



SCHOOL COUNSELING DEPARTMENT

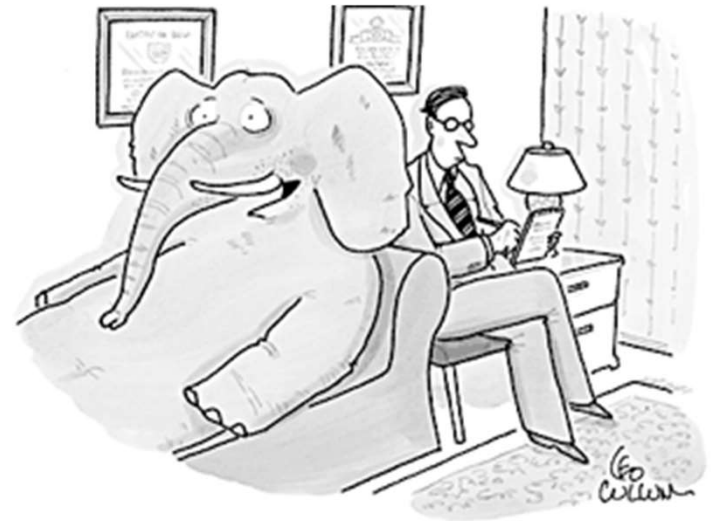


SURVEY RESULTS

Why Did We Need a Survey?

“As we strive **to better meet the needs of our students and families**, we often ask for feedback regarding the programs in our schools.”

“This information is used **to set goals** and proactively **address areas cited as needing improvement.**”



“I’m right there in the room, and no one even acknowledges me.”



For Parents/Guardians

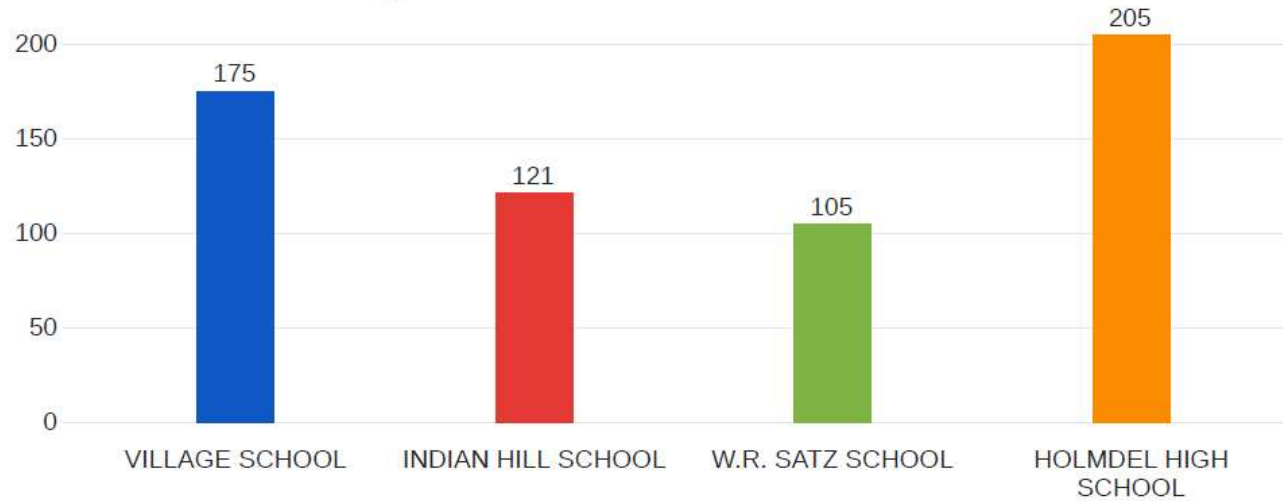
- Gives parents the opportunity to advocate for their children's academic, college and career readiness, and social/emotional development.
- Helps to foster partnerships with the district in their children's learning and career planning.
- Ensures transparent progress reviews for the department K-12.
- Helps us develop realistic goals for the department.
- Promotes active involvement in the counseling program and their children's school life.
- Helps parents gain an understanding of the counseling program K-12.

For School Counselors

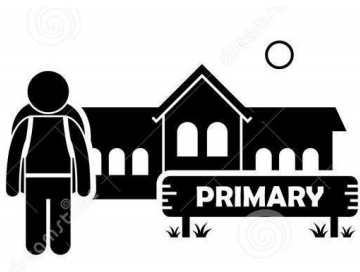
- Helps to provide a clearly defined role and function in the educational system.
- Helps to highlight and thereby eliminate non-counseling functions.
- Provides a rationale for program management and using data for program improvement.
- Enhances the community's image of the school counseling program.
- Ensures involvement in the academic mission of the school.
- Places school counselors in a leadership role to close the achievement, information, and opportunity gaps.



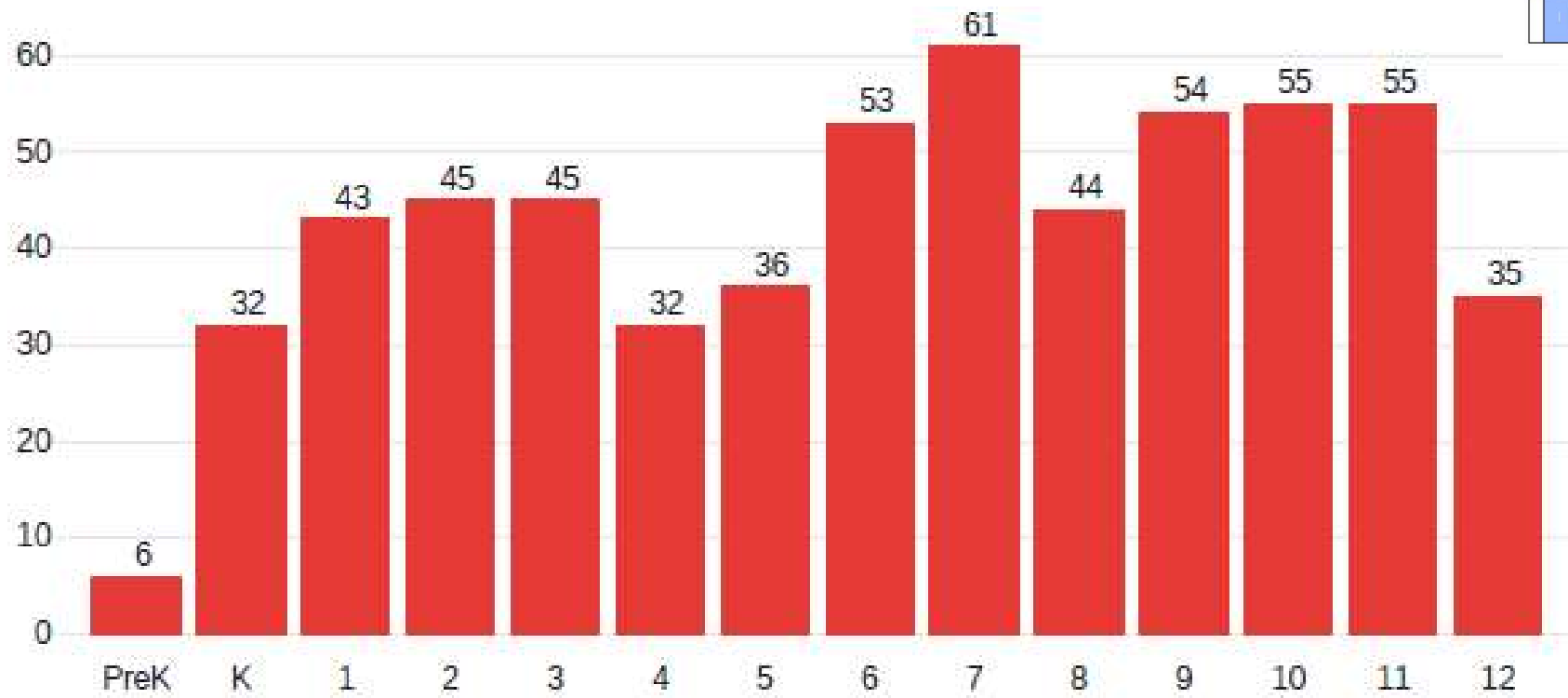
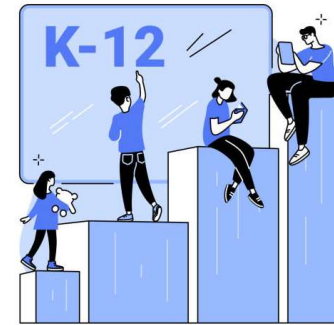
Participant Distribution (606 Responses)



| # | Answer | % | Count |
|---|---------------------|--------|-------|
| 1 | VILLAGE SCHOOL | 28.88% | 175 |
| 2 | INDIAN HILL SCHOOL | 19.97% | 121 |
| 3 | W.R. SATZ SCHOOL | 17.33% | 105 |
| 4 | HOLMDEL HIGH SCHOOL | 33.83% | 205 |
| | Total | 100% | 606 |



Grade Distribution





WHAT DOES THIS DATA SAY

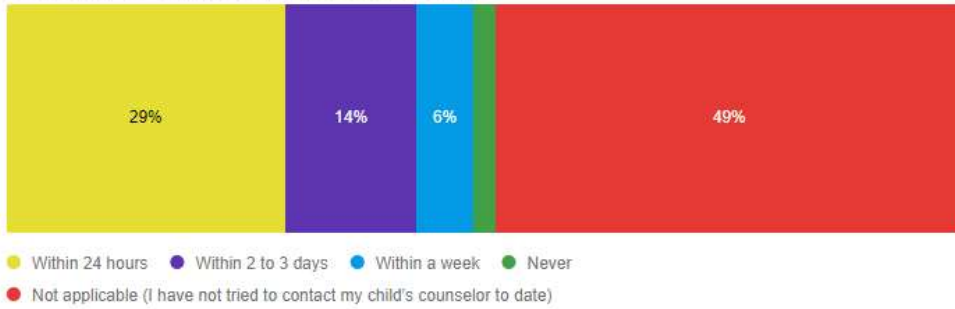
THE BIG TAKEAWAYS

- 1 Our community has a very limited understanding of the **role and function** of our guidance staff and what services are actually available.
- 2 Increased (and more regular) **communication** between the guidance department and our families is needed.
- 3 More attention should be paid towards the needs of students as they go through **transitions** between buildings.

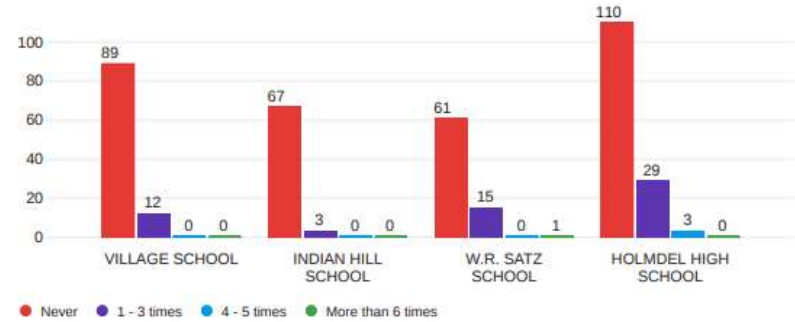
- 4 Parents feel more **support** should be given to HS students in reference to **college** (e.g., admissions, application assistance) and career planning.
- 5 Increased interpersonal (one-on-one) **relationships** between the counselors and students is desired.



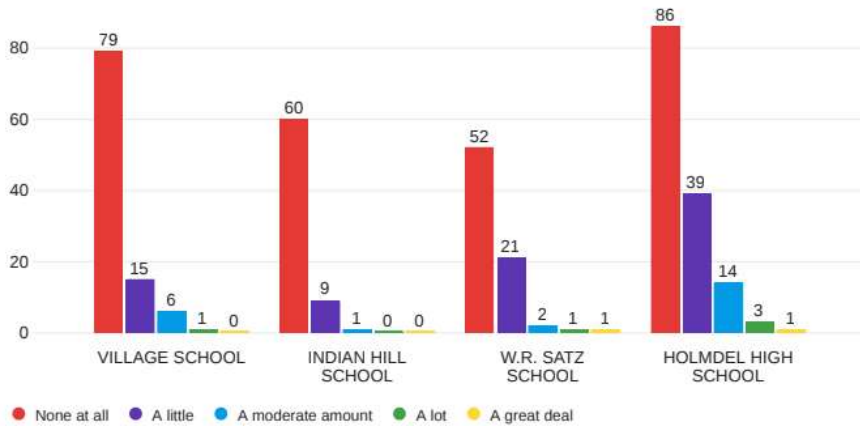
Q5 - In your experience, how quickly does your school counselor respond to emails/phone calls, etc.?



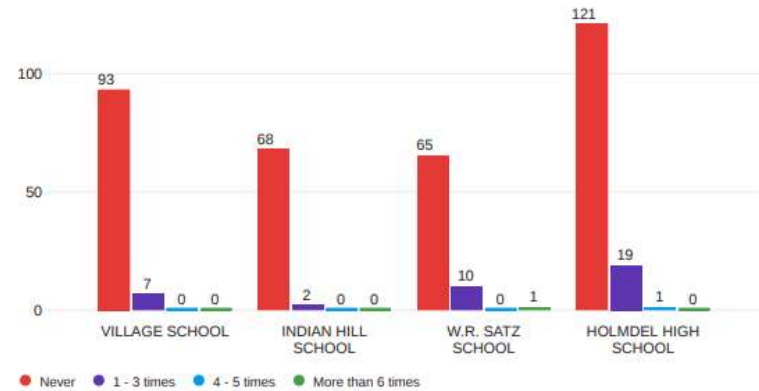
Q17 - Since the beginning of this school year, about how many times HAVE YOU met with your child's counselor for a student/parent conference?



Q16 - On average, how much time do you think you have spent with your child's counselor since the beginning of the school year?



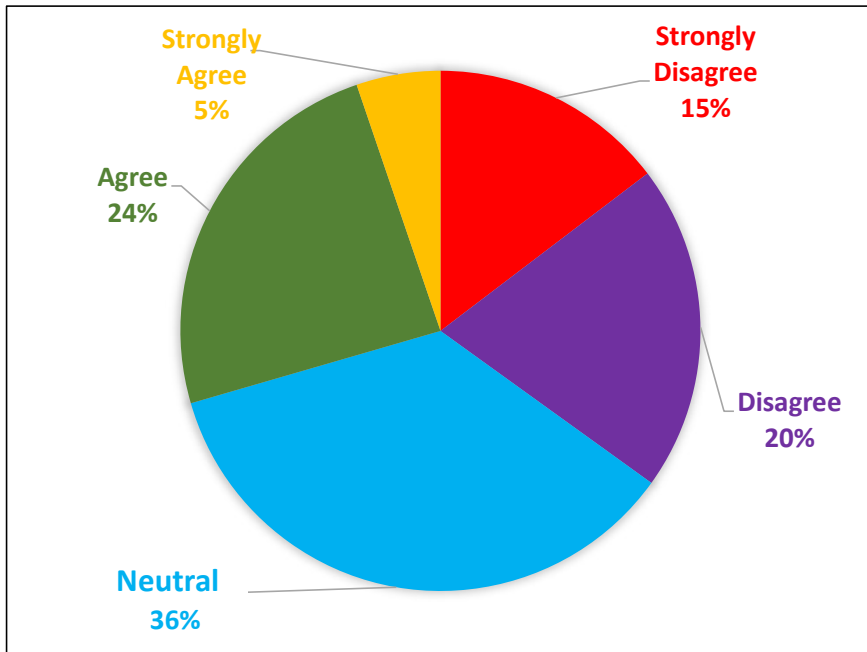
Q18 - Since the beginning of this school year, about how many times HAVE YOU met with your child's counselor for a student/parent/teacher conference?



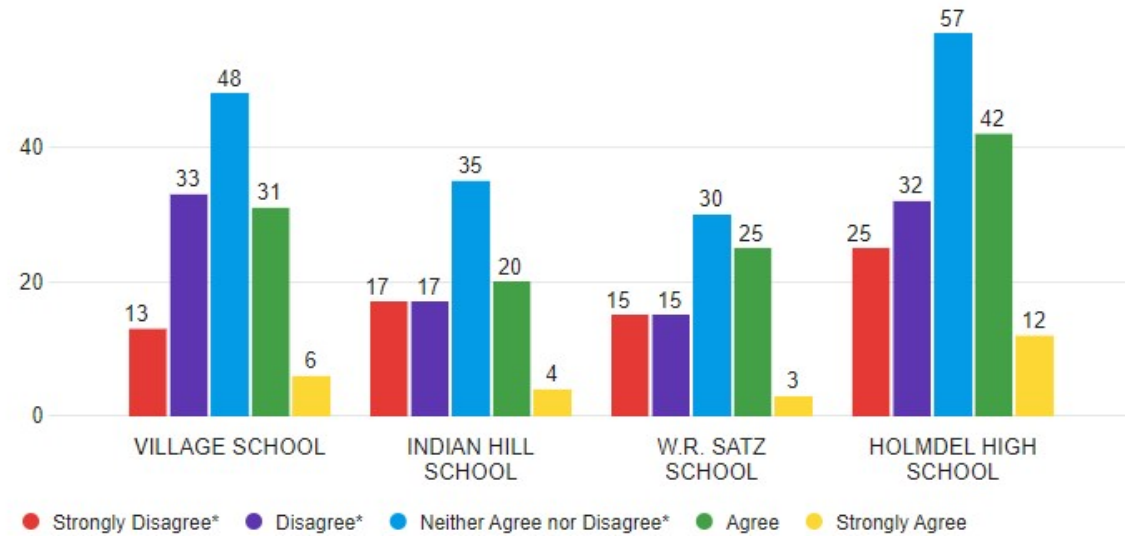
I feel **consistently informed** about the counseling program at your child's school?



DISTRICT VIEW

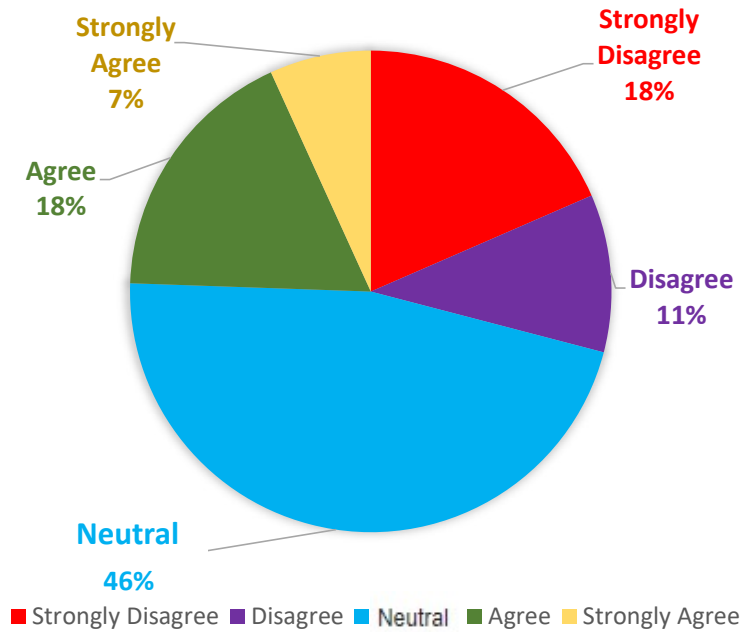


DISAGGREGATED BY SCHOOL

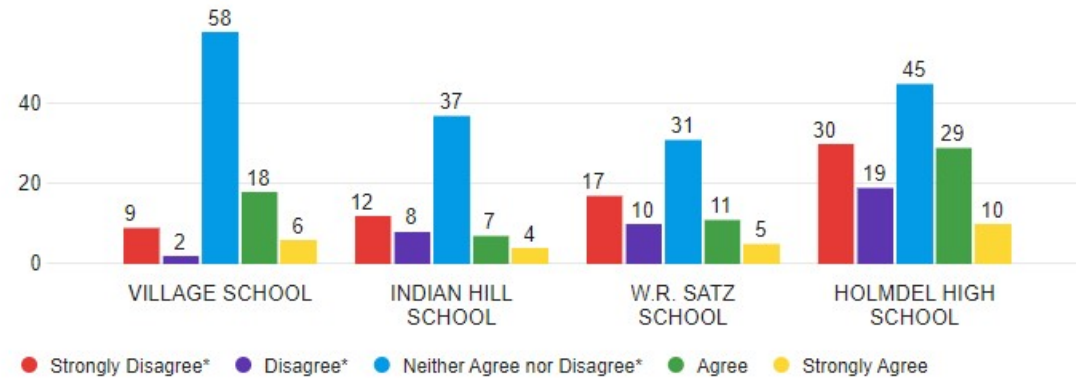


Communication is effective regarding academic needs.

DISTRICT VIEW



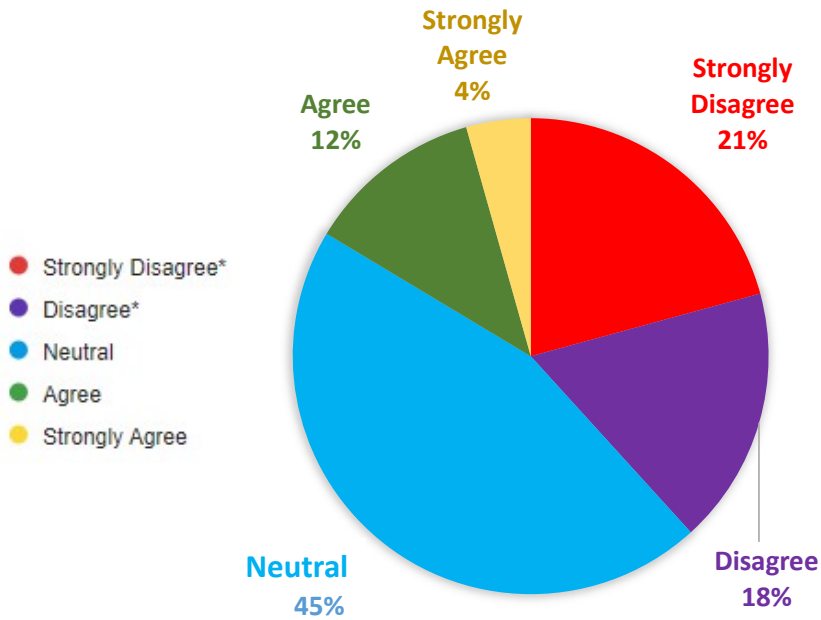
DISAGGREGATED BY SCHOOL



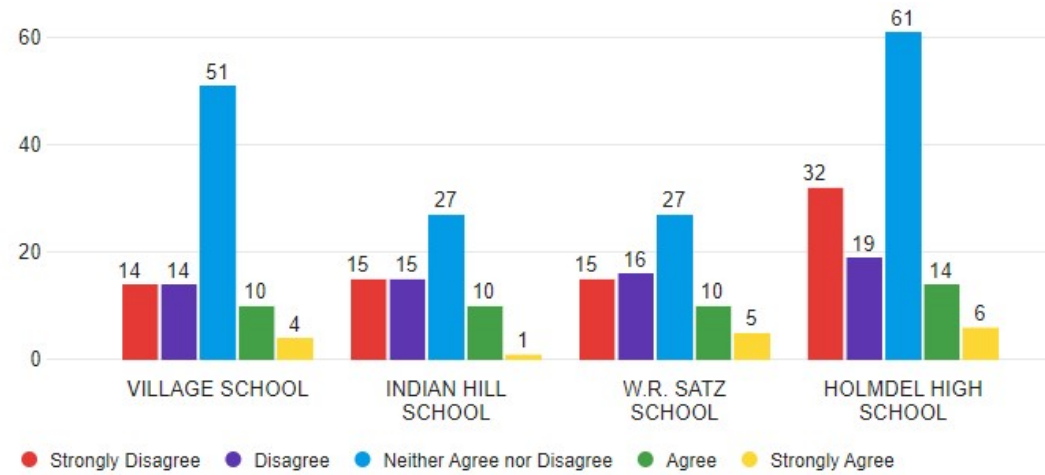


I am aware of services that exist outside of the school setting.

DISTRICT VIEW



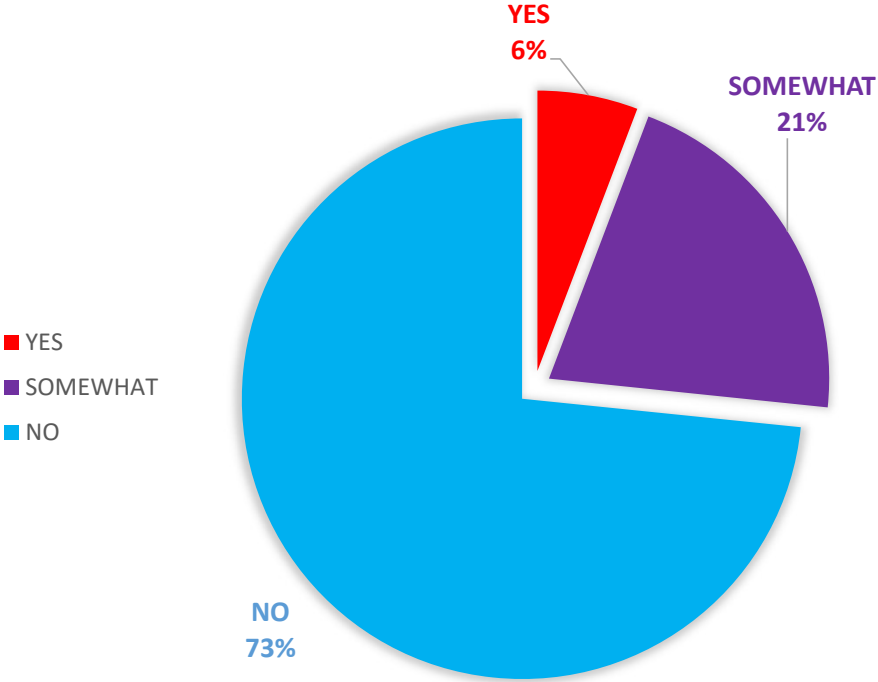
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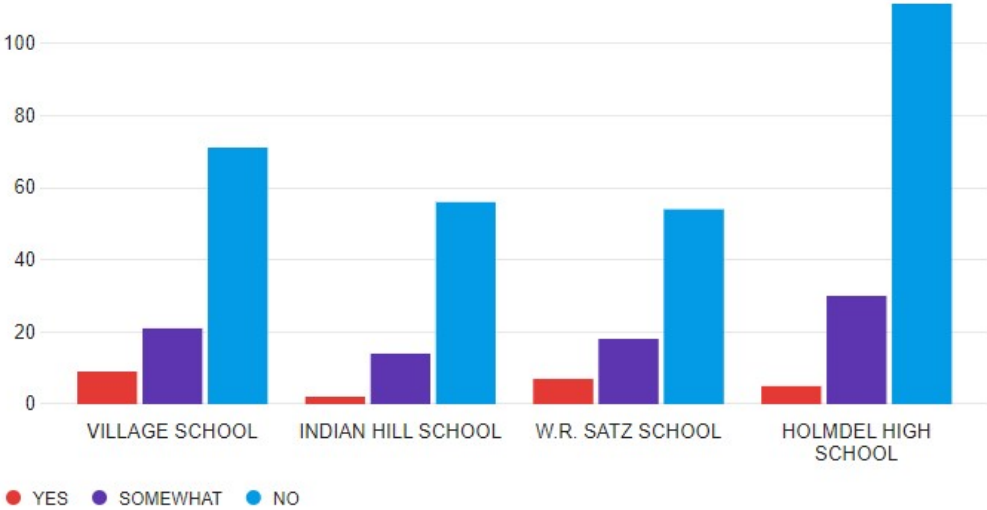
I am aware of the various groups and activities coordinated through guidance?



DISTRICT VIEW



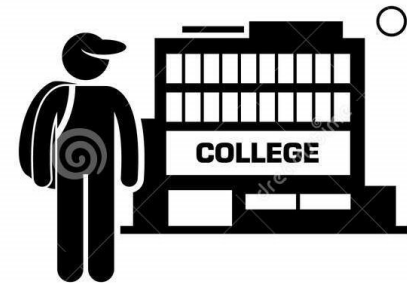
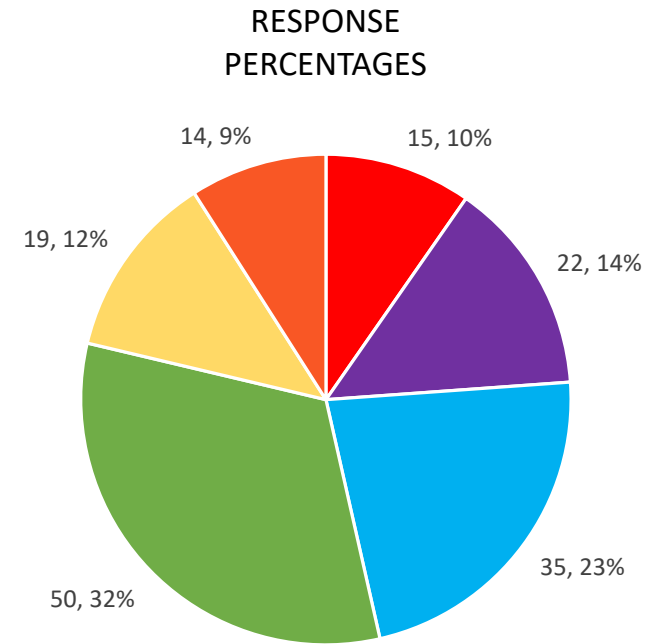
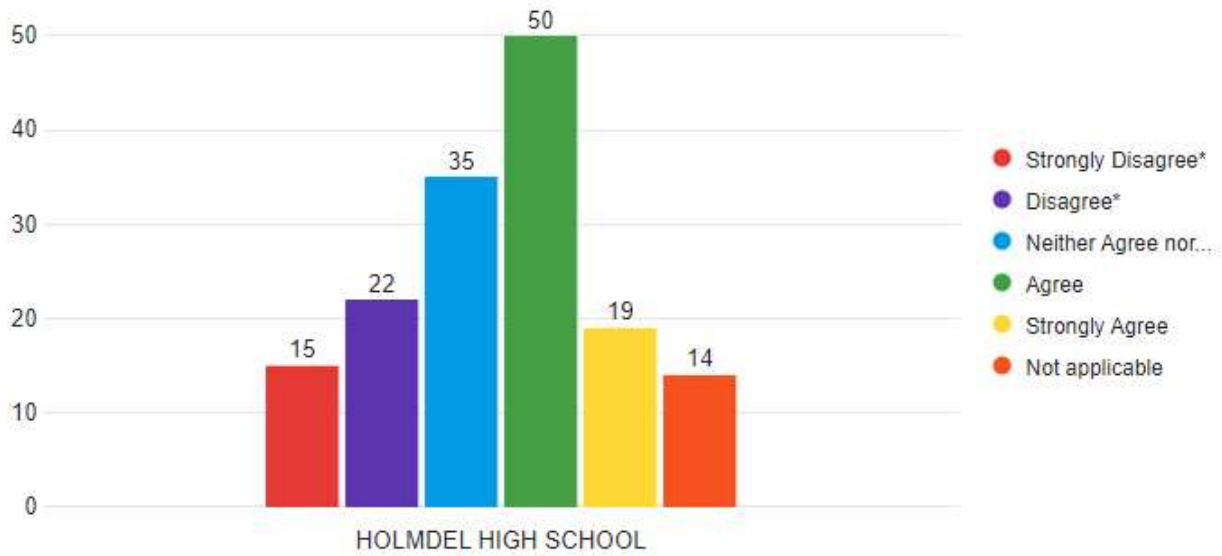
DISAGGREGATED BY SCHOOL



DESTINATION GRADUATION

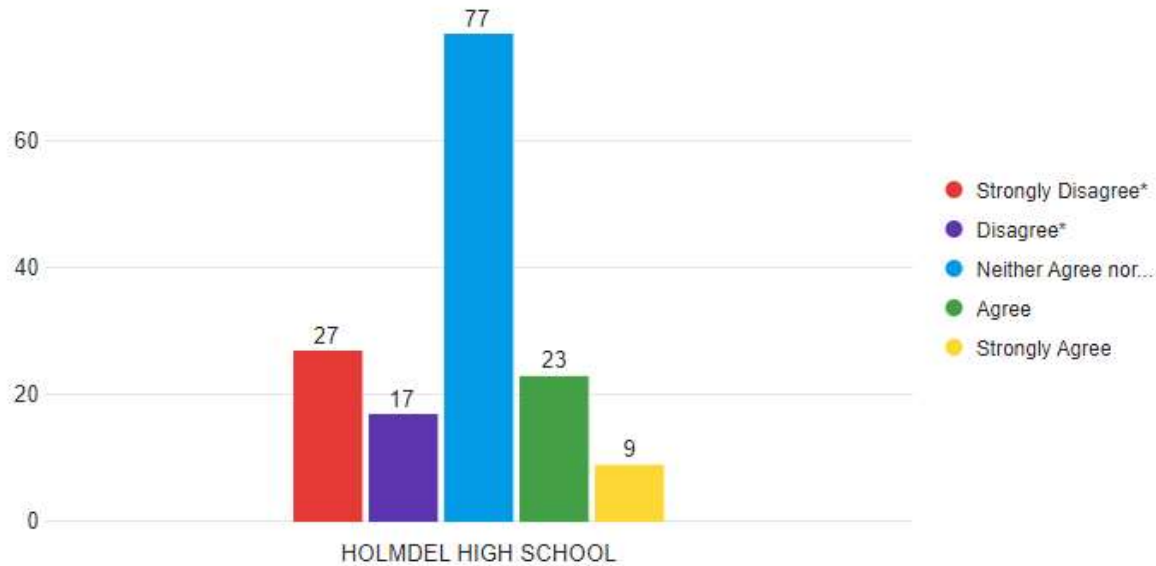


My school counselor has been helpful in navigating my child through the academic courses/requirements necessary for graduation -

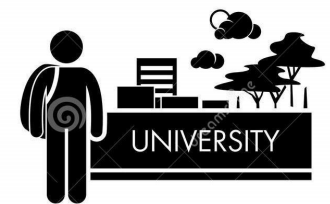
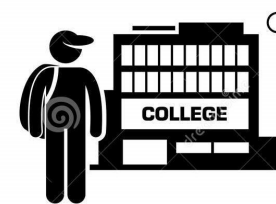
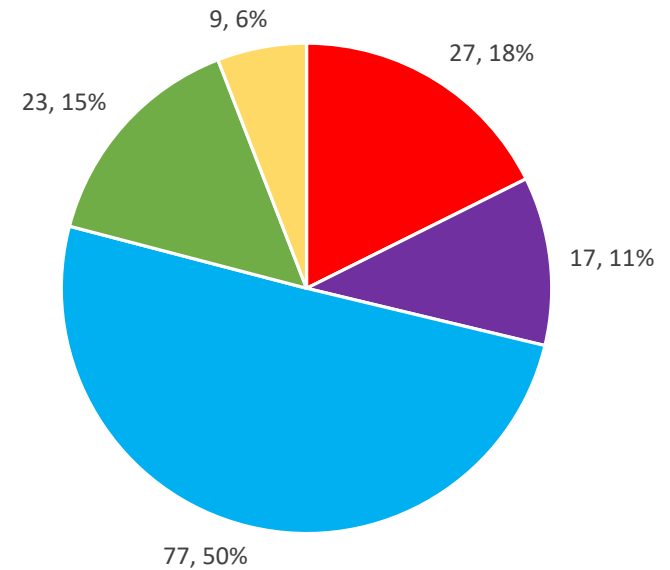


COLLEGE & CAREER PLANNING

I feel my child's school counselor has adequately discussed/assisted my child through the college application process.

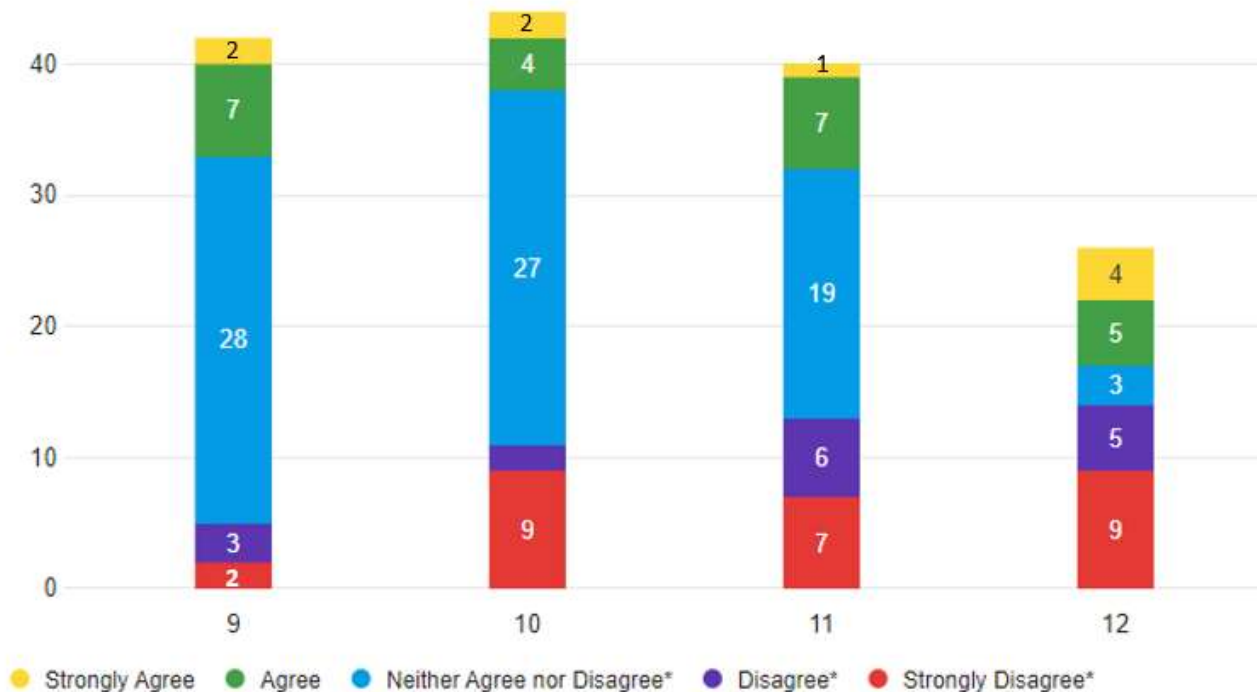


RESPONSE PERCENTAGES



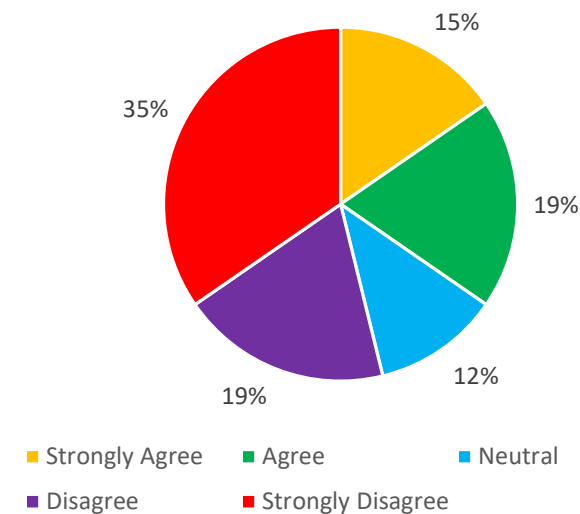
COLLEGE & CAREER PLANNING *Cont.*

I feel my child's school counselor has adequately discussed/assisted my child through the college application process.



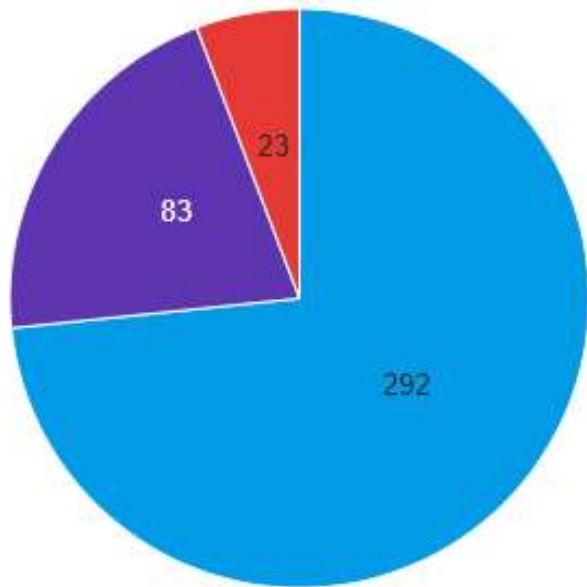
RESPONSE PERCENTAGES

Grade 12

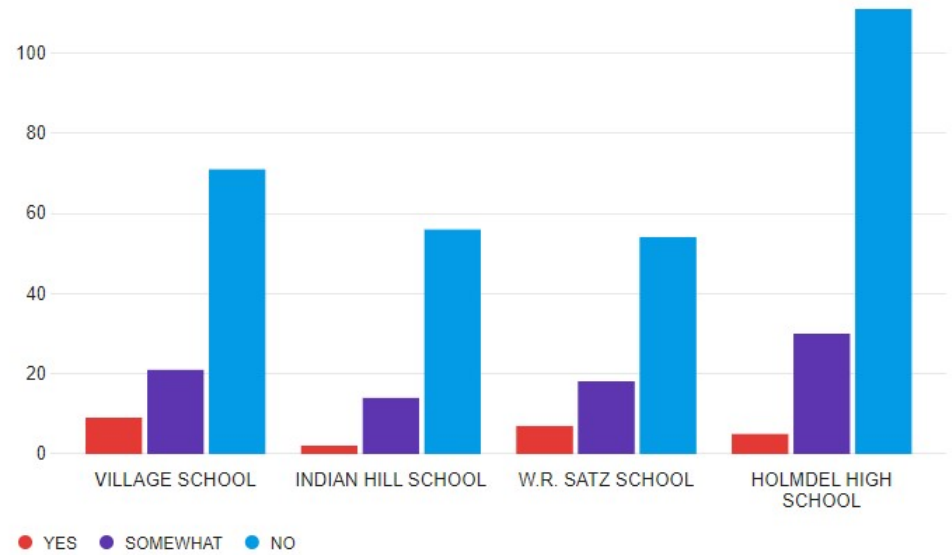




I have a clear understanding of the role and function of the school guidance counselor.



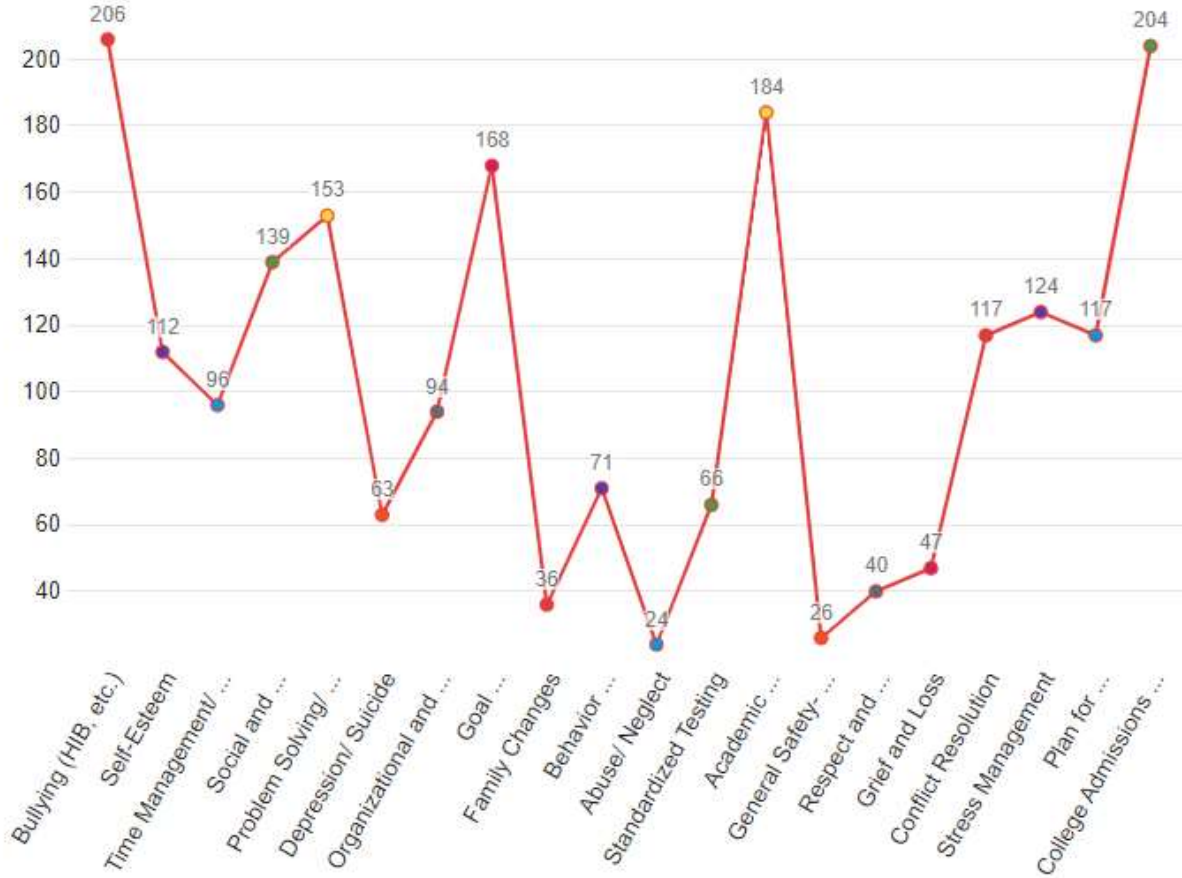
● NO ● SOMEWHAT ● YES



SCHOOL COUNSELING



Select the top 5 topics that you feel a school counselor is responsible for providing guidance and support to/for your child.



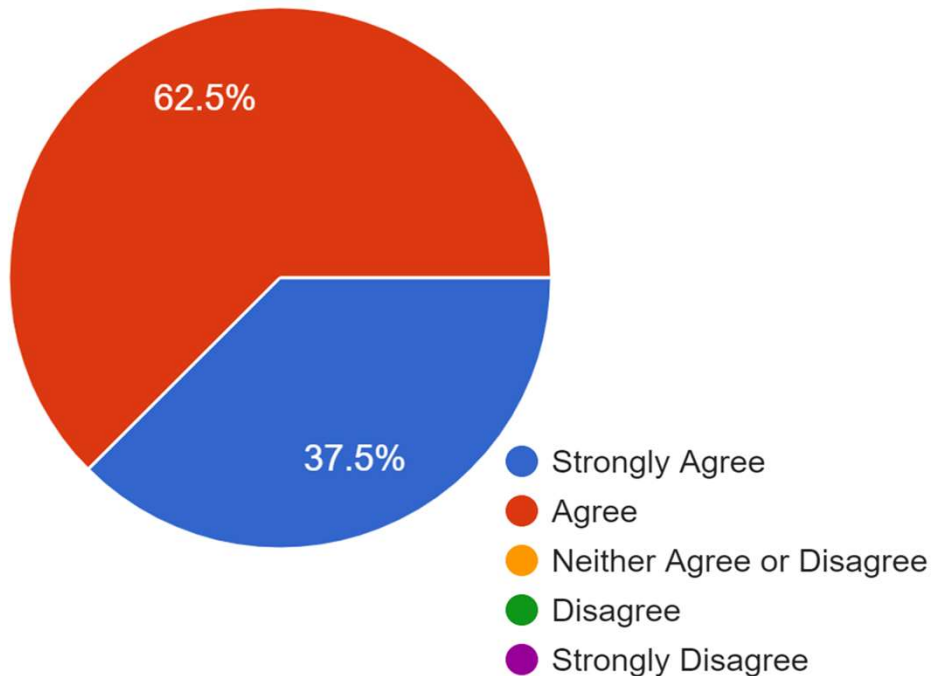
TOP 10

| | |
|---|-----|
| Bullying (HIB, etc.) | 206 |
| College Admissions and Application Process | 204 |
| Academic Achievement Strategies | 184 |
| Goal Setting/Career Planning | 168 |
| Problem Solving/ Coping Skills | 153 |
| Social and Relationship Skills | 139 |
| Stress Management | 124 |
| Conflict Resolution | 117 |
| Plan for post-secondary options (higher education readiness, military, workforce) | 117 |
| Self-Esteem | 112 |

Counselor

survey data

I feel that other assigned tasks/duties interfere with my role as a counselor.



When asked to select topics/areas a school counselor should be responsible for:

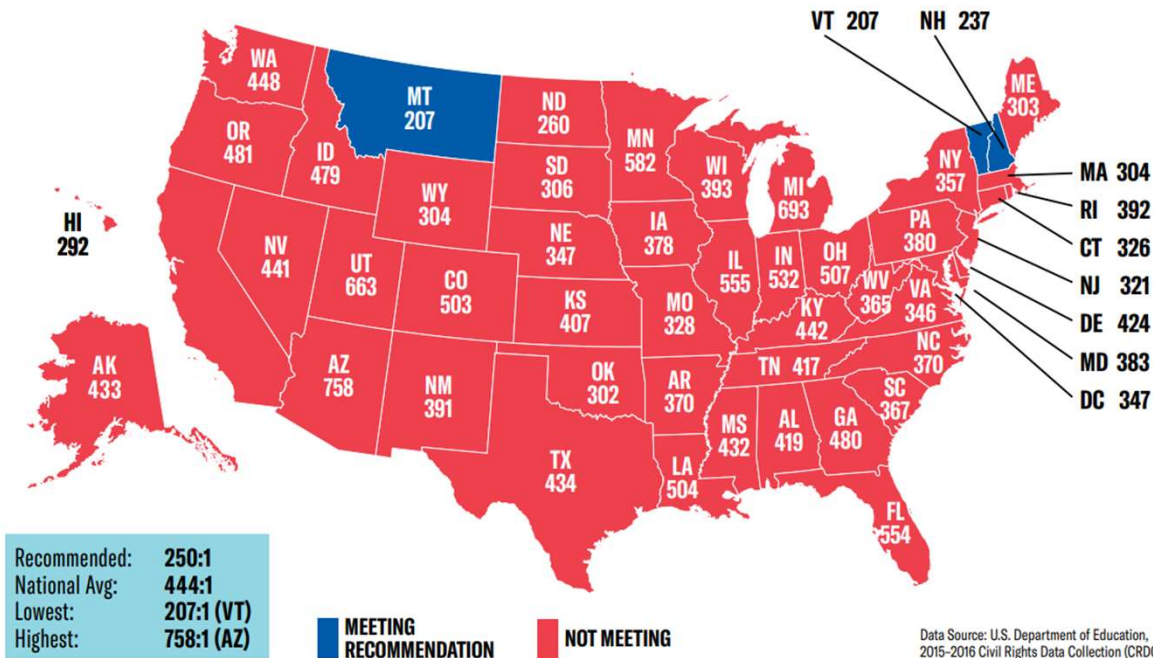
TOP Responses

| |
|---------------------------------------|
| Stress Management |
| Social and Relationship Skills |
| Respect and Cultural Acceptance |
| Conflict Resolution |
| Problem Solving/ Coping Skills |
| Academic Achievement |
| Stress Management |
| Self-Esteem |
| Goal Setting/Career Planning |
| Time Management/Organizational Skills |

Roles and Responsibilities

- Serve as a building rep for parent group meetings (e.g., PSA, PLG, PSA),
- Member of the I&RS committee,
- 504 case management,
- Building's Anti-Bullying Specialist (ABS) and complete all HIB reports,
- Character Ed committee chair (plan bldg wide SEL activities, e.g., week of respect, kindness week),
- School Safety Committee Chair
- Attend IEP meetings
- Bldg/District Crisis Team member
- (HHS) college counseling (including advising and composing letters of recommendation and supporting documents),
- Conduct staff trainings, grade level meetings.
- Assists with building scheduling,
- Providing counseling to students who have disciplinary problems,
- Coordinate student groups (e.g., lunch groups)
- Building Testing coordinator (NJSLA, NJGPA, PSAT, Start Strong, MAP),
- Upload & register students into the testing software, create groupings, check accommodations, train proctors and test administrators, organize & administer make-up testing
- Navigate student social/emotional issues
- Provide risk/suicide assessments
- Set up home-instruction for students
- Works in conjunction with the Holmdel Police Dept. for every CARES form the district receives.
- Sitting in on teacher conferences and/or administrator conferences with parents,
- Provide support to students – when dealing with crisis issues.
- Work with parents on attendance issues (providing counseling to students who are tardy or absent)
- Provide orientation, coordination and academic advising for students.

Student-to-Counselor Ratios



- Village School (1) – 811:1
- Indian Hill School (1) – 657:1
- Satz School (2) – 261:1
- Holmdel High School (5) – 190:1

Data Source: U.S. Department of Education, 2015-2016 Civil Rights Data Collection (CRDC)



Action Plan **SUGGESTIONS**

- 1** Formation of a **School Counseling Advisory Council** which could serve as a representative group of stakeholders that review and advise the implementation of the school counseling program.
- 2** Utilize more **proactive marketing** strategies (e.g., monthly newsletters, informational videos, a stronger online presence through the district webpage, social media networks, counselor websites, etc.) and provide **clearer education** for parents on the counselor's role and functions.
- 3** Provide **additional support** to the guidance staff to release them from administrative and other non-counseling duties so they have more time to dedicate to serving students. This would include providing **administrative leadership** and **governance** to the department
- 4** How students experience **school transitions** was a major takeaway from the survey data (the high school transition in particular was a specific point of concern). More attention and focus towards this particular developmental domain, **student-centered transition planning**, is necessary for all levels (for students academic success and for student socio-emotional well-being).



Questions to ponder



How do we assist families in understanding the counselor's role and function within a comprehensive guidance program?

Given the various responsibilities our counselors incur, how do we ensure their time is redirected to students?

How have surrounding districts addressed issues associated with college/career assistance for students and the college application process?

How do we give stakeholders opportunities to collaborate with and provide feedback to administration about guidance services?

How do we create more opportunities for parents to be able to interact and connect with guidance staff?

How do we inspire parents to reach out to guidance staff and participate in scheduled events?

How do we ensure that students have access, as well as a thorough understanding, of the guidance and mental health services available to them?

How do we safeguard the health and mental well-being of our guidance staff members?

Fin.