



# School Counseling/At Risk-Counseling/ Homeless/Foster/ Regular Education Homebound/504

## Program Evaluation

### School Counseling

#### A. Program Description

- Description of the Program: School Counselors’ work is guided by the framework of the Missouri Comprehensive School Counseling Program and its large components of Academic, Social Emotional, and College & Career Readiness strands. This work is divided into four components: Responsive Services, Individual and Group Counseling, System Support, and the Counseling Curriculum. The School Counselors utilize specialized training to promote the achievement of all students through teaching, counseling, advocacy, facilitation and collaboration. Examples of direct service to students are such things as student mediations, individual counseling, crisis counseling, classroom lessons, parent contact, coordinating programs for students, collaborating with community resources, and connecting families to community resources.

	Number of Counselors	Total Enrollment	Counselor: Student Ratio
Elementary	10	3360	1:336
Middle School	6	1819	1:303
High School	8	2661	1:333
RSA	1	128	1:128
Herndon	1	648	1:648

In addition to the Missouri Comprehensive School Counseling Program components, the School Counselors also serve as the building 504 Coordinators, Regular Education Homebound Coordinators, Grade Level Support Team members, State Assessment Coordinator (elementary/middle school/RSA), Hotline/Children’s division Coordinators, and a Building Crisis Team member.

- Budget Information:  
The current budget for the Counseling Department is \$7,950.00. These funds are allocated to paying for counselors to attend the Missouri School Counseling Association’s annual state conference, purchase supplemental curriculum materials, and crisis supplies.
- Date Reviewed:
  - September 29, 2022 - October 25, 2022
- Program Personnel Responsible:
  - Dr. Robert Cordell, Director of Student Services
  - Mrs. Erika Miller, Counselor at SHS and K-12 District Counseling Coordinator
  - Ms. Michele Eagle, Director of Family Support Services & Assessment



- Evaluators:

- Dr. Robert Cordell, Director of Student Services

**B. Goals/Objectives**

- Current Program Goals and/or Objectives:

The goal of school counselors is to provide support for all students to reach their full potential through the comprehensive counseling program of academics, personal/social skills, and career planning/goals. School counselors work collaboratively with all school staff to encourage academic success, personal growth and social responsibility for productive and informed citizens in the 21st century.

**C. Data and Information:**

- Data Used to Evaluate Program:

- Student to counselor ratio, students with 504 plans, number of Columbia - Suicide Severity Rating Scales (C-SSRS), Referrals to Family Support Services, counseling calendars (classroom lessons, small groups, individual counseling), hotlines made, attendance data, referrals to community agencies with district MOUs, number of Homeless Children & Youth, Numbers of Foster students.

- Analysis of Strengths:

- Counselors have been focused on addressing the mental health needs of students since the Pandemic impacted schools. They have provided integral support to students and families through their ability to connect with students, provide mental health support, make referrals and connect students to appropriate community resources, and assist in reintegration into a 'normal' school environment this year.

- Analysis of Needs for Improvement:

- The goals for counselors moving forward is to revise prioritized standards which were last revised in 2016-2017, to better reflect the current status of our students following the pandemic and align with MSIP VI. With a strong Tier 1 counseling instructional program, research indicates students attendance, grades, and overall well-being improves.
- Counselors need a software program (e.g. Project Education) to record, quantify, and provide actionable data to utilize during DRT on a regular basis in order to evaluate their effectiveness, provide interventions to students, and guide students in their post-secondary plans.

**D. Direction:**

- Recommendations:

- It is recommended the District evaluate the student to counselor ratio across the district to identify those buildings which would benefit from increased staffing to better address students' needs and more fully implement the Missouri School Comprehensive Counseling Program. The current Missouri School Improvement Program (MSIP) recommended ratio is 1:250.
- It is recommended the District budget for Project Education for on-going data collection.

**E. Submitted By:**

- Dr. Robert Cordell, Director of Student Services

## At-Risk Counseling

### A. Program Description

- Description of the Program:

The Raytown C-2 School District has established multiple agreements with community agencies since the start of the 2019-2020 school year. Currently, the district has MOUs (memorandum of understanding) with the following organizations:

- **CAPA:** School Based Counseling and Support Services - provides on-site counseling to children during the day, individualized home visits, guidance and support services for teen moms, family counseling, parenting prevention education training, and educator professional development on abuse, neglect, and mandatory reporter training.
  - CAPA provides this counseling free of charge to families and can meet either at school with the student or at their facility.
- **ReDiscover Mental Health:** Provides assessment, crisis prevention/intervention, and counseling to students of all grades with anxiety, stress, peer or family problems, substance use, depression, discipline problems, bullying, violence, and suicide risk.
  - Currently ReDiscover provides two school based-clinicians who are housed at Spring Valley and Laurel Hills.
  - Additionally, ReDiscover Mental Health caseworkers are allowed to provide service to students at school with administrator approval.
- **Preferred Family Health:** Provides the STEP-UP program in partnership with Raytown High, Raytown South High, and Raytown South Middle. A full-time therapist is on site at each building to serve families who might struggle to get mental health services for their child, whether it be due to lack of insurance or transportation hurdles, and are offered regular weekly counseling appointments free of charge.
- Budget Information:

The only costs for these services are incidental costs the district absorbs such as office space, access to the internet, phone, and office supplies as needed.
- Date Reviewed:
  - October 25, 2022
- Program Personnel Responsible:
  - Dr. Robert Cordell, Director of Student Services
- Evaluators:
  - Dr. Robert Cordell, Director of Student Services

### B. Goals/Objectives

- Current Program Goals and/or Objectives:



- The program goals are to reduce the barriers to access and stigma associated with seeking mental health counseling for our students and families. By providing services on-site in the district, barriers are removed for families who struggle with connecting to mental health services due to lack of employment, insurance, transportation, etc. All three agencies have now established locations within the Raytown C-2 School District to better serve our community.

**C. Data and Information:**

● Data Used to Evaluate Program:

- Monthly/Quarterly reports from each agency which indicate the numbers of students and/or families served.

● Analysis of Strengths:

- These programs have reduced the amount of wait time our families have between identification of a need for mental health services and for services to begin. These partnerships have been integral in providing a level of sustained therapy for students as a part of a comprehensive support plan when a student has been in crisis. Without some of these services, our students would have been unable to return to school as quickly from a mental health crisis. The average wait time for services to start within the community is up to six weeks, but students are often able to start within days.

● Analysis of Needs for Improvement:

- The district continually partners with these community agencies to find ways to improve and expand the services offered within our partnership.

**D. Direction:**

● Recommendations:

- The district should continue to partner with our current community partners and expand the services as staffing levels allow.
- The district should seek partnerships with or resources for hiring at least one school psychologist to support the assessment of students in a mental health crisis or who are a threat to others.

**E. Submitted By:**

- Dr. Robert Cordell, Director of Student Support Services

## Homeless (McKinney-Vento)

### A. Program Description

- Description of the Program:

The McKinney-Vento Homeless Assistance Act outlines the definition of who is considered homeless and, therefore, eligible for the rights and protections it provides. The guiding phrase of the definition states that children and youth who “lack a fixed, regular, and adequate nighttime residence” are considered homeless.

The definition then specifies some living arrangements that would be considered a homeless situation due to not meeting the fixed, regular, and adequate standard. Examples include:

- children and youth who are sharing the housing of others due to loss of housing, economic hardship, or a similar reason;
- children and youth who are staying in a motel or hotel due to lack of adequate alternative accommodations;
- children and youth who are living in an emergency or transitional shelter;
- children and youth who are living with a relative who is not the biological or legal parent/guardian; and many other situations.

The role of the Homeless Liaison is to ensure homeless children and youths are enrolled in school and have a full and equal opportunity for success. This is accomplished through ensuring families and youths understand their rights to immediate enrollment, access to transportation, and access to and receive educational services for which they are eligible.

If families, children, or youths are found to be homeless, the McKinney-Vento Act provides rights to students and parents who are considered homeless:

- homeless students who move have the right to remain in their schools of origin (i.e., the school the student attended when permanently housed or in which the student was last enrolled, which includes preschools) if that is in the student’s best interest;
- if it is in the student’s best interest to change schools, homeless students must be immediately enrolled in a new school, even if they do not have the records normally required for enrollment;
- transportation must be provided to or from a student’s school of origin, at the request of a parent, guardian, or, in the case of an unaccompanied youth, the local liaison;
- homeless students must have access to all programs and services for which they are eligible, including special education services, preschool, school nutrition programs, language assistance for English learners, career and technical education, gifted and talented programs, magnet schools, charter schools, summer learning, online learning, and before and after-school care;
- unaccompanied youths must be accorded specific protections, including immediate enrollment in school without proof of guardianship; and
- parents, guardians, and unaccompanied youths have the right to dispute an eligibility, school selection, or enrollment decision.



- Budget Information:

As part of Federal Programs, Title I, the district is required to set aside a certain amount of money to assist with homeless students and youth. There are strict requirements under the Federal Program guidelines regarding the usage of these funds. This year the Title I set aside is \$45,000.

The District was awarded a competitive three-year Education for Homeless Children & Youth Grant at the beginning of the 2020-2021 school year. The award amount for each year was \$128,000. The 2022-2023 school year is the final year for this grant period. Funding from this grant has paid for one FTE for the purpose of serving as the Homeless Case Manager. The Homeless Case Manager communicates regularly with families who schools have difficulty connecting with, can identify barriers the family may have which impede a student's attendance, and can provide verification of homeless status and referrals to outside agencies to assist with housing.

The grant monies have allowed the Family Support Services office to provide our families with resources above and beyond what Title I funding could provide. This became vitally important during the pandemic when we saw our highest number of homeless children and youth and families with the greatest need. The grant also provided books to every student through an annual book fair, has provided for dual credit college tuition, and ongoing school supplies and hygiene items throughout the year for families. This year, tutoring will be provided through the grant for elementary homeless students.

The district applied for and was awarded the ARP-HCY I grant in the amount \$100,127.46 to hire additional staff for enrollment. The focus was on families who were traditionally late enrollees after the first day of school, as well as those families who have a history of being in transition. These funds were used for the 2022-2023 school year and will be available to use in July and August for the start of the 2023-2024 school year.

In addition, the district accepted the ARP-HCY II grant award based upon the district's Title I eligibility in the amount of \$68,562.00. These funds will be held and used for funding the Homeless Case Manager position for the 2023-2024 school year if unable to be awarded the three year HC&Y grant from the state.

The largest expense associated with homeless services is transportation. Under the McKinney-Vento Act, students may attend the district of origin or residency. The federal government requires districts to pay transportation for students deemed homeless by our district who are not currently residing in our district. This includes students in temporary placements such as shelters, and students who begin attending our district but then are later displaced to other districts. Transportation costs are split with the district of residence. This is an unfunded mandate and is not reimbursable by the state or federal government. During the 2021-2022 school year, the Family Support Services office was responsible for arranging cab transportation for 175 students. The total budget spent on transportation during 2021-2022 was \$620,860.33.

- Date Reviewed:

- September 29, 2022- October 25, 2022

- Program Personnel Responsible:

- Ms. Michele Eagle, Director of Family Support Services & Assessment (BOE approved Homeless Liaison)



- Mrs. Alicia Benazzi, Homeless Case Manager
- Mrs. Tiana Kelley-Sims, Homeless Case Manager/Federal Programs Secretary
- Mrs. Aimee Meyer, Secretary to Director of Family Support Services & Assessment

● Evaluators:

- Ms. Michele Eagle, Director of Family Support Services & Assessment (BOE approved Homeless Liaison)

**B. Goals/Objectives**

● Current Program Goals and/or Objectives:

The goals and objectives are outlined by the Every Student Succeeds Act of 2015 and the ten essential functions related to the duties and responsibilities of the board approved Homeless Liaison which must be reported to DESE each year. The overarching goals are to identify homeless children and youth, ensure that barriers to enrollment are removed, access and stability for school is maintained, and they are able to have a full and equal opportunity to succeed in school, and participate as equally as their housed peers.

● Additional Goals and/or Objectives:

- The district should continue to assess and identify needs of our homeless students and youth in order to meet their needs as they increase or change.

**C. Data and Information:**

● Data Used to Evaluate Program:

- Homeless enrollment data
- Transportation data
- Budget data

● Analysis of Strengths:

- The Family Support Services department continues to provide families referred as McKinney-Vento families with the dignity and support needed to focus on school stability.
- Monthly attendance meetings serve as a regular conduit to identify and address barriers to attendance.
- The additional enrollment help hired by the Family Support Services office which specifically targeted historically slow to enroll families or families who were often in transition increased the number of students in a seat for the first day of school.

● Analysis of Needs for Improvement:

- Building staff need to have more professional learning and/or resources provided to them in order to more fully understand and support McKinney-Vento students.
- Secretaries need more training to respond to and refer families based upon daily interactions with families via phone or in person.

**D. Direction:**

● Recommendations:

- The district should reapply for the Education of Homeless Children and Youth grant again which opens for the 2023-2024 school year.
- The district should explore the option of finding district funds to pay for a Homeless Case Manager should the grant not be awarded again in the next competitive cycle.



**E. Submitted By:**

- Ms. Michele Eagle, Director of Family Support Services & Assessment (BOE approved Homeless Liaison)



## Foster

### A. Program Description

- Description of the Program:

The Every Student Succeeds Act put in place educational stability provision for all foster students, including requirements for each district to identify a Foster Liaison for the district. The duties of the Foster Liaison are to conduct a best interest determination (BID) when any caseworker or foster placement provider seeks to enroll a foster student in the district or when a foster student's placement changes. The BID looks at numerous factors such as school of origin, placement of siblings, permanency plans, special programs a student may be enrolled in, and distance from the school or origin. The results from the BID could mean a student who is placed outside of the district is still eligible and approved to remain in the district. This also means the district may have to make arrangements for or agree to share transportation costs with the district of residence or the Children's Division.

- Budget Information:

Foster care transportation is an unfunded mandate. The district currently operates with an MOU with Jackson County Children's Division when transportation is needed. At times, transportation agreements are made during a BID with area districts or contract foster agencies. Title I has been able to set aside \$15,000 for foster transportation during the 2021-2022 and 2022-2023 school years.

- Date Reviewed:

- October 25, 2022

- Program Personnel Responsible:

- Ms. Michele Eagle, Director of Family Support Services & Assessment (BOE approved Foster Liaison)

- Evaluators:

- Ms. Michele Eagle, Director of Family Support Services & Assessment (BOE approved Foster Liaison)

### B. Goals/Objectives

- Current Program Goals and/or Objectives:

- The current goals are to ensure foster student's best interests are considered for enrollment and they have immediate enrollment in school.
- Continue to provide foster students with more targeted support by counselors to aid in goal setting and ensuring they are connected with appropriate resources.

### C. Data and Information:

- Data Used to Evaluate Program:

- SISK12 enrollment data

- Analysis of Strengths:

- The foster program keeps the best interest of students in the forefront when making decisions about enrollment, focusing on school stability, resources, and social emotional impact.



- Analysis of Needs for Improvement:

- The Foster Liaison is currently the only person who is trained and able to conduct a BID. There are times when a student is presented for enrollment and the BID process is delayed due to scheduling and availability to conduct the BID, thus putting the district at risk for not providing immediate enrollment to the foster students.

**D. Direction:**

- Recommendations:

- It is recommended that an additional staff member be identified to support the foster BID process to ensure we remain compliant with the immediate enrollment of foster students.

**E. Submitted By:**

- Ms. Michele Eagle, Director of Family Support Services & Assessment (BOE approved Foster Liaison)

## Homebound

### A. Program Description

- Description of the Program:

Homebound Instruction is designed to provide continuity of educational services between classroom and health care provider/facility, for students whose medical needs, either psychiatric or physical, which prevent school attendance for a limited period of time. Homebound instruction may be used to supplement the classroom program for students with health impairments whose conditions interfere with daily school attendance. Homebound instruction is not intended to replace school instruction and is by design temporary. While no specific number of days can be set due to the many complex situations that arise for students, instruction should take place in the school setting to the fullest extent possible. The student's inability to attend school for medical reasons, both physical and psychiatric, must be certified by a licensed physician or licensed clinical psychologist.

- Budget Information:

The monies from this budget are used solely to pay the salaries of teachers who have chosen to serve as homebound teachers for these students. Due to the pandemic and the rise in virtual education, the cost and number of students requiring homebound services has been minimal. For the 2022-2023 school year we have only one student currently seeking homebound services.

- Date Reviewed:

- October 25, 2022

- Program Personnel Responsible:

- Building counselors serve as the building homebound coordinator
- Ms. Michele Eagle, Director of Family Support Services & Assessment (District Homebound Coordinator)

- Evaluators:

- Ms. Michele Eagle, Director of Family Support Services & Assessment (District Homebound Coordinator)

### B. Goals/Objectives

- Current Program Goals and/or Objectives:

- Continue to provide homebound services for those students whose mental or medical health issue prevents them from attending school for a limited amount of time.

### C. Data and Information:

- Data Used to Evaluate Program:

- SISK12
- Budget information

- Analysis of Strengths:

- The regular education homebound program fills a gap for students who have an unexpected mental health or medical condition and assists with maintaining connection and continuity with the in person learning while at home.



- Analysis of Needs for Improvement:

- Regular education homebound needs to be included, discussed, and embedded into district practices in regard to potential interventions and support for students.

**D. Direction:**

- Recommendations:

- Request professional learning time to discuss the process for accessing regular education homebound services.

**E. Submitted By:**

- Ms. Michele Eagle, Director of Family Support Services & Assessment

## Section 504

### B. Program Description

- Description of the Program:

Section 504 includes general education accommodations in order to provide a free and appropriate public education (FAPE) to all students with disabilities in preschool, elementary and secondary levels.

Section 504 defines a person with a disability as anyone who:

- 1) Has a physical or mental impairment which substantially limits a major life activity
- 2) Has a record or history of an impairment which substantially limits a major life activity
- 3) Is regarded as having an impairment which substantially limits a major life activity.

Most students found eligible for services under Section 504 are eligible for accommodations which are a reasonable change to educational programming that does not fundamentally change or alter the content, curriculum, or activity. It is designed to help the student access the learning equally, in comparison to non-disabled peers. Accommodations are selected based on the students' diagnosis and must be directly correlated to the limitation that exists as a result of the diagnosis. Commonly discussed accommodations would be timing accommodations for assignments, breaks, preferential seating, testing accommodations, etc.

Currently there are 200 students eligible under Section 504 in the district.

- Budget Information:

The district has purchased software called Project 504 to maintain compliance with district and legal guidelines at the annual cost of \$1575.00.

- Date Reviewed:

- October 25, 2022

- Program Personnel Responsible:

- Building Counselors
- Ms. Michele Eagle, Director of Family Support Services & Assessment (District 504 Coordinator)

- Evaluators:

- Ms. Michele Eagle, Director of Family Support Services & Assessment (District 504 Coordinator)

### B. Goals/Objectives

- Current Program Goals and/or Objectives:

- The goal of Section 504 is to ensure that students with a mental or physical impairment which substantially limits a major life activity have equal access to the educational environment as their average aged peers.
- The district also has a goal of maintaining compliance with the Section 504 process by ensuring Counselors have the necessary tools, training, and support to properly identify, plan, and support students found eligible under Section 504.



**C. Data and Information:**

● Data Used to Evaluate Program:

- Project 504 data
- SISK12 data

● Analysis of Strengths:

- In general, building 504 coordinators (counselors) have a strong understanding of the process related to responding to a 504 referral request, the 504 evaluation process, creating a FAPE (free appropriate public education) plan for students, and initiating the 504 with teachers.

● Analysis of Needs for Improvement:

- The Section 504 building coordinators (counselors) require more regular time to participate in professional learning around Section 504, disabilities, and accommodations.
- The process for determining eligibility under Section 504 is currently led through the lens of twenty-six counselors which could generate a perception that eligibility under Section 504 is not a standardized process, but rather based upon the building in which a student is enrolled.

**D. Direction:**

● Recommendations:

- It would benefit the district to have a more highly qualified staff member facilitate initial eligibility meetings to ensure standardized procedures are followed, but more importantly, that there is equitable access across the district based upon eligibility criteria.

**E. Submitted By:**

- Ms. Michele Eagle, Director of Family Support Services & Assessment (District 504 Coordinator)