

MECHS Student Services Department

EXPECTATION FRAMEWORK

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	Site Student Services Department
Primary Responsibilities	<ul style="list-style-type: none"> ● Maintain efforts to align services that support MECHS's Vision and Mission ● Proactively engage new students to ensure smooth transition into MECHS ● Conduct and communicate Student Profile of each student to determine appropriate level of academic, social/emotional and graduation/postsecondary support needed; provide support or refer to appropriate staff outside of Student Services Department ● Work collaboratively with all faculty and staff to increase likelihood of success for students ● Participate in Monthly Site PLC's in order to facilitate collaboration with all Faculty & Staff ● Adhere to a Site Event Plan that addresses career, postsecondary, and student support needs; identify needs specific to site and tailor plan accordingly; work closely with Site Administration to budget for plan ● Collect and analyze data in order to monitor effectiveness of efforts and determine areas in need of improvement ● Participate in professional learning activities designed to effectively work with student population; intentionally commit to the ideal of continuous improvement
Department-Wide Initiatives	<ul style="list-style-type: none"> ● Student Data Collection ● Proactive Student Engagement ● Timely, Individualized Interventions & Supports ● Facilitation of Students' Development of Viable Plan for Future
General Hiring Considerations	<ul style="list-style-type: none"> ● Must have a heart for at-risk and wounded students, a passion to make a difference in lives, and the ability to form positive relationships with teenagers ● Willing and able to work more than one night per week ● Organized and comfortable with technology ● Able to work well as a team member
Training Components <i>*All except Grad Partner & Mentor</i>	<ul style="list-style-type: none"> ● MECHS/SS Department Orientation - Region Trainer ● Site Orientation - Site Administrator (or Designee) ● Job Specific Training - Region Trainer ● Job Shadowing - Coordinated by Region Trainer ● Follow-up - Region Trainer
Performance Evaluations	<ul style="list-style-type: none"> ● Site Administrators conduct all performance evaluations (for Grad Partner and Mentors, in collaboration with TEAM Coordinator)
Artifacts of Effectiveness	<ul style="list-style-type: none"> ● The Student Services Department works collaboratively within the department, as a team, and with other departments. ● Students receive timely and effective personal and/or academic interventions on an individual basis. ● There is evidence of a continual effort to improve. ● Student Services Staff are actively engaged with students.
Artifacts of Ineffectiveness	<ul style="list-style-type: none"> ● Disjointed services (i.e., silo mentality within department: "That's not <i>my</i> job") ● Lack of collaboration between Site Administrators, Teachers, and Student Services Department ● Low level of student participation at events and field trips ● Low graduation rate and average daily attendance; high churn rate

Accountability Metrics	<ol style="list-style-type: none"> 1. Wellness Report Indicators 2. Number of students who graduate with a clear plan for the future 3. Number of students applying for Dual Enrollment 4. Number of Dual Enrollment Students Successfully Completing Coursework 5. Hot List shared monthly with all site staff 6. Documented attendance (Grad Coach) at Content Area PLC's 7. Compulsory Attendance Rate 8. New Student Attendance Rate (one month from first date of attendance) 9. Number of established community resources/connections 10. Number of referrals to outside community resources/connections, monthly 11. Number of students who have a Mentor 12. Number of students expressing satisfaction with Mentor on annual survey 13. Mentor Caseload Attendance 14. Mentor Caseload Academic Progress 15. Number of students who re-engage after being withdrawn for lack of attendance and go on to graduate 16. Attendance Rate, by Mentor Caseload 17. Academic Progress, by Mentor Caseload 18. Graduation Rate, by Mentor Caseload 19. Mentor Contacts, by Type 20. Number of Referrals/Interventions
System Accountability	<ul style="list-style-type: none"> • Graduation Rate • Average Daily Attendance

	Counselor
Primary Responsibilities	<ul style="list-style-type: none"> ● Responsible for preliminary transcript evaluation and course assignment for all new full time students ● Reviews appropriate information and conducts intake interview with new students to identify appropriate academic and non-cognitive supports ● Processes course completions, new course assignments, and updates Plans of Study (POS) ● Serves as a primary resource in crisis management ● Verifies completion of graduation requirements ● Facilitates monthly Student Services Department Meeting ● Advises students regarding postsecondary plans and career options; actively participates in implementation of plan ● Works collaboratively with MECHS Social Worker to provide resources for students with identified concerns and needs ● Works collaboratively with MECHS Social Worker to facilitate prevention programs ● Works collaboratively with MECHS Career Specialist/Dual Enrollment to facilitate student involvement and success in that program ● Facilitates delivery of appropriate professional learning content ● Facilitates delivery of appropriate student programs ● Serves as Site Student Support Team (SST) Chairperson
Initiatives/Tools	<ul style="list-style-type: none"> ● Student Data Collection <ul style="list-style-type: none"> ○ onTrack: Service Monitoring System (SMS) ● Student Graduation Advisement and Postsecondary Planning <ul style="list-style-type: none"> ○ onTrack: Life Action Plan, Plan of Study ○ Infinite Campus ● New Student Enrollment Process <ul style="list-style-type: none"> ○ Preliminary Transcript Evaluation ○ Central Transcript Log ○ New student review of data and interview ○ onTrack: Plan of Study ○ Infinite Campus ○ Student Folder System ● Proactive initiation of appropriate personal and/or academic interventions <ul style="list-style-type: none"> ○ onTrack: Student Profile, Service Monitoring System (SMS) ● Course completions and new course assignments <ul style="list-style-type: none"> ○ GradPoint ○ onTrack
Job Specific Hiring Considerations	<ul style="list-style-type: none"> ● Certified ● Experience in school counseling at the high school level preferred
Training Components	<ul style="list-style-type: none"> ● MECHS/SS Department Orientation - Region Trainer ● Site Orientation - Site Administrator (or Designee) ● Job Specific Training - Region Trainer ● Job Shadowing - Coordinated by Region Trainer ● Follow-up - Region Trainer

Performance Evaluation	<ul style="list-style-type: none"> ● Conducted by Site Administrator
Artifacts of Effectiveness	<ul style="list-style-type: none"> ● Crises are handled calmly and competently. Interactions with students and families are positive. ● Counselor is actively involved in individual and group meetings with students. ● Students know what grade they are in, are aware of how many credits they need to graduate, and feel in control of their education. ● Students complete courses and are assigned new courses in a timely manner. ● Students graduate from MECHS with a High School Diploma and a viable plan for the future. ● Faculty & Staff receive annual supplemental Suicide Awareness/Prevention Training. ● Faculty & Staff are knowledgeable about supports, interventions, and resources available to students through the Student Services Department; internal and external referrals are frequent and appropriate. ● Semi-annual Suicide Awareness and Prevention Program for students is implemented at the site.
Accountability Metrics	<ol style="list-style-type: none"> 1. Wellness Report Indicators

	Career Specialist/BRIDGE
Primary Responsibilities	<ul style="list-style-type: none"> ● Provides opportunities for students to obtain skills and knowledge necessary to make important decisions regarding postsecondary options (work, education, military, etc.) ● Facilitates students’ articulation of plans for future in order to “bridge” transition between MECHS and post- high school school graduation ● Coordinates career-related events at site and plans career-related field trips ● Coordinates job shadowing opportunities for students; works with students to prepare for experience and debriefs afterward ● Provides career-related workshops for referred students ● Facilitates YouScience debriefing after referred students have taken assessment
Initiatives/Tools	<ul style="list-style-type: none"> ● Student Data Collection <ul style="list-style-type: none"> ○ onTrack: Service Monitoring System (SMS) ● YouScience Debriefing (referred students only)
Job Specific Hiring Considerations	<ul style="list-style-type: none"> ● Certified ● Background in career counseling or related field preferred
Training Components	<ul style="list-style-type: none"> ● MECHS/SS Department Orientation - Region Trainer ● Site Orientation - Site Administrator (or Designee) ● Job Specific Training - Region Trainer ● Job Shadowing - Coordinated by Region Trainer ● Follow-up - Region Trainer
Performance Evaluation	<ul style="list-style-type: none"> ● Conducted by Site Administrator
Artifacts of Effectiveness	<ul style="list-style-type: none"> ● Students have skills and knowledge necessary to make plans for future. ● Students are able to clearly articulate short- and long-term career goals. ● Students have opportunities to attend career-related workshops. ● Students have an understanding of what their aptitudes and interests are and what kinds of careers would be a good fit.
Accountability Metrics	<ol style="list-style-type: none"> 1. Wellness Report Indicators 2. Number of students who graduate with a clear plan for the future

	Career Specialist/Dual Enrollment
Primary Responsibilities	<ul style="list-style-type: none"> ● Makes all students aware of Dual Enrollment opportunities, benefits, requirements, and procedures ● Ensures annual parent notification of Dual Enrollment opportunities ● Coordinates “Double Dip” Events (twice yearly, minimum) ● Facilitates dual enrollment application process with students and parents ● Meets regularly with dual enrolled students to support and troubleshoot ● Facilitates college applications, FAFSA completions, and scholarship applications with all graduating students
Initiatives/Tools	<ul style="list-style-type: none"> ● Student Data Collection <ul style="list-style-type: none"> ○ onTrack: Service Monitoring System (SMS) ● PR and Recruitment for Dual Enrollment Program <ul style="list-style-type: none"> ○ Double Dip Event ○ College Field Trips ● Coordination of Test Preparation ● Assistance with postsecondary preparation (all students) <ul style="list-style-type: none"> ○ FAFSA - GAfutures.org ○ College Applications ○ Scholarship Applications
Job Specific Hiring Considerations	<ul style="list-style-type: none"> ● Certified ● Must possess belief that all students are potential dual enrollment students ● Prior knowledge of Georgia’s dual enrollment program beneficial
Training Components	<ul style="list-style-type: none"> ● MECHS/SS Department Orientation - Region Trainer ● Site Orientation - Site Administrator (or Designee) ● Job Specific Training - Region Trainer ● Job Shadowing - Coordinated by Region Trainer ● Follow-up - Region Trainer
Performance Evaluation	<ul style="list-style-type: none"> ● Conducted by Site Administrator
Artifacts of Effectiveness	<ul style="list-style-type: none"> ● Students express interest in dual enrollment program and are aware of the opportunities available to them. ● Career Specialist/DE maintains an active DE caseload. ● Students are well-prepared to take placement tests (Accuplacer, SAT/ACT, etc.). ● Dual enrollment students meet often with Career Specialist/DE, who monitors their progress closely (support provided directly or arranged). ● A high percentage of students graduate with college credit on their high school transcripts.
Accountability Metrics	<ol style="list-style-type: none"> 1. Wellness Report Indicators 2. Number of Students Applying for Dual Enrollment 3. Number of Dual Enrollment Students Successfully Completing Coursework

	C&C Interventionist
Primary Responsibilities	<ul style="list-style-type: none"> ● Works with Mountain Recovery Team (MRT) to re-engage returning students who have been withdrawn for lack of attendance ● Personalizes interventions and target strategies to meet student needs ● Facilitates BASE SEL group/individual activities based on needs of students ● Uses Career Solutions modules to address student needs ● Uses Content Area Notes to remediate note taking skills in content specific courses as needed ● Helps students set personal educational goals - both immediate and future-oriented ● Assists referred students in building skills to promote their success in school and out of school ● Works collaboratively with other adults to support the student ● Uses the Check & Connect 5 Step Process to teach problem solving skills to students ● Makes referrals to other MECHS staff for students, as needed
Initiatives/Tools	<ul style="list-style-type: none"> ● Student Data Collection <ul style="list-style-type: none"> ○ onTrack: Service Monitoring System (SMS) ● Facilitation of BASE SEL individual/group meetings ● Remediation of note-taking skills using Content Area Notes ● Remediation of targeted academic and non-cognitive skill deficits in identified students at risk ● Check & Connect Framework for remediating student needs
Job Specific Hiring Considerations	<ul style="list-style-type: none"> ● Certified ● Background in providing individual and/or small group student interventions preferred
Training Components	<ul style="list-style-type: none"> ● MECHS/SS Department Orientation - Region Trainer ● Site Orientation - Site Administrator (or Designee) ● Job Specific Training - Region Trainer ● Job Shadowing - Coordinated by Region Trainer ● Follow-up - Region Trainer
Performance Evaluation	<ul style="list-style-type: none"> ● Conducted by Site Administrator
Artifacts of Effectiveness	<ul style="list-style-type: none"> ● Students with attendance and/or academic progress issues are referred to C&C Interventionist. ● Interventionist works closely with teaching staff and other student services staff to monitor progress of students. ● C&C Interventionist is actively engaged with students on individual level and in group sessions.
Accountability Metrics	<ol style="list-style-type: none"> 1. Wellness Report Indicators 2. Number of students participating in BASE SEL curriculum 3. Documented attendance at Monthly Content Area Meetings 4. Documented interventions with students

	Graduation Coach
Primary Responsibilities	<ul style="list-style-type: none"> ● Closely monitors academic performance and attendance of all students ● Closely monitors progress of Seniors ● Implements Incentive/Reward/Recognition Programs ● Works collaboratively with classroom teachers to support student progress ● Facilitates Student Voice Group at the site level
Initiatives/Tools	<ul style="list-style-type: none"> ● Student Data Collection <ul style="list-style-type: none"> ○ onTrack: Service Monitoring System (SMS) ● Closely monitors Seniors, ensures that they are on track for graduation, and facilitates transition to postsecondary <ul style="list-style-type: none"> ○ onTrack: Senior List, Progress Reports, Life Action Plan, Senior Planning Interview ○ Hot List ● Facilitates monthly Student Voice meetings at the site ● Identifies students not making academic progress and makes appropriate referrals to C&C Interventionist <ul style="list-style-type: none"> ○ Communicates at Student Services Meeting and Academic Content Area PLC's ○ onTrack: Progress Assessment Report, Referral/Intervention Mechanism ○ Monitors SARS Report shared by Curriculum Director
Job Specific Hiring Considerations	<ul style="list-style-type: none"> ● Certified ● Can effectively communicate and establish positive relationships with teenagers
Training Components	<ul style="list-style-type: none"> ● MECHS/SS Department Orientation - Region Trainer ● Site Orientation - Site Administrator (or Designee) ● Job Specific Training - Region Trainer ● Job Shadowing - Coordinated by Region Trainer ● Follow-up - Region Trainer
Performance Evaluation	<ul style="list-style-type: none"> ● Conducted by Site Administrator
Artifacts of Effectiveness	<ul style="list-style-type: none"> ● Site has various incentive/reward/recognition programs that motivate students to attend and make academic progress. ● There is a clear emphasis on Senior Class culture that creates an expectation and anticipation of graduation. ● There is evidence of a collaborative relationship between Student Services Staff and Classroom Teachers. All staff are aware of potential graduates. ● Students who return after being withdrawn for lack of attendance re-engage through barrier identification, facilitation of appropriate personal and/or academic interventions, goal-setting, and career planning.
Accountability Metrics	<ol style="list-style-type: none"> 1. Wellness Report Indicators 2. Hot List Shared Monthly With All Site Staff 3. Documented Attendance at Content Area PLC's

	Social Worker
Primary Responsibilities	<ul style="list-style-type: none"> ● Actively promotes new student engagement ● Serves as a primary resource in crisis management ● Facilitates acquisition of needed student/family resources ● Monitors underage student attendance ● Actively implements strategies to promote dropout prevention ● Determines student needs and plans group activities to address ● Works collaboratively with Counselors to facilitate prevention programs
Initiatives/Tools	<ul style="list-style-type: none"> ● Student Data Collection <ul style="list-style-type: none"> ○ onTrack: Service Monitoring System (SMS) ● New Student Orientation (group or individual) <ul style="list-style-type: none"> ○ Welcome to MECHS Information Sheet ○ “Getting to Know You” Worksheet ○ SMART Attendance Goal (first two weeks of enrollment) ● Awareness & Prevention Programs <ul style="list-style-type: none"> ○ Suicide, Sexual Abuse, etc. ● Compulsory Attendance Notifications <ul style="list-style-type: none"> ○ Follows attendance protocol system for their district ○ 5 and 7-day Letters, Filing Letter, Attendance Agreement ● Dropout Prevention/Barrier Identification/Intervention <ul style="list-style-type: none"> ○ onTrack: Yellow List, Service Monitoring System (SMS)
Job Specific Hiring Considerations	<ul style="list-style-type: none"> ● Certified School Social Worker ● School Social Worker experience beneficial; ideally, current at local school system
Training Components	<ul style="list-style-type: none"> ● MECHS/SS Department Orientation - Region Trainer ● Site Orientation - Site Administrator (or Designee) ● Job Specific Training - Region Trainer ● Job Shadowing - Coordinated by Region Trainer ● Follow-up - Region Trainer
Performance Evaluation	<ul style="list-style-type: none"> ● Conducted by Site Administrator
Artifacts of Effectiveness	<ul style="list-style-type: none"> ● New students are fully oriented to MEC, either individually or in a small group. Students feel welcome in the building and have necessary knowledge to navigate their new school. ● New students have SMART Attendance Goal to begin their MEC career. These are shared with Mentor at initial meeting. ● Crises are handled calmly and competently. Interactions with students and families are positive. ● Home visits are frequent and made on a regular basis. ● Community resources are utilized effectively to meet needs of students/families.

	<ul style="list-style-type: none"> ● Coordinates with counselor(s) to provide semi-annual student suicide prevention program at the site. ● Faculty & Staff receive annual supplemental Suicide Awareness/Prevention Training. ● Other prevention & awareness programs are in place.
Accountability Metrics	<ol style="list-style-type: none"> 1. Wellness Report Indicators 2. Compulsory Attendance Rate 3. New Student Attendance Rate (one month from first date of attendance) 4. Number of Established Community Resources/Connections 5. Number of Referrals to Outside Community Resources/Connections, Monthly

	TEAM Coordinator
Primary Responsibilities	<ul style="list-style-type: none"> ● Manages TEAM Mentoring Program ● Recruits and trains new Mentors ● Ensures that each student has a Mentor ● Supports Mentors in their efforts to build relationships with students; monitors weekly activity ● Facilitates monthly Mentor PLC's ● Supervises Mentors and Graduation Partner
Initiatives/Tools	<ul style="list-style-type: none"> ● Student Data Collection <ul style="list-style-type: none"> ○ onTrack: Service Monitoring System (SMS) ● Monday "Information E-mail" to Mentors ● Monthly Mentor PLC ● Monthly Documentation of Mentor Contacts ● Wounded Student Certification & Redelivery
Job Specific Hiring Considerations	<ul style="list-style-type: none"> ● Certified or Classified ● Must have prior experience as a Mentor at MECHS
Training Components	<ul style="list-style-type: none"> ● MECHS/SS Department Orientation - Region Trainer ● Site Orientation - Site Administrator (or Designee) ● Job Specific Training - Region Trainer ● Job Shadowing - Coordinated by Region Trainer ● Follow-up - Region Trainer
Performance Evaluation	<ul style="list-style-type: none"> ● Conducted by Site Administrator
Artifacts of Effectiveness	<ul style="list-style-type: none"> ● All students have a Mentor with whom they share a positive, supportive relationship. New students are assigned Mentors in a timely manner. ● TEAM Coordinator advocates for Mentors' needs (i.e., space, materials, information, etc.). ● When appropriate, mentees are "re-matched" with a different Mentor. ● Mentors are supported in their efforts to connect mentees with needed resources/services. ● Mentors are provided quality professional learning opportunities through monthly PLC's. ● Mentors are actively engaged with other Student Services Staff and Site Faculty, as appropriate.
Accountability Metrics	<ol style="list-style-type: none"> 1. Wellness Report Indicators 2. Number of Students Who Have a Mentor 3. Number of Students Expressing Satisfaction with Mentor on Annual Survey

	Graduation Partner
Primary Responsibilities	<ul style="list-style-type: none"> ● Serves as team member on Mountain Recover Team (MRT) ● Maintains updated caseload of students who have missed between 8 and 15 consecutive days of school (Yellow List) ● Maintains updated caseload of students who have missed 16+ consecutive days of school and have been withdrawn for lack of attendance (Red List) ● Communicates with those Yellow & Red List students regularly and works to re-engage them ● Coordinates with other staff to help students identify and overcome barriers through appropriate and timely referrals
Initiatives/Tools	<ul style="list-style-type: none"> ● Student Data Collection <ul style="list-style-type: none"> ○ onTrack: Service Monitoring System (SMS) ● Yellow List <ul style="list-style-type: none"> ○ Cumulative list of those students withdrawn for lack of attendance (16 consecutive absences) ○ Phone, text, social media ● Red List <ul style="list-style-type: none"> ○ Cumulative list of those students withdrawn for lack of attendance (16 consecutive absences) ○ Phone, text, social media ● Home Visits/Work Visits
Job Specific Hiring Considerations	<ul style="list-style-type: none"> ● Certified or Classified ● Must have prior (or current) experience as a Mentor at MECHS
Training Components	<ul style="list-style-type: none"> ● Site Orientation - Site Administrator (or Designee) ● MECHS/SS Department Orientation - TEAM Coordinator ● Job Specific Training - TEAM Coordinator ● Job Shadowing - Coordinated by Region Trainer, as needed
Performance Evaluation	<ul style="list-style-type: none"> ● Conducted collaboratively by TEAM Coordinator and Site Administrator
Artifacts of Effectiveness	<ul style="list-style-type: none"> ● Graduation Partners document why students are withdrawn for lack of attendance at their site. Data can be used to design interventions to address specific issues. ● Students who are withdrawn for lack of attendance usually return and are re-engaged. ● There is clear evidence of collaboration between Graduation Partner and other staff members to address barriers.
Accountability Metrics	<ol style="list-style-type: none"> 1. Wellness Report Indicators 2. Number of Students Who Re-engage After Being Withdrawn For Lack of Attendance 3. Number of Students Who Re-engage After Being Withdrawn For Lack of Attendance and go on to graduate

	Mentor
Primary Responsibilities	<ul style="list-style-type: none"> ● Develops positive, caring, supportive relationships with students ● Facilitates goal-setting and problem-solving (academic, attendance, postsecondary, personal, etc.) ● Works to overcome challenges and build on strengths ● Makes weekly contact with mentees (20 min per week) ● Makes monthly contact with mentees' parents/guardians (unless student 18+ requests otherwise) ● Participates in monthly Mentor PLC's ● Facilitates monthly activity with Caseload Mentees ● Identifies barriers to student success and documents efforts to address ● Problem-solves with student ● Makes appropriate referrals
Initiatives/Tools	<ul style="list-style-type: none"> ● Documentation of weekly contacts with students, monthly contact with parents <ul style="list-style-type: none"> ○ onTrack: SMS; Life Action Plan; Progress Report ● Monthly Activity with Caseload Mentees ● Professional Learning in Monthly Mentor PLC's
Job Specific Hiring Considerations	<ul style="list-style-type: none"> ● Certified or Classified ● Excellent communication skills with adolescents ● Non-judgemental, empathetic, approachable
Training Components	<ul style="list-style-type: none"> ● Site Orientation - Site Administrator (or Designee) ● MECHS/SS Department Orientation - TEAM Coordinator ● Job Specific Training - TEAM Coordinator ● Job Shadowing - Coordinated by TEAM Coordinator; usually conducted on-site
Performance Evaluation	<ul style="list-style-type: none"> ● Conducted collaboratively by TEAM Coordinator and Site Administrator
Artifacts of Effectiveness	<ul style="list-style-type: none"> ● All full time students have a Mentor, have developed a relationship with their Mentor, and report positive effects of having a Mentor. ● Mentees have sense of community within their Mentor's Caseload. ● Mentors are participating in monthly PLC's, gaining valuable information to more effectively meet needs of their mentees. Mentors have necessary background knowledge to serve as resource brokers for mentees (staff, services, internal, external, etc.)
Accountability Metrics	<ol style="list-style-type: none"> 1. Wellness Report Indicators 2. Number of students expressing satisfaction with Mentor on annual survey 3. Attendance Rate, by Mentor Caseload 4. Academic Progress, by Mentor Caseload 5. Graduation Rate, by Mentor Caseload 6. Mentor Contacts, by Type 7. Number of Referrals

	Student Information Clerk
Primary Responsibilities	<ul style="list-style-type: none"> ● Collects social/emotional and academic data on enrolling students ● Documents results of data collection ● Administers YouScience aptitude assessment to referred students ● Activates new courses in GradPoint
Initiatives/Tools	<ul style="list-style-type: none"> ● Student Data Collection <ul style="list-style-type: none"> ○ Newly enrolled full-time students <ul style="list-style-type: none"> ■ Strengths & Difficulties Questionnaire (SDQ) ■ Learning Style Inventory (LSI) ■ Student Self-Report (SSR) ■ BRIDGE Activities ○ Referred students <ul style="list-style-type: none"> ■ YouScience
Job Specific Hiring Considerations	<ul style="list-style-type: none"> ● Certified or Classified ● Excellent communication skills with adolescents ● Organized, detail-oriented, proficient with technology
Training Components	<ul style="list-style-type: none"> ● Site Orientation - Site Administrator (or Designee) ● MECHS/SS Department Orientation - Director of Student Engagement & Retention ● Job Specific Training - Director of Student Engagement & Retention ● Job Shadowing - Coordinated by Director of Student Engagement & Retention
Performance Evaluation	<ul style="list-style-type: none"> ● Conducted by Site Administrator
Artifacts of Effectiveness	<ul style="list-style-type: none"> ● Newly enrolled students have positive first experience at MECHS ● Counselors conduct New Student Interviews with adequate data to make informed decisions regarding necessary supports and/or interventions
Accountability Metrics	<ol style="list-style-type: none"> 1. Number of Full Time Students Who Have Completed SDQ, LSI, SSR, and BRIDGE activities 2. Number of Students Who Report Positive Experience with YouScience Administration 3. Number of Students Who Are Able to Begin New Courses in a Timely Manner

Position	Primary Responsibilities
Counselor	<ul style="list-style-type: none"> ● Responsible for preliminary transcript evaluation and course assignment for all new full time students ● Reviews appropriate information and conducts intake interview with new students to identify appropriate academic and non-cognitive supports ● Processes course completions, new course assignments, and updates Plans of Study (POS) ● Serves as a primary resource in crisis management ● Verifies completion of graduation requirements ● Facilitates monthly Student Services Department Meeting ● Advises students regarding postsecondary plans and career options; actively participates in implementation of plan ● Works collaboratively with MECHS Social Worker to provide resources for students with identified concerns and needs ● Works collaboratively with MECHS Social Worker to facilitate prevention programs ● Works collaboratively with MECHS Career Specialist/Dual Enrollment to facilitate student involvement and success in that program ● Facilitates delivery of appropriate professional learning content ● Facilitates delivery of appropriate student programs ● Serves as Site Student Support Team (SST) Chairperson
Career Specialist/ BRIDGE	<ul style="list-style-type: none"> ● Provides opportunities for students to obtain skills and knowledge necessary to make important decisions regarding postsecondary options (work, education, military, etc.) ● Facilitates students' articulation of plans for future in order to "bridge" transition between MECHS and post- high school school graduation ● Coordinates career-related events at site and plans career-related field trips ● Coordinates job shadowing opportunities for students; works with students to prepare for experience and debriefs afterward ● Provides career-related workshops for referred students ● Facilitates YouScience debriefing after referred students have taken assessment
Career Specialist/ Dual Enrollment	<ul style="list-style-type: none"> ● Makes all students aware of Dual Enrollment opportunities, benefits, requirements, and procedures ● Ensures annual parent notification of Dual Enrollment opportunities ● Coordinates "Double Dip" Events (twice yearly, minimum) ● Facilitates dual enrollment application process with students and parents ● Meets regularly with dual enrolled students to support and troubleshoot ● Facilitates college applications, FAFSA completions, and scholarship applications with all graduating students
C&C Interventionist	<ul style="list-style-type: none"> ● Works with Mountain Recovery Team (MRT) to re-engage returning students who have been withdrawn for lack of attendance ● Personalizes interventions and target strategies to meet student needs ● Facilitates BASE SEL group/individual activities based on needs of students ● Uses Career Solutions modules to address student needs ● Uses Content Area Notes to remediate note taking skills in content specific courses as needed ● Helps students set personal educational goals - both immediate and future-oriented ● Assists referred students in building skills to promote their success in school and out of school ● Works collaboratively with other adults to support the student ● Uses the Check & Connect 5 Step Process to teach problem solving skills to students ● Makes referrals to other MECHS staff for students, as needed

Graduation Coach	<ul style="list-style-type: none"> ● Closely monitors academic performance and attendance of all students ● Closely monitors progress of Seniors ● Implements Incentive/Reward/Recognition Programs ● Works collaboratively with classroom teachers to support student progress ● Facilitates Student Voice Group at the site level
Social Worker	<ul style="list-style-type: none"> ● Actively promotes new student engagement ● Serves as a primary resource in crisis management ● Facilitates acquisition of needed student/family resources ● Monitors underage student attendance ● Actively implements strategies to promote dropout prevention ● Determines student needs and plans group activities to address ● Works collaboratively with Counselors to facilitate prevention programs
TEAM Coordinator	<ul style="list-style-type: none"> ● Manages TEAM Mentoring Program ● Recruits and trains new Mentors ● Ensures that each student has a Mentor ● Supports Mentors in their efforts to build relationships with students; monitors weekly activity ● Facilitates monthly Mentor PLC's ● Supervises Mentors and Graduation Partner
Graduation Partner	<ul style="list-style-type: none"> ● Serves as team member on Mountain Recover Team (MRT) ● Maintains updated caseload of students who have missed between 8 and 15 consecutive days of school (Yellow List) ● Maintains updated caseload of students who have missed 16+ consecutive days of school and have been withdrawn for lack of attendance (Red List) ● Communicates with those Yellow & Red List students regularly and works to re-engage them ● Coordinates with other staff to help students identify and overcome barriers through appropriate and timely referrals
Mentor	<ul style="list-style-type: none"> ● Develops positive, caring, supportive relationships with students ● Facilitates goal-setting and problem-solving (academic, attendance, postsecondary, personal, etc.) ● Works to overcome challenges and build on strengths ● Makes weekly contact with mentees (20 min per week) ● Makes monthly contact with mentees' parents/guardians (unless student 18+ requests otherwise) ● Participates in monthly Mentor PLC's ● Facilitates monthly activity with Caseload Mentees ● Identifies barriers to student success and documents efforts to address ● Problem-solves with student ● Makes appropriate referrals
Student Information Clerk	<ul style="list-style-type: none"> ● Collects social/emotional and academic data on enrolling students ● Documents results of data collection ● Administers YouScience aptitude assessment to referred students ● Activates new courses in GradPoint

Position	Initiative/Tools
Department-Wide	<ul style="list-style-type: none"> ● Student Data Collection ● Proactive Student Engagement ● Timely, Individualized Interventions & Supports ● Facilitation of Students' Development of Viable Plan for Future
Counselor	<ul style="list-style-type: none"> ● Student Data Collection <ul style="list-style-type: none"> ○ onTrack: Service Monitoring System (SMS) ● Student Graduation Advisement and Postsecondary Planning <ul style="list-style-type: none"> ○ onTrack: Life Action Plan, Plan of Study ○ Infinite Campus ● New Student Enrollment Process <ul style="list-style-type: none"> ○ Preliminary Transcript Evaluation ○ Central Transcript Log ○ New student review of data and interview ○ onTrack: Plan of Study ○ Infinite Campus ○ Student Folder System ● Proactive initiation of appropriate personal and/or academic interventions <ul style="list-style-type: none"> ○ onTrack: Student Profile, Service Monitoring System (SMS) ● Course completions and new course assignments <ul style="list-style-type: none"> ○ GradPoint ○ onTrack
Career Specialist/ BRIDGE	<ul style="list-style-type: none"> ● Student Data Collection <ul style="list-style-type: none"> ○ onTrack: Service Monitoring System (SMS) ● YouScience Debriefing (referred students only)
Career Specialist/ Dual Enrollment	<ul style="list-style-type: none"> ● Student Data Collection <ul style="list-style-type: none"> ○ onTrack: Service Monitoring System (SMS) ● PR and Recruitment for Dual Enrollment Program <ul style="list-style-type: none"> ○ Double Dip Event ○ College Field Trips ● Coordination of Test Preparation ● Assistance with postsecondary preparation (all students) <ul style="list-style-type: none"> ○ FAFSA - GAfutures.org ○ College Applications ○ Scholarship Applications
C&C Interventionist	<ul style="list-style-type: none"> ● Student Data Collection <ul style="list-style-type: none"> ○ onTrack: Service Monitoring System (SMS)

	<ul style="list-style-type: none"> ● Facilitation of BASE SEL individual/group meetings ● Remediation of note-taking skills using Content Area Notes ● Remediation of targeted academic and non-cognitive skill deficits in identified students at risk ● Check & Connect Framework for remediating student needs
Graduation Coach	<ul style="list-style-type: none"> ● Student Data Collection <ul style="list-style-type: none"> ○ onTrack: Service Monitoring System (SMS) ● Closely monitors Seniors, ensures that they are on track for graduation, and facilitates transition to postsecondary <ul style="list-style-type: none"> ○ onTrack: Senior List, Progress Reports, Life Action Plan, Senior Planning Interview ○ Hot List ● Facilitates monthly Student Voice meetings at the site ● Identifies students not making academic progress and makes appropriate referrals to C&C Interventionist <ul style="list-style-type: none"> ○ Communicates at Student Services Meeting and Academic Content Area PLC's ○ onTrack: Progress Assessment Report, Referral/Intervention Mechanism ○ Monitors SARS Report shared by Curriculum Director
Social Worker	<ul style="list-style-type: none"> ● Student Data Collection <ul style="list-style-type: none"> ○ onTrack: Service Monitoring System (SMS) ● New Student Orientation (group or individual) <ul style="list-style-type: none"> ○ Welcome to MECHS Information Sheet ○ "Getting to Know You" Worksheet ○ SMART Attendance Goal (first two weeks of enrollment) ● Awareness & Prevention Programs <ul style="list-style-type: none"> ○ Suicide, Sexual Abuse, etc. ● Compulsory Attendance Notifications <ul style="list-style-type: none"> ○ Follows attendance protocol system for their district ○ 5 and 7-day Letters, Filing Letter, Attendance Agreement ● Dropout Prevention/Barrier Identification/Intervention <ul style="list-style-type: none"> ○ onTrack: Yellow List, Service Monitoring System (SMS)
TEAM Coordinator	<ul style="list-style-type: none"> ● Student Data Collection <ul style="list-style-type: none"> ○ onTrack: Service Monitoring System (SMS) ● Monday "Information E-mail" to Mentors ● Monthly Mentor PLC ● Monthly Documentation of Mentor Contacts ● Wounded Student Certification & Redelivery
Graduation Partner	<ul style="list-style-type: none"> ● Student Data Collection <ul style="list-style-type: none"> ○ onTrack: Service Monitoring System (SMS) ● Yellow List <ul style="list-style-type: none"> ○ Cumulative list of those students withdrawn for lack of attendance (16 consecutive absences) ○ Phone, text, social media ● Red List <ul style="list-style-type: none"> ○ Cumulative list of those students withdrawn for lack of attendance (16 consecutive absences)

	<ul style="list-style-type: none"> ○ Phone, text, social media ● Home Visits/Work Visits
Mentor	<ul style="list-style-type: none"> ● Documentation of weekly contacts with students, monthly contact with parents <ul style="list-style-type: none"> ○ onTrack: SMS; Life Action Plan; Progress Report ● Monthly Activity with Caseload Mentees ● Professional Learning in Monthly Mentor PLC's
Student Information Clerk	<ul style="list-style-type: none"> ● Student Data Collection <ul style="list-style-type: none"> ○ Newly enrolled full-time students <ul style="list-style-type: none"> ■ Strengths & Difficulties Questionnaire (SDQ) ■ Learning Style Inventory (LSI) ■ Student Self-Report (SSR) ■ BRIDGE Activities ○ Referred students <ul style="list-style-type: none"> ■ YouScience

Position	Hiring Considerations
General Considerations for all SS Staff	<ul style="list-style-type: none"> ● Must have a heart for at-risk and wounded students, a passion to make a difference in lives, and the ability to form positive relationships with teenagers ● Willing and able to work more than one night per week ● Organized and comfortable with technology ● Able to work well as a team member
Counselor	<ul style="list-style-type: none"> ● Certified ● Experience in school counseling at the high school level preferred
Career Specialist/ BRIDGE	<ul style="list-style-type: none"> ● Certified ● Background in career counseling or related field preferred
Career Specialist/ Dual Enrollment	<ul style="list-style-type: none"> ● Certified ● Must possess belief that all students are potential dual enrollment students ● Prior knowledge of Georgia's dual enrollment program beneficial
C&C Interventionist	<ul style="list-style-type: none"> ● Certified ● Background in providing individual and/or small group student interventions preferred
Graduation Coach	<ul style="list-style-type: none"> ● Certified ● Essential that Graduation Coaches can effectively communicate and establish positive relationships with teenagers
Social Worker	<ul style="list-style-type: none"> ● Certified School Social Worker ● School Social Worker experience beneficial; ideally, current at local school system
TEAM Coordinator	<ul style="list-style-type: none"> ● Certified or Classified ● Must have prior experience as a Mentor at MECHS
Graduation Partner	<ul style="list-style-type: none"> ● Certified or Classified ● Must have prior (or current) experience as a Mentor at MECHS
Mentor	<ul style="list-style-type: none"> ● Certified or Classified ● Excellent communication skills with adolescents ● Non-judgemental, empathetic, approachable
Student Information Clerk	<ul style="list-style-type: none"> ● Certified or Classified ● Excellent communication skills with adolescents ● Organized, detail-oriented, proficient with technology

Position	Training Components
Counselor	<ul style="list-style-type: none"> ● MECHS/SS Department Orientation - Region Trainer ● Site Orientation - Site Administrator (or Designee) ● Job Specific Training - Region Trainer ● Job Shadowing - Coordinated by Region Trainer ● Follow-up - Region Trainer
Career Specialist/ BRIDGE	<ul style="list-style-type: none"> ● MECHS/SS Department Orientation - Region Trainer ● Site Orientation - Site Administrator (or Designee) ● Job Specific Training - Region Trainer ● Job Shadowing - Coordinated by Region Trainer ● Follow-up - Region Trainer
Career Specialist/ Dual Enrollment	<ul style="list-style-type: none"> ● MECHS/SS Department Orientation - Region Trainer ● Site Orientation - Site Administrator (or Designee) ● Job Specific Training - Region Trainer ● Job Shadowing - Coordinated by Region Trainer ● Follow-up - Region Trainer
C&C Interventionist	<ul style="list-style-type: none"> ● MECHS/SS Department Orientation - Region Trainer ● Site Orientation - Site Administrator (or Designee) ● Job Specific Training - Region Trainer ● Job Shadowing - Coordinated by Region Trainer ● Follow-up - Region Trainer
Graduation Coach	<ul style="list-style-type: none"> ● MECHS/SS Department Orientation - Region Trainer ● Site Orientation - Site Administrator (or Designee) ● Job Specific Training - Region Trainer ● Job Shadowing - Coordinated by Region Trainer ● Follow-up - Region Trainer
Social Worker	<ul style="list-style-type: none"> ● MECHS/SS Department Orientation - Region Trainer ● Site Orientation - Site Administrator (or Designee) ● Job Specific Training - Region Trainer ● Job Shadowing - Coordinated by Region Trainer ● Follow-up - Region Trainer
TEAM Coordinator	<ul style="list-style-type: none"> ● MECHS/SS Department Orientation - Region Trainer ● Site Orientation - Site Administrator (or Designee) ● Job Specific Training - Region Trainer ● Job Shadowing - Coordinated by Region Trainer

	<ul style="list-style-type: none"> ● Follow-up - Region Trainer
Graduation Partner	<ul style="list-style-type: none"> ● Site Orientation - Site Administrator (or Designee) ● MECHS/SS Department Orientation - TEAM Coordinator ● Job Specific Training - TEAM Coordinator ● Job Shadowing - Coordinated by Region Trainer
Mentor	<ul style="list-style-type: none"> ● Site Orientation - Site Administrator (or Designee) ● MECHS/SS Department Orientation - TEAM Coordinator ● Job Specific Training - TEAM Coordinator ● Job Shadowing - Coordinated by TEAM Coordinator; usually conducted on-site
Student Information Clerk	<ul style="list-style-type: none"> ● MECHS/SS Department Orientation - Region Trainer ● Site Orientation - Site Administrator (or Designee) ● Job Specific Training - Region Trainer ● Job Shadowing - Coordinated by Region Trainer ● Follow-up - Region Trainer

Position	Performance Evaluations
Counselor	<ul style="list-style-type: none"> ● Conducted by Site Administrator
Career Specialist/ BRIDGE	<ul style="list-style-type: none"> ● Conducted by Site Administrator
Career Specialist/ Dual Enrollment	<ul style="list-style-type: none"> ● Conducted by Site Administrator
C&C Interventionist	<ul style="list-style-type: none"> ● Conducted by Site Administrator
Graduation Coach	<ul style="list-style-type: none"> ● Conducted by Site Administrator
Social Worker	<ul style="list-style-type: none"> ● Conducted by Site Administrator
TEAM Coordinator	<ul style="list-style-type: none"> ● Conducted by Site Administrator
Graduation Partner	<ul style="list-style-type: none"> ● Conducted collaboratively by TEAM Coordinator and Site Administrator
Mentor	<ul style="list-style-type: none"> ● Conducted collaboratively by TEAM Coordinator and Site Administrator
Student Information Clerk	<ul style="list-style-type: none"> ● Conducted by Site Administrator

Position	Artifacts of Effectiveness
Site Student Services Department	<ul style="list-style-type: none"> ● The Student Services Department works collaboratively within the department, as a team, and with other departments. ● Students receive timely and effective personal and/or academic interventions on an individual basis. ● There is evidence of a continual effort to improve. ● Student Services Staff are actively engaged with students.
Counselor	<ul style="list-style-type: none"> ● Crises are handled calmly and competently. Interactions with students and families are positive. ● Counselor is actively involved in individual and group meetings with students ● Students know what grade they are in, are aware of how many credits they need to graduate, and feel in control of their education. ● Students complete courses and are assigned new courses in a timely manner. ● Students graduate from MECHS with a High School Diploma and a viable plan for the future. ● Faculty & Staff receive annual supplemental Suicide Awareness/Prevention Training. ● Faculty & Staff are knowledgeable about supports, interventions, and resources available to students through the Student Services Department; internal and external referrals are frequent and appropriate. ● Semi-annual Suicide Awareness and Prevention Program for students is implemented at the site.
Career Specialist/ BRIDGE	<ul style="list-style-type: none"> ● Students have skills and knowledge necessary to make plans for future. ● Students are able to clearly articulate short- and long-term career goals. ● Students have opportunities to attend career-related workshops. ● Students have an understanding of what their aptitudes and interests are and what kinds of careers would be a good fit.
Career Specialist/ Dual Enrollment	<ul style="list-style-type: none"> ● Students express interest in dual enrollment program and are aware of the opportunities available to them. ● Career Specialist/DE maintains an active DE caseload. ● Students are well-prepared to take placement tests (Accuplacer, SAT/ACT, etc.). ● Dual enrollment students meet often with Career Specialist/DE, who monitors their progress closely. Academic support is provided directly or arranged. ● A high percentage of students graduate with college credit on their high school transcripts.
C&C Interventionist	<ul style="list-style-type: none"> ● Students with attendance and/or academic progress issues are referred to C&C Interventionist ● Interventionist works closely with teaching staff and other student services staff to monitor progress of students ● C&C Interventionist is actively engaged with students on individual level and in group sessions
Graduation Coach	<ul style="list-style-type: none"> ● Site has various incentive/reward/recognition programs that motivate students to attend and make academic progress. ● There is a clear emphasis on Senior Class culture that creates an expectation and anticipation of graduation. ● There is evidence of a collaborative relationship between Student Services Staff and Classroom Teachers. All staff are aware of potential graduates. ● Students who return after being withdrawn for lack of attendance re-engage through barrier identification, facilitation of appropriate personal and/or academic interventions, goal-setting, and career planning.
Social Worker	<ul style="list-style-type: none"> ● New students are fully oriented to MEC, either individually or in a small group. Students feel welcome in the building and have necessary knowledge to navigate their new school.

	<ul style="list-style-type: none"> • New students have SMART Attendance Goal to begin their MEC career. These are shared with Mentor at initial meeting. • Crises are handled calmly and competently. Interactions with students and families are positive. • Home visits are frequent and made on a regular basis. • Community resources are utilized effectively to meet needs of students/families. • Coordinates with counselor(s) to provide semi-annual student suicide prevention program at the site. • Faculty & Staff receive annual supplemental Suicide Awareness/Prevention Training. • Other prevention & awareness programs are in place.
TEAM Coordinator	<ul style="list-style-type: none"> • All students have a Mentor with whom they share a positive, supportive relationship. New students are assigned Mentors in a timely manner. • TEAM Coordinator advocates for Mentors' needs (i.e., space, materials, information, etc.). • When appropriate, mentees are "re-matched" with a different Mentor. • Mentors are supported in their efforts to connect mentees with needed resources/services. • Mentors are provided quality professional learning opportunities through monthly PLC's. • Mentors are actively engaged with other Student Services Staff and Site Faculty, as appropriate.
Graduation Partner	<ul style="list-style-type: none"> • Graduation Partners document why students are withdrawn for lack of attendance at their site. Data can be used to design interventions to address specific issues. • Students who are withdrawn for lack of attendance usually return and are re-engaged. • There is clear evidence of collaboration between Graduation Partner and other staff members to address barriers.
Mentor	<ul style="list-style-type: none"> • All full time students have a Mentor, have developed a relationship with their Mentor, and report positive effects of having a Mentor. • Mentees have sense of community within their Mentor's Caseload. • Mentors are participating in monthly PLC's, gaining valuable information to more effectively meet needs of their mentees. Mentors have necessary background knowledge to serve as resource brokers for mentees (staff, services, internal, external, etc.)
Student Information Clerk	<ul style="list-style-type: none"> • Newly enrolled students have positive first experience at MECHS • Counselors conduct New Student Interviews with adequate data to make informed decisions regarding necessary supports and/or interventions

Position	Accountability Metrics
Counselor	<ul style="list-style-type: none"> ● Wellness Report Indicators
Career Specialist/ BRIDGE	<ul style="list-style-type: none"> ● Wellness Report Indicators ● Number of students who graduate with a clear plan for the future
Career Specialist/ Dual Enrollment	<ul style="list-style-type: none"> ● Wellness Report Indicators ● Number of students applying for Dual Enrollment ● Number of Dual Enrollment Students Successfully Completing Coursework
C&C Interventionist	<ul style="list-style-type: none"> ● Wellness Report Indicators ● Number of students participating in BASE SEL curriculum ● Documented attendance at Monthly Content Area Meetings ● Documented interventions with students
Graduation Coach	<ul style="list-style-type: none"> ● Wellness Report Indicators ● Hot List shared monthly with all site staff ● Documented attendance at Content Area PLC's
Social Worker	<ul style="list-style-type: none"> ● Wellness Report Indicators ● Compulsory Attendance Rate ● New Student Attendance Rate (one month from first date of attendance) ● Number of established community resources/connections ● Number of referrals to outside community resources/connections, monthly
TEAM Coordinator	<ul style="list-style-type: none"> ● Wellness Report Indicators ● Number of students who have a Mentor ● Number of students expressing satisfaction with Mentor on annual survey
Graduation Partner	<ul style="list-style-type: none"> ● Wellness Report Indicators ● Number of students who re-engage after being withdrawn for lack of attendance and go on to graduate
Mentor	<ul style="list-style-type: none"> ● Wellness Report Indicators ● Number of students expressing satisfaction with Mentor on annual survey ● Attendance Rate/Academic Progress/Graduation Rate, by Mentor Caseload ● Mentor Contacts, by Type ● Number of Referrals
Student Information Clerk	<ul style="list-style-type: none"> ● Wellness Report Indicators ● Number of students who are BRIDGE complete ● Number of new students for whom all data elements have been collected

