



Creating a Comprehensive, Student-Centered High School Guidance Program

BOE Presentation
April 17, 2018

Addressing the Social-Emotional Well-being of our Students and their Families

- **Where we were:** Some background on our guidance program.
- **Where we are now:**
 - Addition of a fifth counselor at AHS has allowed us to:
 - Be more responsive to the diverse needs of our students and their families;
 - Develop and deliver a much wider range of informational meetings that include:
 - NCAA;
 - Facts and Chats;
 - Common Application /essay writing workshops;
 - Grade 10 seminars;
 - Grade 9 Dialectical Behavioral Therapy (DBT) classroom sessions;
 - Enhance our communication with families;
 - Provide additional guidance groups at each grade level;
 - Provide more personalized and immediate attention;
 - Enrich the college application process.



Enriching the Work of our Guidance Counselors: The Impact of An Additional Counselor

- Counselor caseloads are reduced allowing for increased quality time with all students;
- The department feels more supported in developing new programs and strategies;
- Counselors have been able to provide increased support to teachers;
- The Guidance Coordinator has been freed to participate in the regional guidance collegial circles;
- There are greatly increased opportunities for professional development. The counselors have been engaging in learning that enables them to support students and teachers. They have:
 - Attended mindfulness training;
 - Been trained in delivering DBT in the classroom, with small groups, and with families;
 - Attend workshops.
- Attendance at important local and regional meetings has increased. Members of the team have attended:
 - The National Association of College Admission Counselors (NACAC) annual conference;
 - National College Board Conference and regional college panels;
 - Conferences.



Growing our Program

As we look to the future, the department will:

- Have a central, expanded role in supporting the social-emotional learning (SEL) goals of our strategic plan. This includes work with students, faculty, families, and the community;
- Work with Challenge Success to establish short, medium, and long-term goals that respond to our students expressed SEL needs;
- Set goals and respond to recommendations from our upcoming Tri-State Consortium visit;
- Continue to increase student-counselor contact time;
- Write our next State mandated guidance plan;
- Expand our DBT work to include tenth grade students and their families.

