot of user friendly information on colleges.• The Robert E Bell counseling webpage has a thorough explanation of its supporting role. | <ul style="list-style-type: none">• Lack of districtwide leadership overseeing a unified school counseling department.• Adherence to the school counseling plan.• Counselor as "gatekeeper" for parent conferences at Bell MS.• Caseload determinations at HGHS for counselors and school psychologists.• Seven Bridges counseling webpage needs more information to support parents. |

Organization and Leadership: Recommendations

Organizational Structure of Counseling at CCSD

- ✓ Hire a K-12 Director of School Counseling who oversees one unified School Counseling Department; School Counselors; Middle School Social Worker(s); and High School Clinicians.
- ✓ Have K-12 Director of School Counseling report to Assistant Superintendent for Pupil Personnel and Instruction.
- ✓ Charge the K-12 Director of School Counseling to be responsible for the supervision of all in staff their department; charge the K-12 Director of School Counseling to annually appraise the department using the annual School Counseling Plan
- ✓ Charge the K-12 Director of School Counseling to work with the Assistant Superintendent for Curriculum and Instruction to enhance the school counseling professional development offerings to included an increased focus on equity and access
- ✓ Consider reducing potential redundancies (e.g. Chair and or Co-Chair of HS Counseling)



Organization and Leadership: Recommendations

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| Using the title “Clinician” for School Psychologist | ✓ Engage the New York Association of School Psychologists (NYASP) or the National Association of School Psychologists to determine if it is appropriate for school psychologists to be called “clinicians.” This title could potentially pose confusion to the community and use of that title for the position may not be ethically correct |
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Organization and Leadership: Recommendations

Structure of Counseling Functions – Horace Greeley Counseling Department

- ✓ Consider aligning principal/graduating class caseload with specific counselors and specific clinicians, thus creating “teams”
- ✓ Discontinue the “Clinical Rounds” model when determining appropriate clinicians for students; if student is referred for clinician (by self or others), by default they go to the clinician within the aligned “team” they are part of; furthermore, the “Clinical Rounds” model as it presently exists potentially poses ethical issues and CCSD should consult the New York Association of School Psychologists (NYASP) or the National Association of School Psychologists to support the redesign of a different model

Organization and Leadership: Recommendations

Structure of Counseling Functions – Horace Greeley High School; Seven Bridges Middle School; Bell Middle School

- ✓ Openly share (online), revisit, and revise the job descriptions of school counselors; ensure alignment with ASCA National Model competencies as well as the CCSD Comprehensive Counseling plan
- ✓ Post a form of this online (e.g. “What you can expect from your counselor...” Share the roles/responsibilities of counselors with parents to correctly set expectations with families



Organization and Leadership: Recommendations

Structure of Counseling Functions – Robert E Bell Middle School and Seven Bridges Middle School

- ✓ Hire an additional FTE Social worker so that each middle school has 1 FTE Social Worker
- ✓ Formally split the responsibilities of the administrative assistant presently housed at Seven Bridges so they can support both schools and physically spend time at each
- ✓ Ensure middle school Counseling Department reports under one unified Counseling Department led by director
- ✓ Revise requirement at Robert E Bell Middle School that school counselors are responsible for school conferences and/or always must be first point of contact before parent outreach to teacher
- ✓ Further study the role that counselors play in a districtwide Response to Intervention or Multi Tiered System of Support



Service Delivery

Service Delivery: Strengths and Opportunities

| Strengths | Opportunities |
|---|---|
| <ul style="list-style-type: none"> • CCSD created a robust Comprehensive Counseling Plan following NYS regulatory changes. • CCSD counselors appear to be spending at least 80% of their time on direct and indirect service delivery. • All counselors were aware of the American School Counselor Association and the ASCA National Model. In addition, all counselors were aware of the amendments in Section 100.2(j)(2)(i)(c). • CCSD is making a concerted effort to improve IDEA mandated Transition activities and its Special Education Department is partnering with the Counseling Department at the high school to support this effort. | <ul style="list-style-type: none"> • Include additional counseling staff and school psychologists in the creation of the next edition of the CCSD Counseling Plan. • Inconsistency on approach of meeting with students, many counselors at HGHS subscribed to the "they come to us" philosophy. • Ensuring annual meetings occurring at both middle and high school. • Creation of counseling plans for grades 6-12. • Potential "right sizing" of actual time spent on tasks versus desired time spent. • Bell counselors as point of contact for parent conferences. • Role clarification in supporting all students with disabilities on individual counselor caseloads. • Professional development needs internally. |

Service Delivery: Recommendations

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| District's Comprehensive Counseling Plan – School Counseling Curriculum | ✓ Revisit and revise the document annually with the district's Counseling Advisory Council; include members of the Counseling Department as meaningful participants in the document's revision |
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Service Delivery: Recommendations

| Student Access to Counselors |
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| <ul style="list-style-type: none">✓ Ensure that every counselor sees every student on their caseload at least once a year✓ Engage in meaningful annual meetings and document annual student progress review plans |



Service Delivery: Recommendations

Supports for Students with Disabilities

- ✓ Provide training for all counselors on their responsibilities of supporting students with IEPs
- ✓ Ensure students with IEPs are having equal access to counselors, including students who are out-of-district
- ✓ Create standard operating practices that clearly delineate roles of school counselors versus role of Transition Consultant
- ✓ Further study the intersection between Transition Consultant, Special Education Department, and Counseling Department in upcoming special education program review
- ✓ Ensure all students with disabilities have access to Naviance
- ✓ Reduce redundancies by having a sort on Naviance for students with IEPs.



Service Delivery: Recommendations

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| Naviance | <ul style="list-style-type: none">✓ Provide training on data use for all counselors.✓ Include middle school counselors on Naviance so they can work together with Consumer Science✓ Provide all middle and high school parents access to Naviance; provide training and materials (already produced by Naviance) to parents |
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Service Delivery: Recommendations

Social and Emotional Wellbeing

- ✓ Create standard operating practices around the roles and responsibilities of counselors and clinicians as it relates to students' social and emotional wellbeing
- ✓ Include these practices on the district website
- ✓ Further develop protocols to address student concerns about sharing mental health concerns with counselors

Service Delivery: Recommendations

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| Counselor Notetaking and Data Collection | <ul style="list-style-type: none">✓ Maintain appropriate note on student visit on student information management system; leverage “drop down” functions on current student information system for this purpose✓ Invest in tablet kiosk at both middle schools and high school to log student visits and use data to further study student access to counseling program; as a counseling department, choose key data to obtain from each student entry (e.g. name, list of reasons for visit, name of counselor)✓ With tablet kiosk data, further study equal access to counselors on a monthly basis; share data at Counselor Department staff meetings |
|---|---|

Service Delivery: Recommendations

Professional Development

- ✓ Provide professional development to high school counselors around equal access, with special consideration for students who may not be engaging their school counselor
- ✓ Create a middle school Professional Learning Community, giving all middle school counselors an opportunity to share best practice
- ✓ Develop a middle school counselor PD roster so that everyone, from the counselor to the Assistant Superintendents of Curriculum and Instruction as well as Pupil Personnel Services are aware



Student and Family Engagement

Student and Family Engagement: Strengths and Opportunities

| Strengths | Opportunities |
|---|--|
| <ul style="list-style-type: none">• HGHS Counseling Department sends out several emails in a year, including a newsletter.• HGHS students leverage Naviance through the Counseling Department.• Many parents of college-bound students are satisfied by the department's strong focus on college. | <ul style="list-style-type: none">• HGHS counselors share an "open door" and "they come to us" philosophy.• Emails that come from the HGHS Counseling Department predominately are connected to college.• HGHS Junior Questionnaire is both paper/pencil based and has possible bias toward students whose families previously attended college.• HGHS parents want more interaction with Naviance. |

Student and Family Engagement: Recommendations

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| Correspondence From Counseling Department to Student and Parent | <ul style="list-style-type: none">✓ Diversify the communications coming out of the School Counseling Department so that includes more than just newsletters about college.✓ Revisit preference form and all correspondence assuring it is not potentially disparaging to first generation college students, students with disabilities, BOPIC, or other students. |
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Student and Family Engagement: Recommendations

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| Advisory Council Engagement | <ul style="list-style-type: none">✓ Form a School Counseling Advisory Council and meet at least twice a year.✓ Prepare an annual report to the CCSD Board of Education |
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Questions from the Board?



Solutions that Matter