

SAN DIEGO UNIFIED SCHOOL DISTRICT

Date: April 5, 2016

To: High School, Middle School and K-8 Principals

Subject: **SCHOOL COUNSELOR EARLY AUGUST RETURN EXPECTATIONS**

Department and/or Persons Concerned: High School Administrators, Head Counselors, and School Counselors

Due Date: April 27, 2016

Reference: Administrative Procedure 4705, Placement/Articulation, 9-12
Administrative Procedure 4770, Graduation from Senior High Schools
Course of Study, K-12

Action Requested: Review guidelines for expected use of additional counselor hours at the school site during the specified time in August 2016. Return completed “School Counselor Early Return Site Plan” form to the Office of Secondary Schools no later than April 27, 2016

Brief Explanation:

The Budget Office will provide pro-rata compensation for Middle School, K-8 and High School Counselors to return to their sites prior to the August 24, 2016 credentialed staff return date, according to the allocation rates indicated below. The allocation is not part of the school’s Site Based Budget and will be documented through time cards completed by each school with a budget code provided by the Budget Office.

High School and Atypical Schools with more than 300 students	32 hours pro-rata Aug. 18, 19, 22, 23
Middle School, K-8 and Atypical or Alternative Schools with fewer than 300 students	16 hours pro-rata return August 22, 23

School Counselors will be accountable to carry out specific activities to assure that students receive correct programs the first day of school and that graduation requirements are completed so that eligibility for graduation is assured. These activities extend beyond the traditional return-to-school expectations, and must be carried out during a time established collaboratively with the principal. Principals may choose to have the counselors work full 8-hr days or work more 4-hr days. The specific plan for using these funds will be documented by the principals on the attached “School Counselor Early Return Site Plan” form (Attachment 1) and submitted to the Office of Secondary Schools Program Manager, Francisca Del Carmen-Aguilar no later than April 27, 2016. This will give school counselors an opportunity to plan for availability. If a counselor chooses NOT to return during the specified time, or a counseling vacancy exists, another counselor on the school site can carry out the responsibilities for that counselor’s caseload, completing the hours of service beyond those provided to his/her own caseload. Arrangements for this transferred responsibility must be made in advance and documented on the School Counselor Early Return Site Plan form. The responsibilities must be carried out by a credentialed counselor from that site.

Alternative Schools—ALBA, Garfield, Home Hospital, Riley/New Dawn, Twain (Main, Mira Mesa, Morse)—will receive differentiated instructions so that they connect with their “feeder” schools and deliver services to probable alternative referrals, meeting with families. 8 hours at their alternative school and 8 at their feeder sites are suggested.

Rationale:

Counselors are accountable for making sure their students complete graduation requirements; remediate D’s and F’s for graduation and college eligibility; and make sure each student has a full, correct program the first day of school. School counselors need uninterrupted time to conduct Academic Reviews which will include grades for courses taken in Spring and Summer 2016. Program adjustments will include communicating with families, especially when initial course requests must be changed due to impaction or class balancing. Many schools have a significant number of new enrollees during the three weeks prior to the opening of school, which requires securing transcripts, academic reviews, course selection and section balancing. Without early return compensation, counselors would experience difficulty in conducting accurate evaluations with the volume of work that exists after credentialed staff return. With the increase in rigor in graduation requirements in the Class of 2016 and beyond, this Academic Review is critical. Interventions must be put in place prior to the opening of school, so that students begin the year on a positive note. This requires many communications with the home, as well as collaboration with Special Education and English Learner staff to make sure placements are correct according to IEP’s and EL guidelines. Although grade level orientations may be a part of this early return, the primary intent is to have an accurate Academic Evaluation for each student, grades 6-12. These Academic Reviews will be maintained in a notebook which is available to other counselors, administrators, EL support staff and Special Education staff.

Comprehensive school counselors will follow the timeline in their Secondary School Counselor/Registrar Handbook to carry out the following activities:

- Evaluate each student’s progress toward meeting graduation requirements through examining and updating transcripts, using the “UC ‘a-g’ for All” Academic Review and Graduation Requirement Record” form (Attachment 2). This form is placed in a notebook adjacent to the student’s most recent transcript.
- Make course adjustments based upon spring grades, summer school completion, assessments and teacher recommendations.
- Give special attention to incoming students who have a D or F in core subjects, to identify supports and verify placement, as it might differ from spring articulation.
- Collaborate with site registrar to record any grade suppression and resulting credits earned by repeating courses.
- Investigate appropriate intervention courses and strategies based upon data and collaboration with SPED, 504 and EL support staff.
- Enroll new students in appropriate courses, completing a careful evaluation of the previous school transcript. Collaborate with site registrar to correctly transcribe previous course completion according to district procedure. (Refer to AP 4770)
- Consult the NCAA website for details and eligibility application for students who plan to be NCAA-eligible upon graduation.

- Share SDUSD alternative education options (Garfield and Twain) with students and parents when students are credit deficient beyond a reasonable margin. Facilitate the transfer process.
- Provide on-campus credit recovery options to credit deficient students in grades 10-12, which may include enrollment in iHigh Lab (Edgenuity courses) or extended day, depending on the resources of the high school. Notification to parents and expectation “contracts” are signed so that intervention begins immediately.
- Provide one or two orientation days when current students can view their course requests and consult a counselor for any adjustments.
- Balance master schedule prior to the opening of school, as directed by head counselor and administrator.
- Balance all courses and eliminate trouble spots, such as undersubscribed periods, overages, and errors in programming to assure that programs are free of errors and course duplication and abide by appropriate SDEA guidelines, i.e. 36 hard cap, number of special needs students being supported in each section, and PE class size limitation. Assure that each student’s program meets California Ed Code AB 1012 requirements, i.e. that a student is not repeating previously passed courses and is scheduled into all periods. Administrative Circular # 52 (February 16, 2016) for complete details.
- Prepare an accurate, complete program for each student to distribute on the first day of school.
- Plan a well-organized distribution of programs for the first day, including a plan to address student requests for changes. Publicize a clearly articulated process for student, parent or teacher-initiated course changes once school has started.
- Call the homes of absent students by mobilizing a staff team, so the administrators have an accurate census of students. There should be no surprises if the planners and builders have anticipated enrollment growth or attrition. (See attached model script for callers, Attachment 3.)
- Update Guidance portion of school website with counselor profiles and calendar of important dates and deadlines. Update regularly with additional documents so that counselor supports are clear to current parents, feeder school parents and the community.

Questions regarding this circular should be addressed to Cheryl Hibbeln, Executive Director, or Francisca Del Carmen-Aguilar, Program Manager, Office of Secondary Schools, (619) 725-7772. Return the completed “School Counselor Early Return Site Plan” form to the Office of Secondary Schools, Brucker Education Center, Room 2008, no later than April 27, 2016.

Francisca Del Carmen-Aguilar
Program Manager
Secondary Schools

APPROVED:



Cheryl Hibbeln
Executive Director

School Counselor Early Return Site Plan - August 2016

Name of school: _____ Allocation for each counselor: 16 hours 32 hours

Names of counselors expected to return in August 2016 (note Head Counselor with an asterisk):

Circle Day's/Hours counselors will work:		
August 18	4 hours	8 hours
August 19	4 hours	8 hours
August 22	4 hours	8 hours
August 23	4 hours	8 hours

Alternate plan:

Counselor Name	Dates Working	# of Hours	Times Available on Site

Please explain rationale for alternate plan:

Phone number where your school counselors can be reached at the school site: _____

Principal Signature: _____

Printed Name: _____

**Return form to the Office of Secondary Schools, Francisca Del Carmen-Aguilar,
 Education Center Room 2008,
 no later than April 27, 2016**

San Diego Unified School District
 _____ High School
 "UC 'a-g' for All" Academic Review and Graduation Requirement Record

Student Name: _____ Class of: _____ Counselor: _____ Dates of Review: _____

Grade	A. History (6 credits required)	Grade Earned / In Progress
9 or 10	World History & Geography 1*	
9 or 10	World History & Geography 2*	
11	U. S. History 1*	
11	U. S. History 2*	
12	Government 1*	
12	Economics 1*	

Grade	B. English (8 credits required)	Grade Earned / In Progress
9	English 1*	
9	English 2*	
10	English 3*	
10	English 4*	
11	American Lit. 1*	
11	American Lit. 2*	
12	Senior Eng. 1*	
12	Senior Eng. 2*	

Grade	C. Math (6 credits required)	Grade Earned / In Progress
8 or 9	Integrated Math I A or Algebra 1*	
8 or 9	Integrated Math I B or Algebra 2*	
9	Integrated Math II A*, Geometry 1* or Algebra 1*	
9	Integrated Math II B*, Geometry 2* or Algebra 2*	
9-12	Integrated Math III A*, Geometry 1* or Int. Alg. 1*	
9-12	Integrated Math III B, Geometry 2* or Int. Alg. 2*	
9-12	Int. Alg. 1* or Pre-Calc. 1*	
9-12	Int. Alg. 2* or Pre-Calc. 2*	
12	Senior Math 1*	
12	Senior Math 2*	

Grade	D. Science (6 credits required)	Grade Earned / In Progress
9	Adv. Physics 1* or Earth Sci. 1*	
9	Adv. Physics 2* or Earth Sci. 2*	
10	Biology 1*	
10	Biology 2*	
11	Chemistry 1*	
11	Chemistry 2*	

Grade	E. Language Other Than English (4 credits required)	Grade Earned / In Progress
7-12	World Language 1*	
7-12	World Language 2*	
7-12	World Language 3*	
7-12	World Language 4*	

Grade	F. Visual/Performing Art (2 credits required)	Grade Earned / In Progress
9-12	VAPA 1*	
9-12	VAPA 2*	

Grade	G. College Prep Elective Completed through 3 rd year Science	See "D" Above

Grade	Physical Education (4 credits required)	Grade Earned / In Progress
9-12		
9-12		
9-12		
9-12		

Grade	Additional Elective Credits (8)	Grade Earned / In Progress
9-12		
9-12		
9-12		
9-12		
9-12		
9-12		
9-12		
9-12		
Courses needing remediation for graduation or UC/CSU Eligibility and/or to meet credit expectations	Date or Session	Grade Earned / In Progress

ADDITIONAL REQUIREMENTS:
 Please Note: Additional requirements for diploma by June of graduation year:

- ___ 2.0 cumulative, weighted GPA in grades 9-12
- ___ 44 credits in grades 9-12
- To begin 10th Grade: 10 credits
- To begin 11th Grade: 21 credits
- To begin 12th Grade: 31 credits

Student Signature: _____

Parent Signature: _____

Date Passed *FITNESSGRAM* _____
 OR Completed additional 4 PE credits

*Can be UC "a-g" eligible if the course is on your school's UC "a-g" list at the time of enrollment. *Some schools have site-adopted courses that meet these requirements.*

_____ High School Opening of School 2016
Script for Calling No-Shows

Thank you for your help in calling the no-shows during schedule distribution on Monday, August 29, 2016. You will be given an alphabetical "slice" to call before 9:30 a.m. by the Head Counselor. Return your schedules to the Registrar no later than 10 a.m. If a student comes late, the Registrar will come to you to retrieve their schedule. Please follow these instructions:

Caller #1 (A-B)
Caller #2 (C-D)
Caller #3 (E-G)
Caller #4 (H-I)
Caller #5 (J-L)
Caller #6 (M-O)
Caller #7 (P-R)
Caller #8 (S-T)
Caller #9 (U-V)
Caller #10 (WXYZ)

The Registrar will make appointments and work with late arrivals. Administrators will cover inquiries in the front area.

Remember: Any student who arrives late will be given the original schedule BY the Registrar ONLY (as only he/she will know which caller has the schedules.) **Do not print a schedule for any student, as it will mess up the accountability system.**

- Go into PowerSchool and call the parent number(s), until you reach someone or are able to leave a detailed message.
- Use the following script:
"This is _____ . I am calling from _____ High School. _____ did not pick up his/her schedule this morning. We have classes assigned for your student and will expect them to come. What is your student's situation?" (See below for various responses.)
- Make detailed notes on the schedule regarding the student's situation and note who has told you the info (sister, aunt, student themselves, parent.) If all phone numbers are disconnected, note that. Be specific.
 - i.e. Student has moved to Colorado (what city, do you know the school name, remind them to send for records from _____ High School to improve our drop out data)
 - i.e. Student is enrolling at another district high school today. (This student will drop from our schedule as the SDUSD school "claims" them from PowerSchool.)
 - i.e. Student is in Juvenile Hall until _____ (if parent knows.)
 - i.e. Student is ill today and will return on _____. We will have attendance clear these absences later from your notes.
 - i.e. Student is on vacation until Tuesday or _____. Find out the day he/she will pick up the schedule.
 - i.e. Missed the bus today and has no way to get there. Encourage them to find a way to school. Note that the student will be coming on Tuesday.

"Your student should report to the Registrar today or tomorrow to pick up his/her schedule. We appreciate your help in getting your student to school TODAY!"