ROLE OF ADVISORY COUNCIL

Introduction of Members
Role of Advisory Council
ROLE OF ADVISORY COUNCIL

The advisory council is a group of members who meet twice a year to advise the counseling program. The council should accurately represent the dynamics of the community, as well as include representatives who are affected by the school counseling program.
WHAT IS SCHOOL COUNSELING?
PURPOSE OF SCHOOL COUNSELING

To enable all students to successfully prepare for:

- Education at the Next Level
- Responsible Citizenship
- Employment in a Global Economy
SCOPE OF SCHOOL COUNSELING

- Guidance
- Counseling
- Advocacy
- Management
DEFINITIONS: DIRECT SERVICES

GUIDANCE
The help **all** students receive from parents, teachers, counselors, community members and others to assist with educational, career, and citizenship development.

COUNSELING
The help **some** students receive from credentialed professionals to address personal and social problems that are interfering with learning.
DEFINITIONS: INDIRECT SERVICES

ADVOCACY
Advocating for systemic change to develop an environment that supports learning for ALL students.

MANAGEMENT
“Behind the scenes” tasks necessary for the school counseling program to run smoothly and efficiently.
School Counseling Impact on Achievement

ACHIEVEMENT

Sound Student Choices

GUIDANCE  COUNSELING
CURRENT PRACTICE IN MANY SCHOOLS

School Counseling Defined as a POSITION

- Lack Common Vision
- Lack Common Language
- Lack Standards
- Lack Curriculum
Consequences of Undefined Programs

Too few school counselor positions
Resulting in high student to counselor ratios

ASCA recommendation:
250 students : 1 counselor

Our school’s ratio:
418 students : 1 counselor

Our state’s ratio:
459 students : 1 counselor

Assignment of Non-Program Tasks

DEFINITION: Counselor tasks that do not help students:

1) Learn knowledge and skills that will help them make sound academic, career or social-personal decisions
2) Address a person-social problem that is interfering with learning.

THE BOTTOM LINE:
Many counselors lack the time they need to effectively serve students. The Grant that was funded has allowed me to be at Reiley Full Time!
WHAT IS GUIDANCE?

Info from Redesigning School Counseling (ASAI)
GUIDANCE CURRICULUM

At Reiley this school year, students are participating in two Evidence-Based Curriculums - Student Success Skills and Second Step.

• Classroom Guidance is delivered during students’ library time twice a month. This does not mean students miss their library special. Students are still able to check out books after my lesson and receive library with the Certified Librarian later in the week.
  • the weeks when I am not teaching our students have library twice
EVIDENCE-BASED CURRICULUMS

Student Success Skills

- Student Success Skills (SSS) is an evidence-based school counseling curriculum that I will be utilizing this school year with students. We will be focusing on learning key strategies and skills that help students in and out of the classroom which lead to successful and meaningful satisfaction.

- SSS is also a big part of the grant which has allowed me to be here at Reiley Full Time! The research behind this program shows that it can create a gain of a year of learning in Math and a half year of learning in Reading. Overall there was also a decrease in the amount of behavior referrals.

Second Step

- Second Step is a K–5 program has lessons to teach students about empathy, emotion-management, and the problem-solving skills they need to succeed. We will incorporate lessons to help students learn appropriate techniques for managing emotions as well as having a safe and respectful school climate by conducting lessons on empathy, friendships and bullying.
PROGRAM MANAGEMENT

Info from Redesigning School Counseling
MANAGEMENT TASKS

Program Development
- Visioning
- Needs assessment
- Resource development
- Activity development
- Materials development

Personal Development
- Conferences
- Workshops
- Seminars
- Graduate courses
- Professional reading

Networking
- School Improvement Team
- Teachers / administrators
- Parents
- Community agencies
- Community businesses

Evaluation
- Student evaluation
  - Choices
  - Guidance indicators
  - Counseling goals
- Program evaluation
- Counselor evaluation
NON-PROGRAM TASKS

Info from Redesigning School Counseling
### COMMON NON-PROGRAM ACTIVITIES

**ADMINISTRATION**
- State Testing
- State Reports
- Special Education
- Gifted & Talented
- Substitute Teaching
- Attendance

**RECORDS**
- Report Cards
- Transcripts
- Grade Point Averages
- Honor Rolls

**SCHEDULING**
- Master Scheduling
- Balancing Class Loads

**OTHER**
- Awards
- Graduation
- Discipline
PROGRAM BALANCE

Info from Redesigning School Counseling
# Program Time Use Goals

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<tr>
<th>Task</th>
<th>Target</th>
<th>Actual</th>
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<td>Guidance</td>
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<td>20%</td>
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<tr>
<td>Counseling</td>
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<td>Advocacy</td>
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<tr>
<td>Management</td>
<td>10%</td>
<td>20%</td>
</tr>
<tr>
<td>Non-Program</td>
<td>5%</td>
<td>10%</td>
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</table>
ACCOUNTABILITY

Info from Redesigning School Counseling
School Counseling
Impact on Achievement

ACHIEVEMENT

Sound Student Choices

GUIDANCE  COUNSELING
We formed our new School Counseling Department Goals by reviewing data from our School Report Card as well as the Needs Assessments administered to students’, staff and parents.

**School Report Card**
- Free and Reduced Lunch Data shows need for intervention with those students in particular
- Students receiving Novice in areas of Reading and Math
  - These students that are Free and Reduced and scored novice or apprentice in 4th or 5th grade are intentionally being placed in Tier Two Student Success Skills Small Group intervention
Reiley Data Review

- **Our 2014-2015 School Counseling Needs Assessment Results:**
  - **Students**
    - **3rd Grade**
      - Group Topics: 1) Friendship 2) Family 3) Study Skills
    - **4th and 5th Grade**
      - Career Choices: 1) Arts, A/V Tech and Communications 2) Science, Technology, Engineering and Math
      - Group Topics: 1) Career 2) Friendship 3) Study Skills
  - **Parents**
    - Small Counseling Group Topics:
      - Student Success Skills/.Goal-Setting 62%, Handling Stress 53%, Self-Concept 53%
    - Classroom Guidance Topics:
      - Problem Solving/Conflict Resolution 59%, Communication Skills 52%, Coping with Emotions 50%
    - Parent Education Topics:
      - Motivating my child to achieve 64%, Helping my child deal with stress 51%
  - **Staff**
    - Small Counseling Group Topics:
      - Handling Anger 64%, Making and Keeping Friends 50%
    - Classroom Guidance Topics:
      - Problem Solving/Conflict Resolution 79%, Behavior Control 42%
The mission of John W. Reiley Elementary School counseling program is to provide a data driven comprehensive school counseling program which provides every student with a positive learning environment and supports student growth in the areas of academic achievement, career aspirations, and personal/social development. The data driven comprehensive school counseling program collaborates with educational stake holders to provide individualized services to all students promoting success, and preparing them for college and career readiness in the 21st century.
The Counselor at John W. Reiley Elementary believes:

• All students have significance and worth.

• All students shall have equal access to all services (academic, career, and personal/social) provided by the counseling program and the school.

• All students have strengths that can be applied to achieve their goals.

• All students learn best when positive relationships are present and fostered by all educational stakeholders.

• School counselor must be an advocate for every student.

• School counselor is a leader and collaborator in school culture and academic achievement.

• School counselor develops positive relationships and recognizes each student’s special talents to help them achieve goals.

• The school counseling program collaborates with educational stakeholders to increase equity and access to opportunity.

• The school counseling program serves a central role in meeting students’ developmental needs through interventions in academic, career, and personal/social domains.

• The school counseling program focuses on student learning and utilizes a data driven comprehensive school counseling program to meet the needs of every student.

• The comprehensive school counseling program is tailored to meet students’ developmental needs as identified through needs assessments, delivered using evidenced based programs, and evolved though data analysis of outcomes.

• The school counseling program utilizes the American School Counselor Association ethical standards.
REILEY COMPREHENSIVE SCHOOL
COUNSELING DEPARTMENT VISION

Every student will be prepared with 21st Century Skills to be successful in college, career, and life.

John W. Reiley Elementary counseling program will realize success when:

All students believe they can and will learn. All students can recognize and apply their strengths to identify and overcome barriers.

All students encourage an atmosphere that promotes a caring and supportive culture.

All students start to develop an awareness of:

- Personal strengths and weaknesses,
- Careers that match their interests and skills, and
- Learning styles that support their achievement.

All students are competent in being able to recognize and seek out positive help from an adult when needed.

All students use their skills as goal setters, problem solvers, and life-long learners to enhance society as local and global citizens.

All students leave elementary inspired to actively pursue learning opportunities and experiences in- and-out of the classroom to enhance their desire for learning.

All students exhibit evidence of a strong work ethic and of good character development.
1. On the Spring KPREP assessment, 4th and 5th grade students’ scoring novice or apprentice will be placed in small group interventions which will increase their Math scores by 10% by the end of the school year.
- The School Counselor and faculty will collaboratively implement tier two interventions to support students’ both the academic and personal/social domain.
- Implementation of Student Success Skills Small Group Program as a Tier Two intervention.
- Evidence-based school counseling interventions will be delivered at each tier of the Response to Intervention Model based on need through Classroom Guidance (SSS and Second Step), Small Group Counseling (for targeted populations) as well as Individual Counseling for those students who may need this level of intervention.
- This goal will be measured through scores on Spring 2015 KPREP data.
<table>
<thead>
<tr>
<th>2</th>
<th>There will be a decrease in the number of behavior office referrals by 10% during the 14-15 School Year for all students. In particular, behavior office referrals for males.</th>
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<tbody>
<tr>
<td></td>
<td>- Implementation of Student Success Skills Small Group Program as a Tier Two intervention.</td>
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<tr>
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<td>- Evidence-based school counseling interventions will be delivered at each tier of the Response to Intervention Model based on need through Classroom Guidance (SSS and Second Step), Small Group Counseling (for targeted populations) as well as Individual Counseling for those students who may need this level of intervention.</td>
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<tr>
<td></td>
<td>- Positive Behavior Interventions and Supports (CHAMPs Procedures) — a school-wide approach for adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. PBIS has been crossed over to the school bus for the first time this year and is headed by a Professional School Counselor.</td>
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<td></td>
<td>- This goal will be measured by a reduction in behavior referrals, report cards and teacher observations.</td>
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REILEY COMPREHENSIVE SCHOOL COUNSELING GOALS

3. 4th and 5th grade students identified as Free/Reduced Lunch scoring at novice or apprentice in the subject area of Reading on Spring 2014 MAP will receive tier two interventions to increase their MAP score more than students who did not receive the intervention for Spring 2015 MAP.

- Implementation of Student Success Skills Small Group Program as a Tier Two intervention with identified students.
- Evidence-based school counseling interventions will be delivered at each tier of the Response to Intervention Model based on need through Classroom Guidance (SSS and Second Step), Small Group Counseling (for targeted populations) as well as Individual Counseling for those students who may need this level of intervention.

This goal will be measured by MAP data, attendance as well as report card data.
RECOGNIZED ASCA MODEL PROGRAM (RAMP) AWARD
American School Counselor Association

By implementing all of these great things this school year, our hope is to build a strong advisory council team to help us work towards applying for RAMP certification in the near future. In order to reach this goal, we will have to compile a portfolio containing evidence that we deserve to be a RAMP certified school. In the state of Kentucky there are less than a handful of RAMP Schools currently so we are thrilled at the idea of being one of the first in Northern Kentucky to achieve this status.

In order to be RAMP Certified you must submit:

1. Vision Statement (Belief Statement is included in this section)
2. Mission Statement
3. School Counseling Program Goals
4. ASCA Student Standards-Competencies and Indicators
5. Annual Agreement
6. Advisory Council
7. Calendars
8. School Counseling Core Curriculum, Action Plans and Lesson Plans
9. School Counseling Core Curriculum Results Report (Data)
10. Small Group Responsive Services
11. Closing the Gap Results Report
12. Program Evaluation Reflection