

Building a Comprehensive Elementary School Counseling Program from Scratch



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Riverside School Leadership Network

Learning Objectives

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- 1. Identify barriers to development and implementation of a comprehensive elementary school counseling program.**
- 2. Identify key steps to developing a comprehensive elementary school counseling program.**
- 3. Discuss potential positive outcomes for schools, districts, and school counselors who work to develop a comprehensive elementary school counseling program.**

Simpson Central School

- Located in a rural area in central Mississippi
- Grades kindergarten through 8th grade
- Enrollment 585
- 75-80% of students qualify for free and reduced meal program annually
- School-wide Title 1 school



Simpson Central School

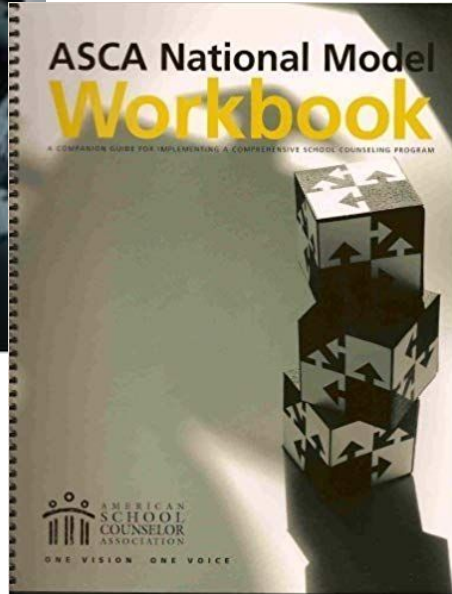
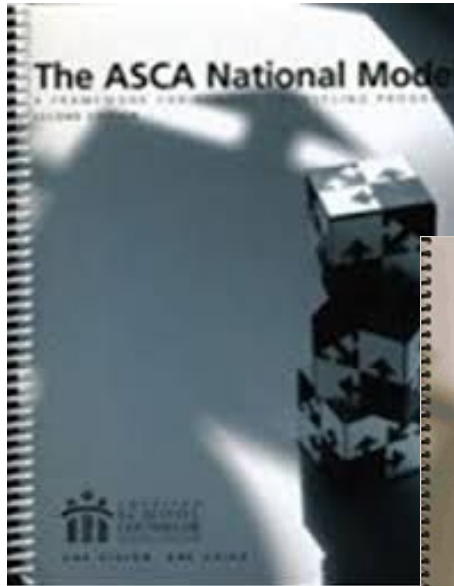


A little about me. . .



Crystal Brewer, Counselor





It's A Journey



Where are you at in your journey to RAMP?

1-RAMP? What's RAMP?

2- Sounds nice, but it doesn't fit into the 10,000,000 other things I'm doing right now as a school counselor.

3.- I know what it is, I want to make it happen, but I'm just not sure where to start or how to go about it.

4- I'm in process- working in that direction!

5- I plan to RAMP next year!!!



Roadblocks to a Comprehensive School Counseling Program



- Stakeholders who don't understand the vital role of the modern day school counselor
- Being assigned duties that are non-counseling and impact your ability to effectively deliver a comprehensive program
- Large counselor to student caseload
- Lack of resources necessary to deliver a comprehensive program

INAPPROPRIATE ACTIVITIES FOR SCHOOL COUNSELORS

- coordinating paperwork and data entry of all new students
- coordinating cognitive, aptitude and achievement testing programs
- signing excuses for students who are tardy or absent
- performing disciplinary actions or assigning discipline consequences
- sending students home who are not appropriately dressed
- teaching classes when teachers are absent
- computing grade-point averages
- maintaining student records
- supervising classrooms or common areas
- keeping clerical records
- assisting with duties in the principal's office
- providing therapy or long-term counseling in schools to address psychological disorders
- coordinating schoolwide individual education plans, student study teams and school attendance review boards
- serving as a data entry clerk

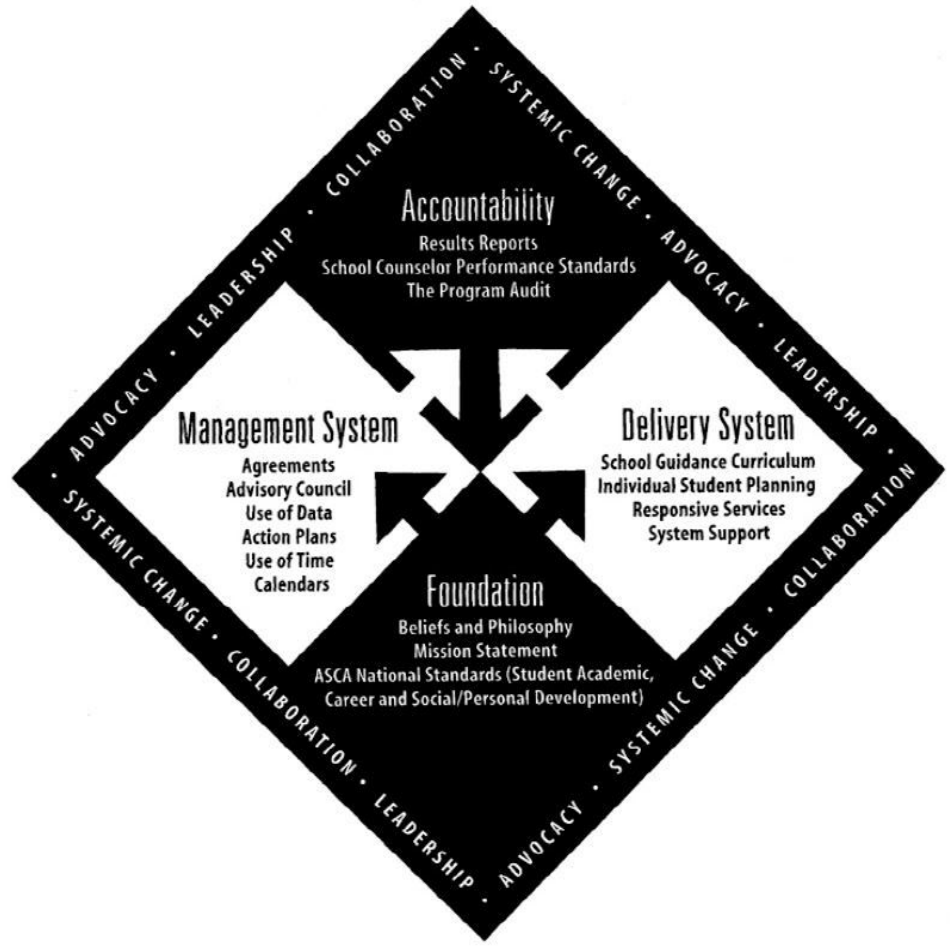
Better to light a candle
than to curse the darkness.

~Chinese Proverb



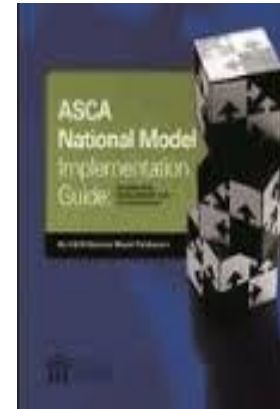
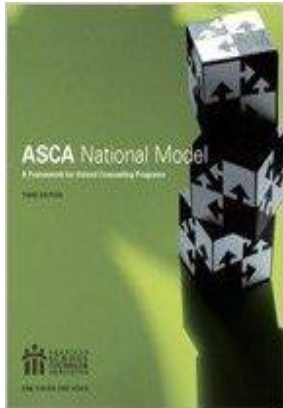
ASCA NATIONAL MODEL
IMPLEMENTATION





Where do I start building a comprehensive program?

Become a “student” of the ASCA National Model-3rd Edition, as well as other resources to help you understand, implement, and assess your progress toward delivering a comprehensive school counseling program.



Where do I start building a comprehensive program?

Assess your current school counseling program and determine what you need to work on to align your program with the ASCA National Model.



School Counseling Program Assessment

School Counseling Program Assessment



FOUNDATION			
CRITERIA	No	In Progress	Yes
Beliefs			
a. Indicates an agreed-upon belief system about the ability of all students to achieve.			
b. Addresses how the school counseling program meets student developmental needs.			
c. Addresses the school counselor's role as an advocate for every student.			
d. Identifies persons to be involved in the planning, managing, delivery and evaluation of school counseling program activities.			
e. Includes how data informs program decisions.			
f. Includes how ethical standards guide the work of school counselors.			
Vision Statement			
a. Describes a future where school counseling goals and strategies are being successfully achieved.			
b. Outlines a rich and textual picture of what success looks like and feels like.			
c. Is bold and inspiring.			
d. States best possible student outcomes.			
e. Is believable and achievable.			
Mission Statement			
a. Aligns with the school's mission statement and may show linkages to district and state department of education mission statements.			
b. Written with students as the primary focus.			
c. Advocates for equity, access and success of every student.			
d. Indicates the long-range results desired for all students.			
Program Goals			
a. Promote achievement, attendance, behavior and/or school safety.			
b. Are based on school data.			
c. Address schoolwide data, policies and practices to address closing the gap issues.			
d. Address academic, career and/or personal/social development.			
ASCA Student Standards and Other Student Standards			
a. Standards, competencies and indicators from ASCA Student Standards are identified and align with program mission and goals.			
b. Standards and competencies selected from other standards (state/district, 21st Century, Character Ed, etc.) align with ASCA Student Standards, program mission and goals as appropriate.			

Where do I start building a comprehensive program?

Review data and identify issues within your school that can be addressed through the school counseling program.

*Attendance, Behavior, Course Performance

*Identify gaps between student groups



Where do I start building a comprehensive program?

Work to secure “buy-in” from administration, faculty, and community members.



Where do I start building a comprehensive program?

Formulate a plan of action and build a strong advisory council to support your efforts.



12 components of RAMP application

- | | |
|-----------------------------------------------------------|----------|
| 1. Vision Statement | 3 points |
| 2. Mission Statement | 3 points |
| 3. School Counseling Program Goals | 6 points |
| 4. ASCA Mindsets and Behaviors | 4 points |
| 5. Annual Agreement | 5 points |
| 6. Advisory Council | 5 points |
| 7. Calendars | 5 points |
| 8. Core Curriculum Action Plan and Lessons | 6 points |
| 9. Core Curriculum Results Report | 6 points |
| 10. Small Group Action Plan, Lesson Plans, Result Reports | 6 points |
| 11. Closing the Gap Results Report | 6 points |
| 12. Program Evaluation and Reflection | 5 points |

With a total of 60 possible points on a RAMP application:

54 points is required to earn
the RAMP designation



48-53 points earned on a RAMP
application results in an
opportunity to address some of
the reviewer comments and
re-submit



ASCA Recommends a 2-3 Year Implementation for RAMP

- **Decide what you can work to get in place for this year (YEAR 1)**
- **Decide what you can work to learn more about and plan to have implemented next year (YEAR 2)**
- **Decide which things you will need a couple of years to work towards implementation (YEAR 3)**



Why RAMP?

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- -Help others understand the role of the school counselor
- -Validate the impact of the work you do as a school counselor
- -Improve your advocacy, collaboration, leadership skills
- -Increase student achievement and close achievement gaps
- -To prove that you can!



Where this journey has led me...









Everything is impossible until
somebody does it.



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THANK YOU!