



SJUSD School Counseling Elementary Team
Creating and Managing a Strong Tier 1 Program for Elementary
Counseling

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The San Jacinto
Difference

The mission of San Jacinto Unified School District Counseling program is to ensure that all of our students receive equitable access to the knowledge, attitudes and skills necessary to achieve academic excellence, college/career readiness, personal growth and social responsibility to become contributing members of society.



Introduction Activity

GROUP UP & SHARE OUT!

School Counseling is Changing...

Before

- Reactive
- Random Acts of Counseling
- Use of Referrals
- Measure Impact with Number Served



New Way

- Proactive
- Intentional Acts of Counseling
- Use of Data
- Measure Impact with Behavior Change Data

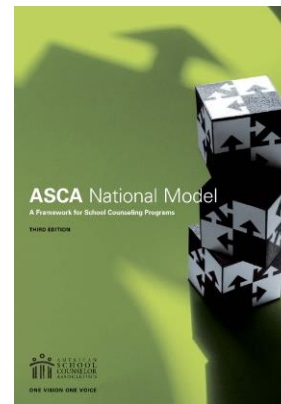
School Counselor Competencies

History and Purpose

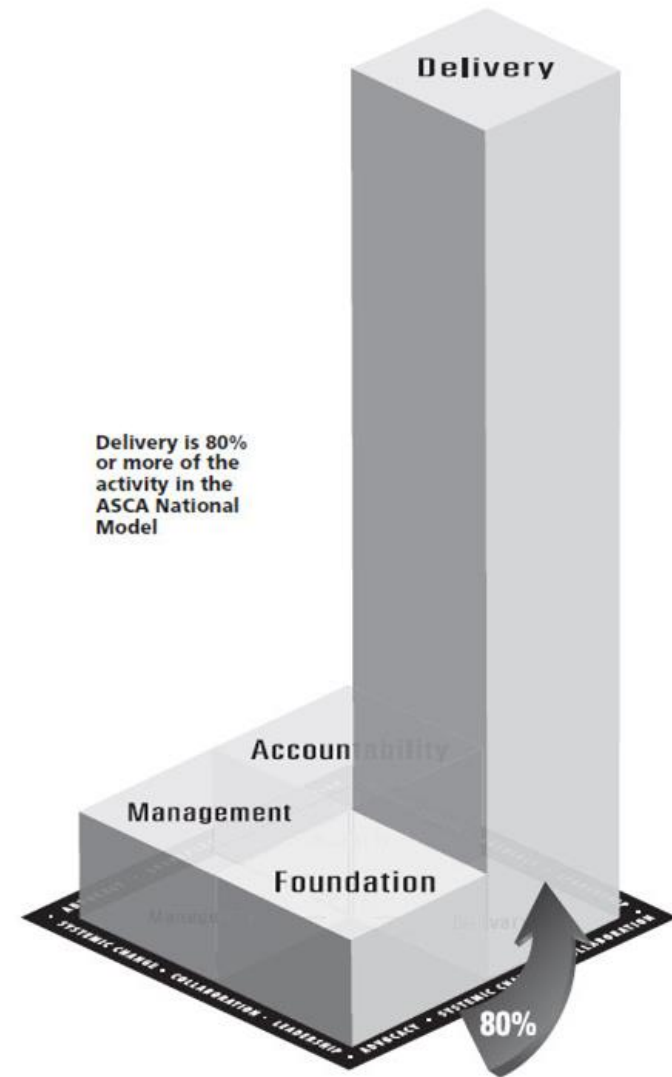
The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. In recent years, the ASCA leadership has recognized the need for a more unified vision of the school counseling profession. "The ASCA National Model: A Framework for School Counseling Programs" was a landmark document that provided a mechanism with which school counselors and school counseling teams could design, coordinate, implement, manage and enhance their programs for students' success. The ASCA National Model[®] provides a framework for the program components, the school counselor's role in implementation and the underlying philosophies of leadership, advocacy, collaboration and systemic change.

The School Counselor Competencies continue the effort for a unified vision by outlining the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of our profession and the needs of our Pre-K-12 students. These competencies are necessary to better ensure that our future school counselor workforce will be able to continue to make a positive difference in the lives of students.

Comprehensive School Counseling Program



80% Direct Services with Students



Themes

- Advocacy
- Leadership
- Collaboration
- Systemic Change

The “WHEN, WHY, and ON WHOSE AUTHORITY”

- Annual agreement
- Advisory Council
- Use of data
- Action plans
- Calendars
- Use of time

The “WHAT”

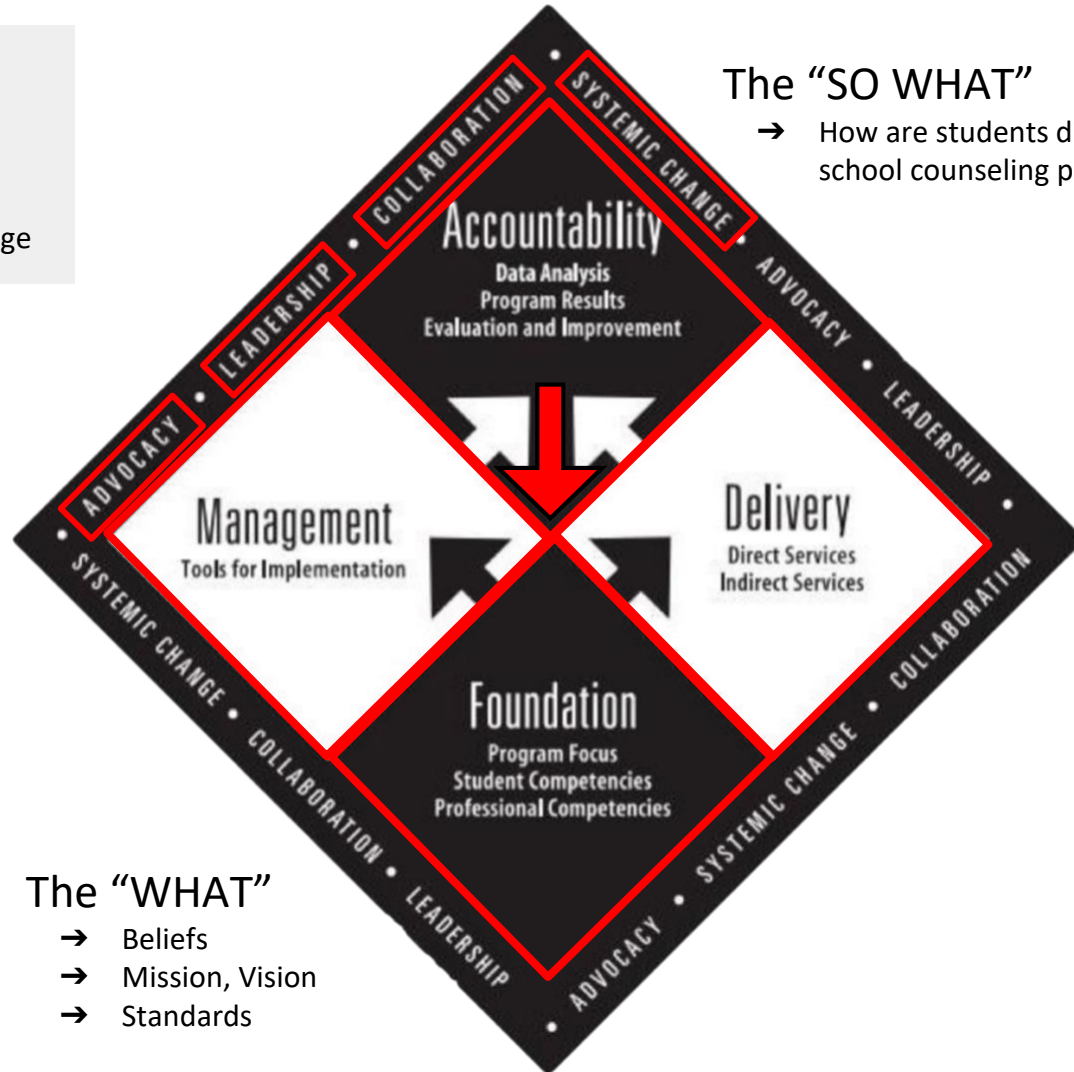
- Beliefs
- Mission, Vision
- Standards

The “SO WHAT”

- How are students different as a result of the school counseling program?

The “HOW”

- Core curriculum
- Individual student planning
- Responsive services
- Consultation and collaboration
- Referrals



Why is a Model Needed?

Move	Move from responsive services for some students to a comprehensive program for all students.
Create	Create uniformity through a framework for the school counselor's role throughout the country.
Highlight	Highlight importance of school counseling as critical and integral for promoting student achievement and supporting student success.



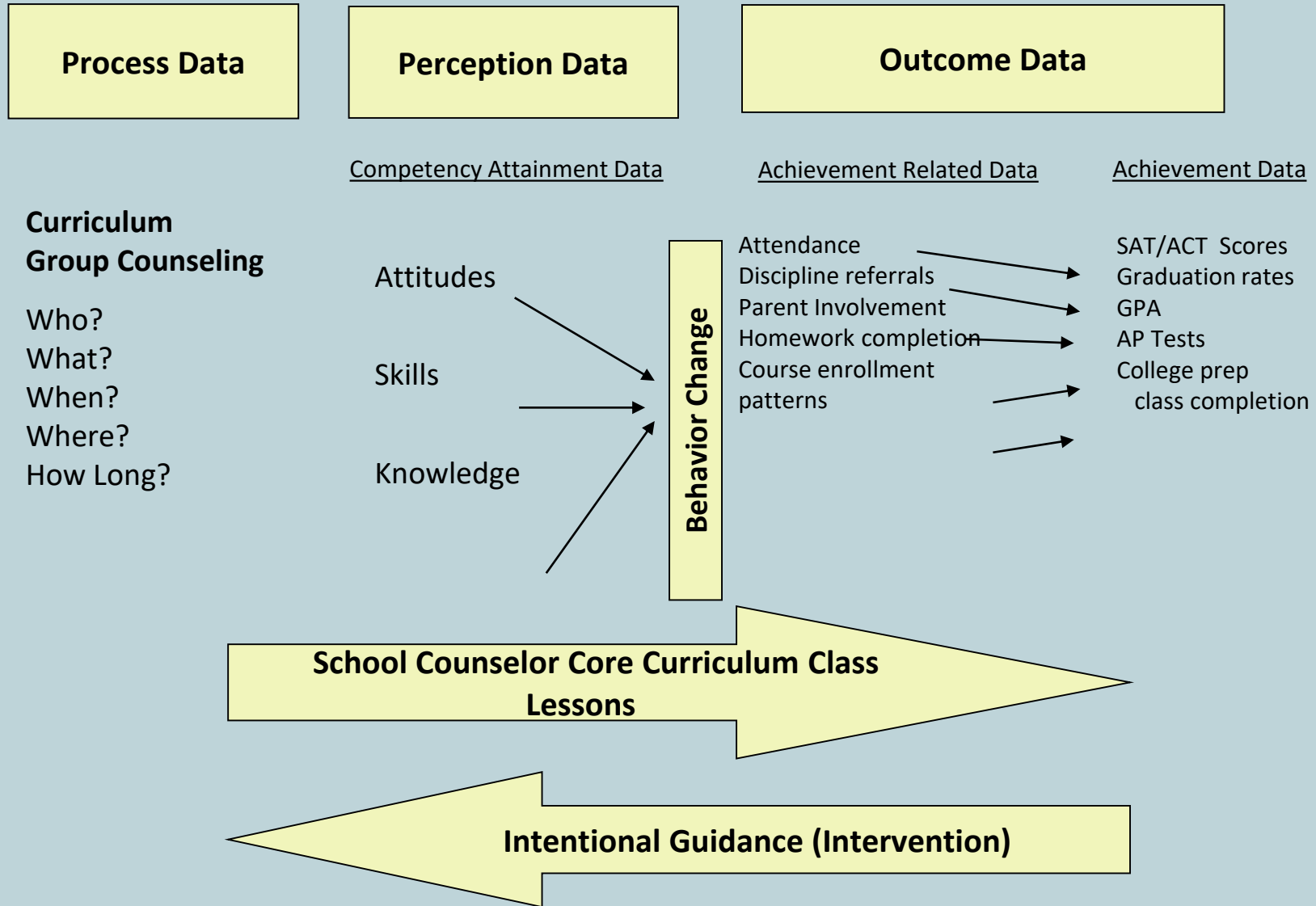
Data

Process—Who? What? How Many?

Perception—Pre/Post Tests and Surveys measuring Attitudes, Skills, Knowledge

Outcome Results—Achievement related: attendance & discipline referrals; Achievement: report card grades & test scores.

Hatching Results Conceptual Diagram





- California Healthy Kids Survey (CHKS)
- Focus Group Data
- Attendance Rates
- Suspensions and Referrals
- Community Trends
- Report Card Data

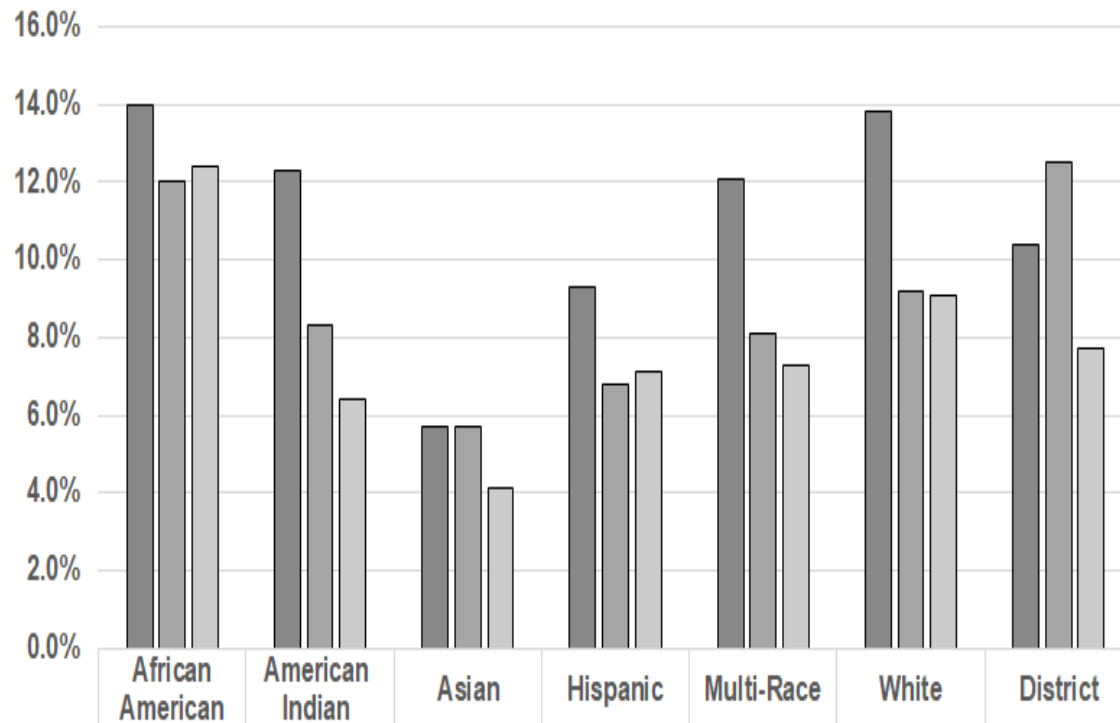
Program Goals Driven
by Data

SMART GOAL

By the end of the 2018-2019 school year, we will decrease our kindergarten chronic absenteeism rate by 2% from the 2017-2018 school year chronic absenteeism rate.

Attendance

3-Year Chronic Absenteeism Rates



■ 2015-16	14.0%	12.3%	5.7%	9.3%	12.1%	13.8%	10.4%
■ 2016-17	12.0%	8.3%	5.7%	6.8%	8.1%	9.2%	12.5%
□ 2017-18*	12.4%	6.4%	4.1%	7.1%	7.3%	9.1%	7.7%

Research shows:



Children who are chronically absent in kindergarten and 1st grade are less likely to read at grade level by the end of 3rd grade.



By 6th grade, chronic absence is a proven early warning sign for students at risk for dropping out of school.



By 9th grade, good attendance can predict graduation rates even better than 8th grade test scores.

Accountability

Program Results

Presentation of Results

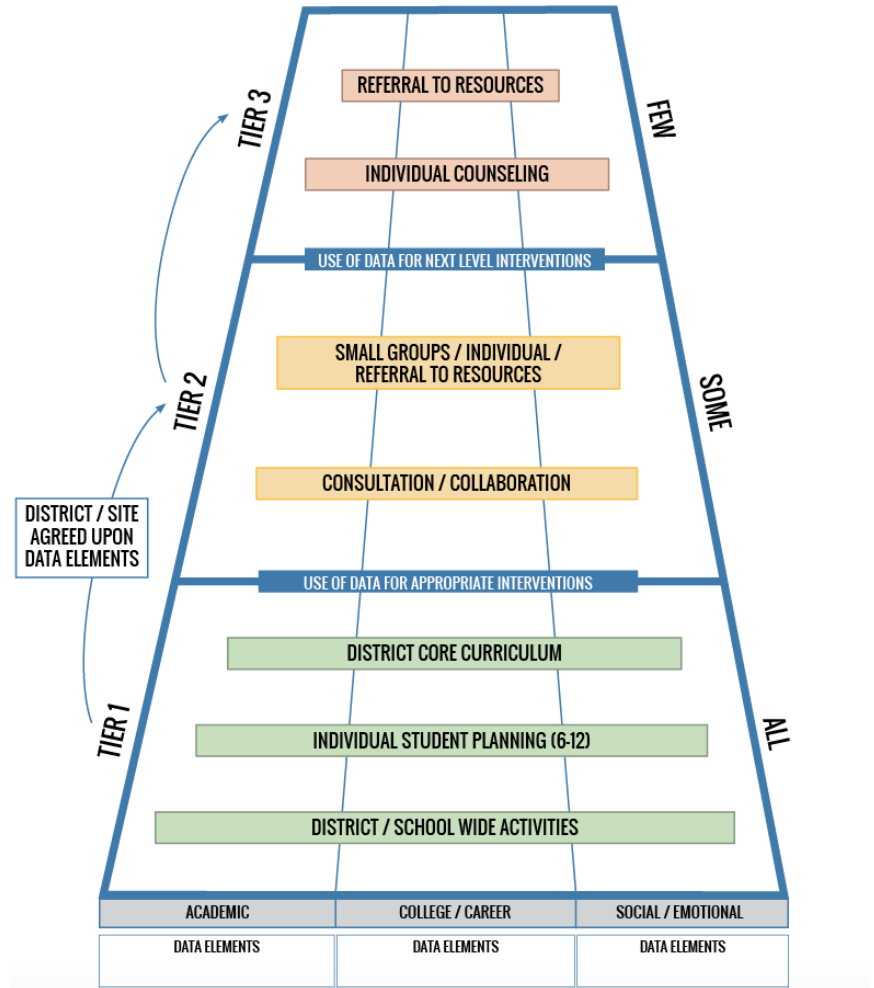
Data Analysis

Program Assessment
Analysis

School Counselor
Competencies

SJUSD School Counseling Multi-Tier Multi-Domain System of Supports

MTSS



<i>Counseling Services</i>	<i>Estudillo</i>	<i>De Anza</i>	<i>Hyatt</i>	<i>Park Hill</i>	<i>Megan Cope</i>	<i>SJE</i>	<i>Record</i>	<i>Totals</i>
<i>Classroom Core Lessons</i>	89	80	71	122	113	108	66	649
<i>Parent Workshops</i>	6	5	5	6	5	5	5	7
<i>Structured Recess/Lunch Activities</i>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

2017-2018 Tier I Process Data

Core Curriculum Action Plan



SCHOOL COUNSELING CORE CURRICULUM ACTION PLAN

Estudillo Elementary School 2018-2019

Goal Provide Core Curriculum units to all K-5 students focusing on social/emotional, academic, college/career readiness skills

Lessons and Activities Related to Goal:

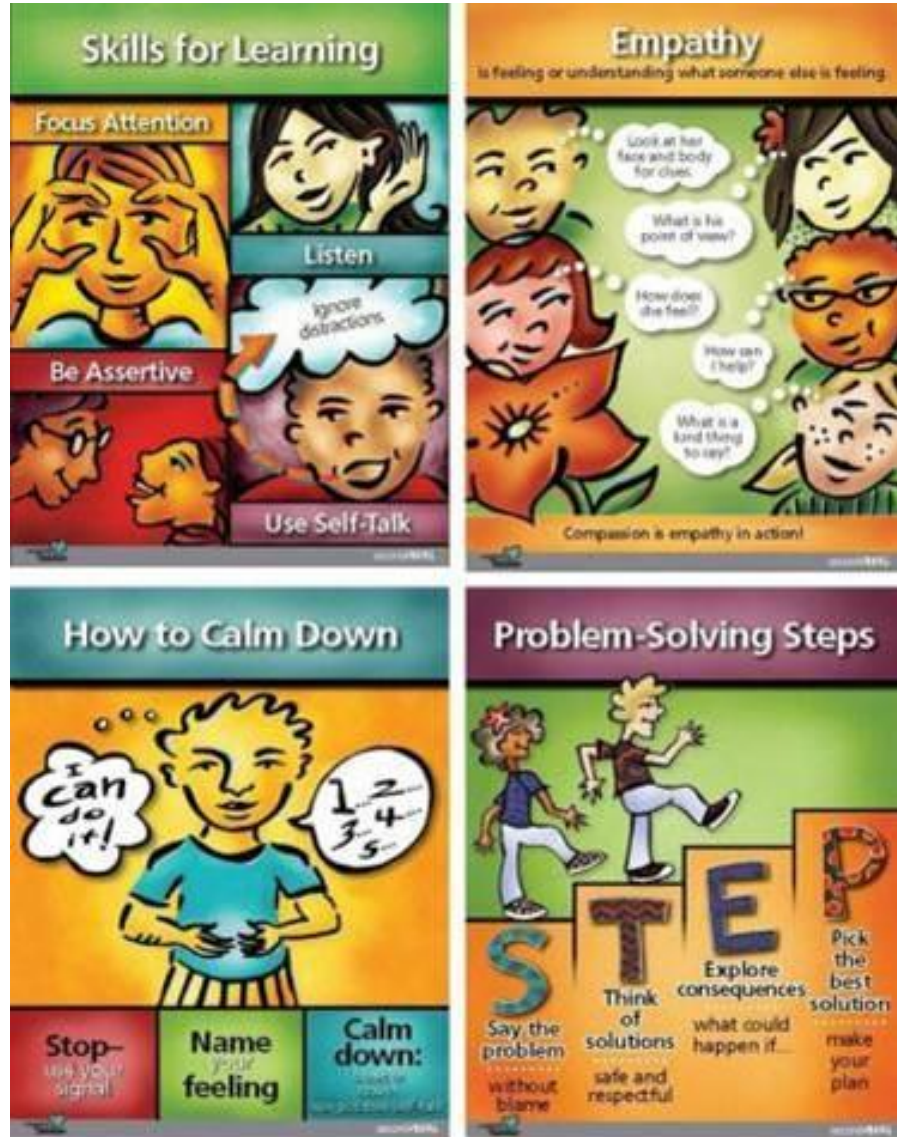
Grade Level	Lesson Topic	Lesson Will Be Presented In Which Class/ Subject	ASCA Standards	Curriculum and Materials	Projected Start/End	Process Data (Projected number of students affected)	Perception Data (Type of surveys/ assessments to be used)	Outcome Data (Achievement, attendance and/or behavior data to be collected)	Contact Person
K-5	Meet the School Counselor	All K-5 classrooms	<p><u>Mindsets</u> M 3. Sense of belonging in the school environment.</p> <p><u>Behaviors</u> <i>Social Skills:</i> B-SS 2. Create positive and supportive relationships with other students. B-SS 3. Create relationships with adults that support success</p>	Counselor generated lessons, PPT for grades 3-5 & Counselor Toolbox for grades K-2	8/20/18-8/31/18	700 (approx)	Student knows who the counselor is and the location of the office.	N/A	Francisca Mena
K-5	Bully Prevention /Social Emotional	All K-5 classrooms	<p><u>Mindsets</u> M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.</p> <p><u>Behaviors</u> <i>Learning Strategies:</i> B-LS 1. Demonstrate critical-thinking skills to make informed decisions</p>	Counselor generated lessons, PPT, activities on positive behavior support and bully prevention	09/17/18-10/12/18 & 02/05/18-03/03/18	(K-5) 700 (approx)	Pre/Post Surveys	Reduction in the amount of office discipline referrals/discipline demerits earned	Francisca Mena

2017-2018
Classroom
Core
Curriculum
Process
Data


	Lesson Topic	Grade Levels	Number of Lessons
Academic	<i>Whole Body Listening</i>	TK-2	90
	<i>Test-Taking Strategies</i>	3-5	42
Social/Emotional	<i>Meet the School Counselor</i>	TK-5	31
	<i>Bully Prevention</i>	TK-5	175
	<i>Early Warning Signs of Violence</i>	5	26
	<i>Empathy</i>	TK-2	131
College & Career Readiness	<i>Career Exploration</i>	4	17

Second Step Classroom Core Curriculum

- *ALL students received lessons from Second Step Curriculum.*
- *Based on site needs, some sites/grade levels received 9-16 weekly lessons (based on needs/administrator requests).*
- *Anti-violence curriculum-focus areas were Skills for Learning, Empathy, How to Calm Down, and Problem-Solving Steps.*





Second Step Core Curriculum Lessons



Empathy and Respect Lesson


SJUSD Elementary Counseling



**Managing Test Anxiety and
Test Preparation Strategies**

Elementary School Counselor

secondSTEP
"Focusing Attention & Listening"



**Solving Problems
5th Grade**

Elementary School Counselors

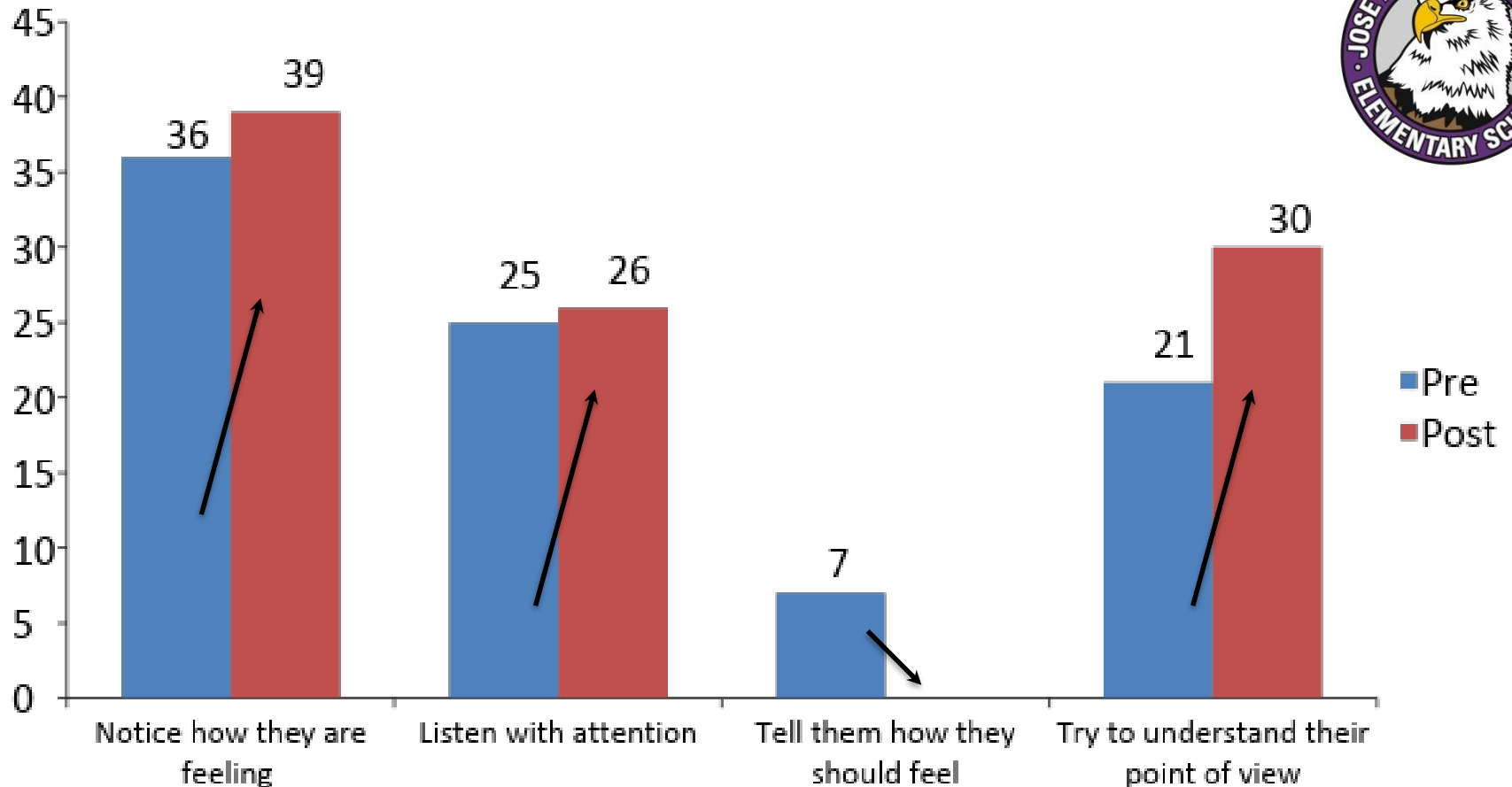
Empathy Second Step Lesson

GOAL: Lesson will help students demonstrate empathy and belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.

Process Data: 131 classroom lessons.

Perception Data: Empathy Second Step Lesson

Question : When you have empathy for people, you...



MEASURING KNOWLEDGE!

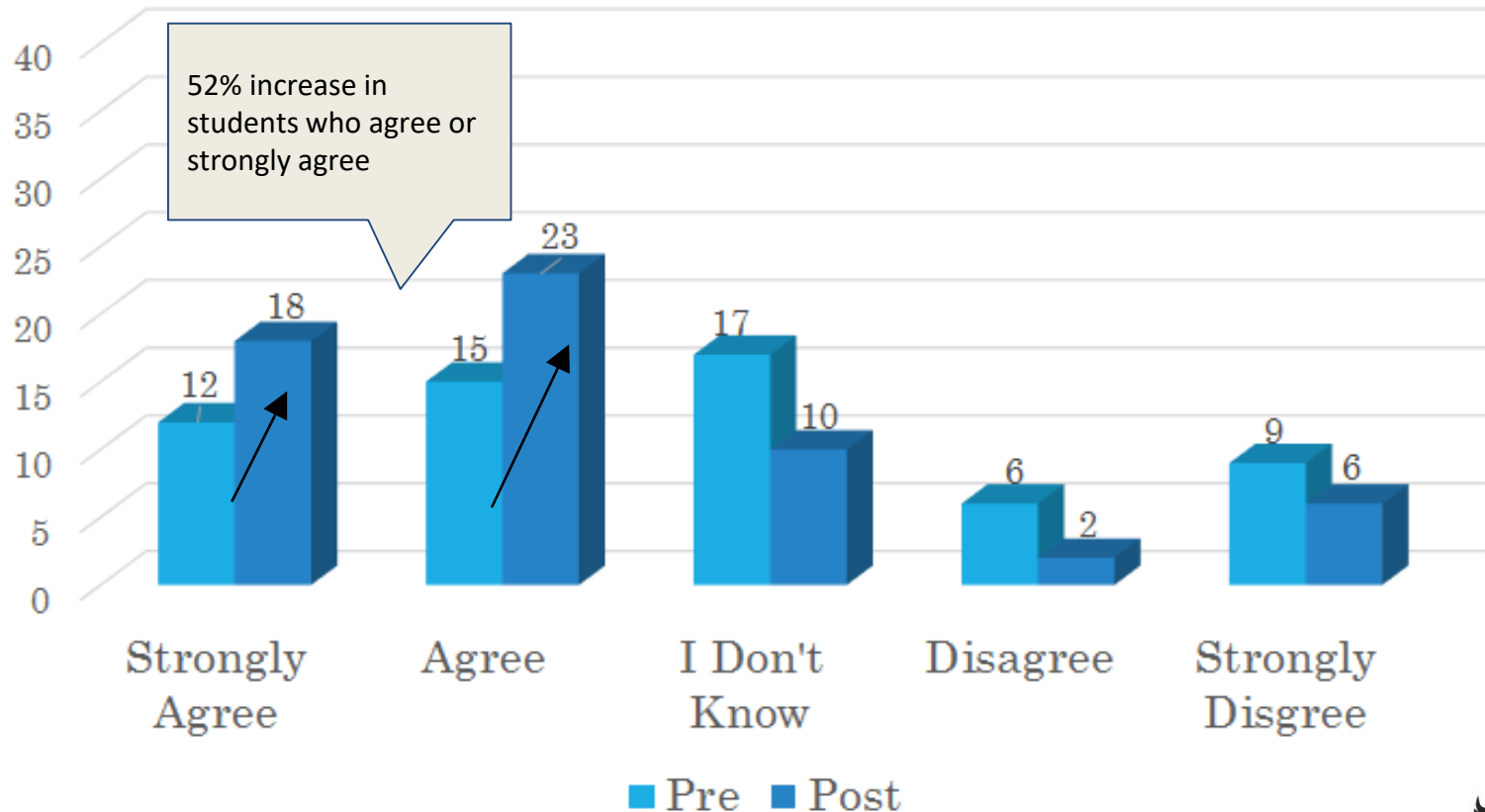
Managing Anxiety and Test- Taking Strategies Lesson

GOAL: Lesson will help students demonstrate critical-thinking skills to make informed decisions and help them to use organizational and study skills academically and during testing.

Process Data: 80 classroom lessons.

Perception Data: Test Taking Strategies Lesson

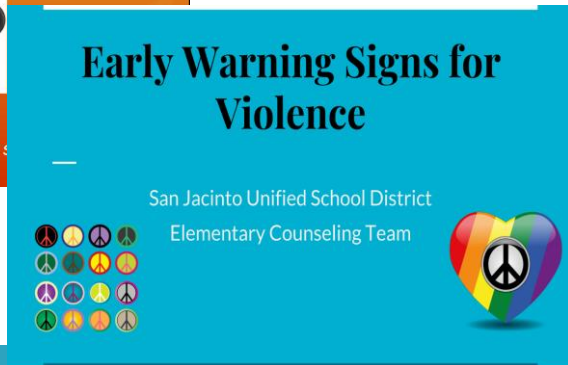
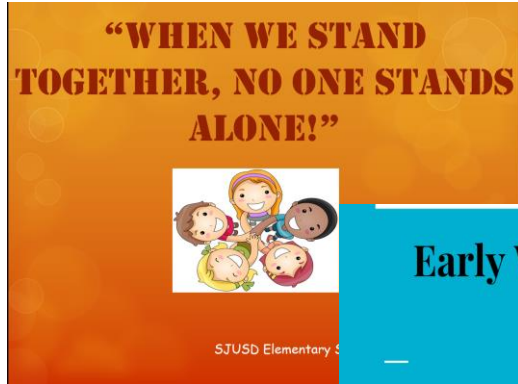
“I feel confident when it is time to take a test at school?”



MEASURING ATTITUDE!



Counselor-Created Classroom Core Curriculum Lessons



SJUSD Elementary School Counseling Program



- *ALL students receive lessons Counselor-created classroom lessons.*
- *Counselors collaborate on all lessons that are universal to all elementary sites.*
- *Some Focus areas: Bully Prevention, Career Exploration, and Early Warning Signs.*

Bully Prevention Lesson

Goal: Decrease bullying and teach students the “TAG” strategy.

Process Data: 176 classroom lessons.

T.A.G.:

***Tell** the person you don't like what they did.*

***Ask** them to stop what they are doing.*

***Get** help from an adult.*

School Counselor: Stephanie Bolanos Date: November 15, 2017

Activity: Bullying Prevention Lesson

Grade(s): 5th

School Counseling Program Goal(s) addressed:

Core Curriculum for all students focused on Personal/Social Skills.

ASCA Student Standards or ASCA Mindsets & Behaviors standards addressed:

M 1.: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.

B-SS 2.: Create positive and supportive relationships with other students.

B-SS 4.: Demonstrate empathy.

B-SS 8.: Demonstrate advocacy skills and ability to assert self, when Necessary.

Learning Objective(s):

1. Students will learn what bullying is.
2. Students will learn the different types of bullying.
3. Students will learn the different roles in bullying.
4. Students will learn the T.A.G. strategy and other strategies as a way to stand up to bullying.

Materials: Power-Point presentation, pre and post survey, bullying prevention prizes (stickers, bookmarks, pencils), paper, pencils, T.A.G. poster for classroom.

Procedure:

1. Students will fill-out the pre-survey before lesson.
2. Students will be presented with interactive power-point presentation by school counselor.
3. Students will participate in class activity focused on being an upstander.
4. Students will fill-out the post-survey after the lesson and activity are completed.

Plan for Evaluation:

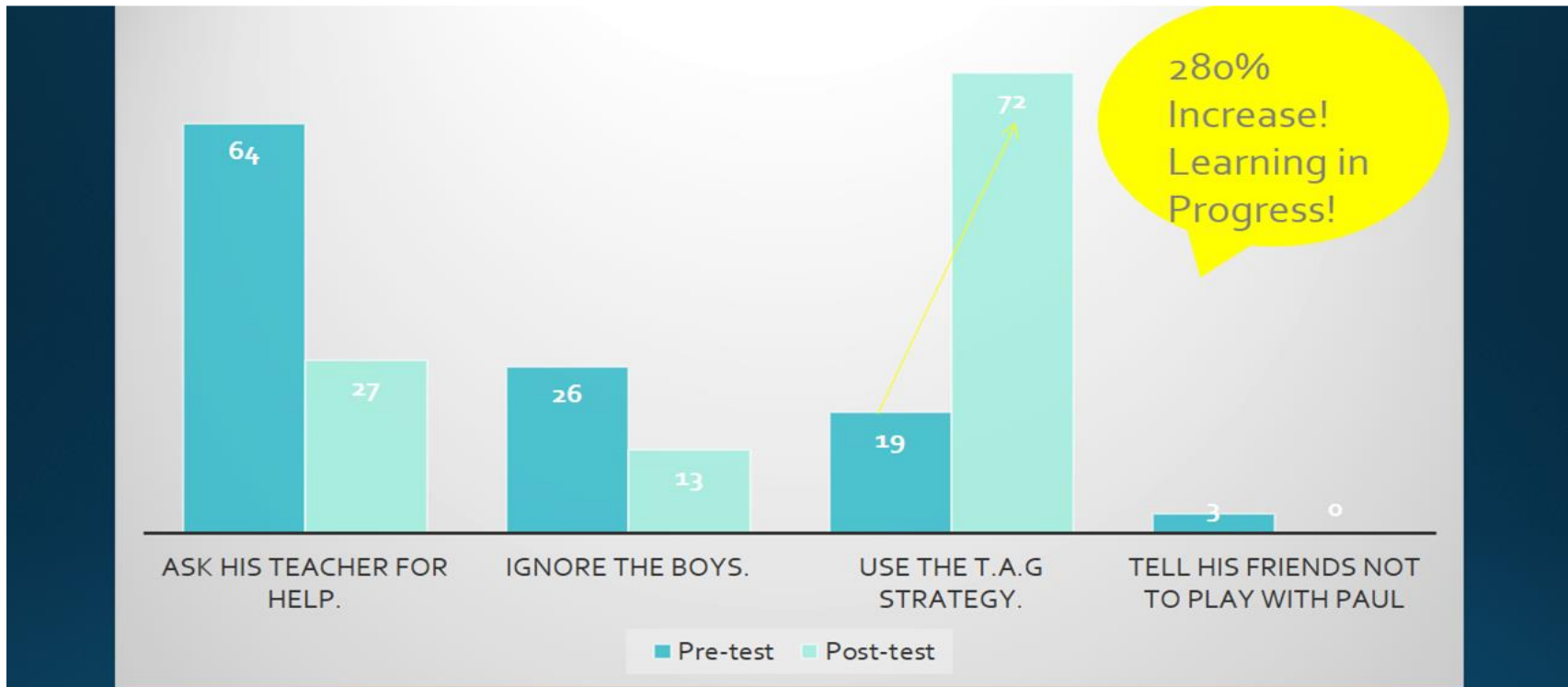
Process Data (projected number of students affected): Approximately 30 students per 5th grade classroom.

Perception Data Perception Data (type of surveys/ assessments to be used): Bullying Prevention pre and post student survey.

Outcome Data: (achievement, attendance and/or behavior data to be collected): Reduction in the amount of office discipline referrals/discipline demerits earned associated to bullying.

Follow Up: School counselor will follow up with students on implementation of T.A.G strategy and other strategies used to stand-up to bullying.

Perception Data: Bullying Prevention Lesson



N=112 5th grade students

Question: Paul and Anthony have been friends since second grade. Paul doesn't want to be friends with Anthony anymore so he tells his new friends that they shouldn't play with Anthony either. What advice could you give Anthony?

MEASURING SKILL!



Early Warning Signs of Violence Lesson

Goal: Teach 5th grade students to identify the early warning signs and understand the importance of reporting. Improve student perception of safety on school campuses.

Perception Data: 28 classroom lessons.

Student Focus Groups

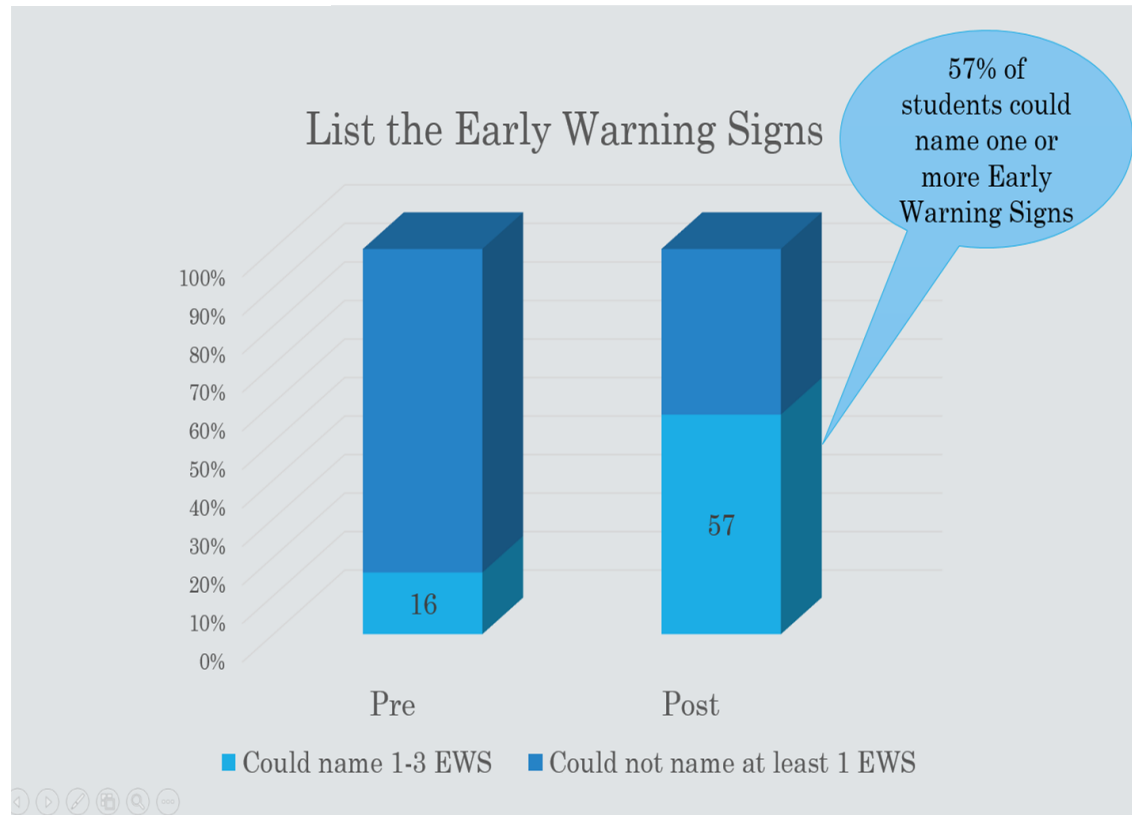
- Components
 - Objective
 - Group Size
 - Materials
 - Lesson
 - Questions
 - Conclusion
 - Share data with admin
 - Implement changes

- Students provide honest feedback and information about their experiences.
- Give ideas on what are strengths and weaknesses are.
- Give suggestions for improvement.





Perception Data: Early Warning Signs of Violence Lesson



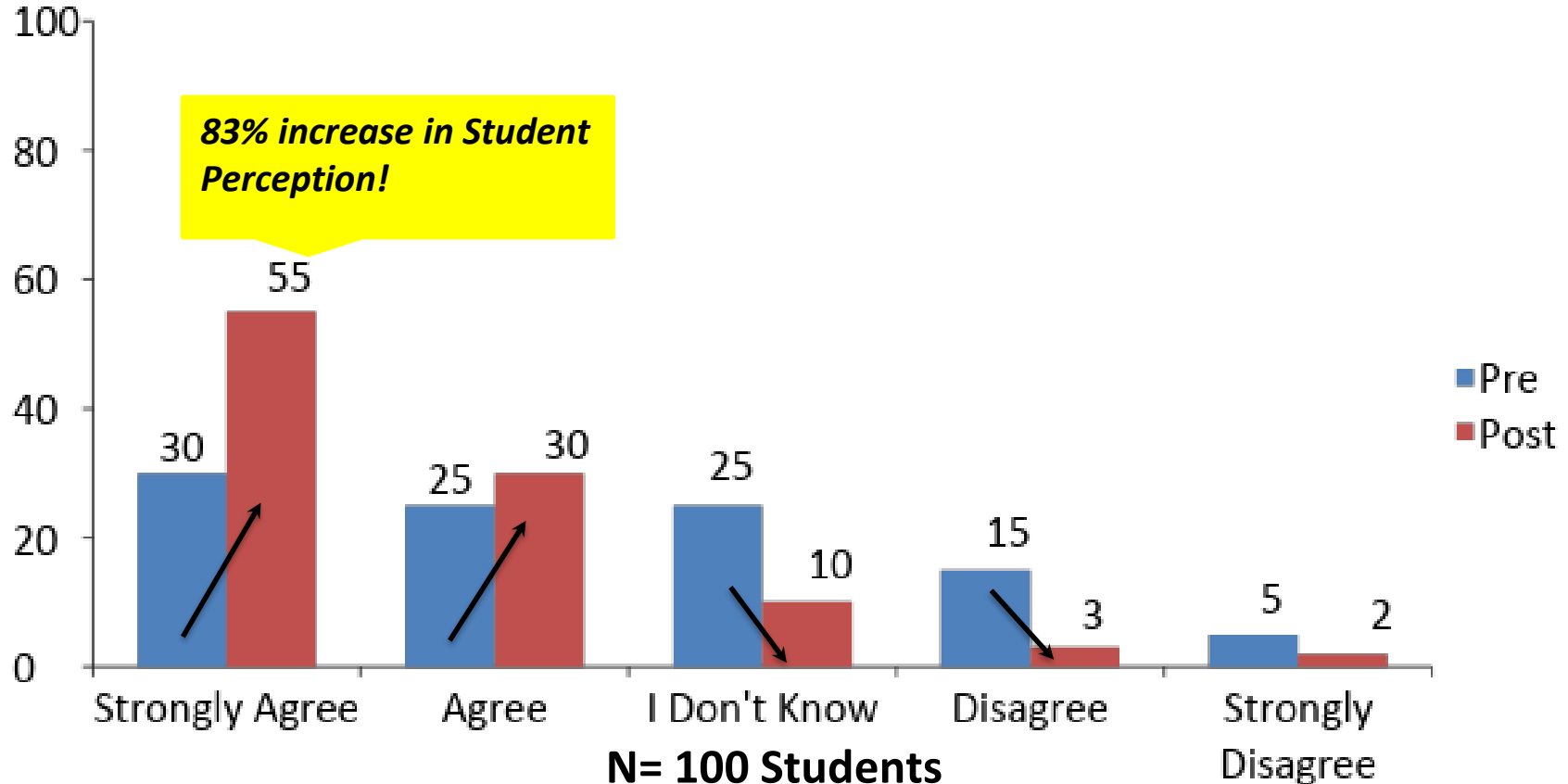
MEASURING KNOWLEDGE!

Career Exploration Lesson

Goal: To help students understand the connection between school and the world of work and plan for and make a successful transition from school to postsecondary education.

Process Data: 17 classroom lessons.

Perception Data: Career Exploration



“I believe elementary school prepares me for my future career.”

MEASURING ATTITUDE!



Transition to Middle School

Goal: Plan for and make a successful transition from elementary to middle school.

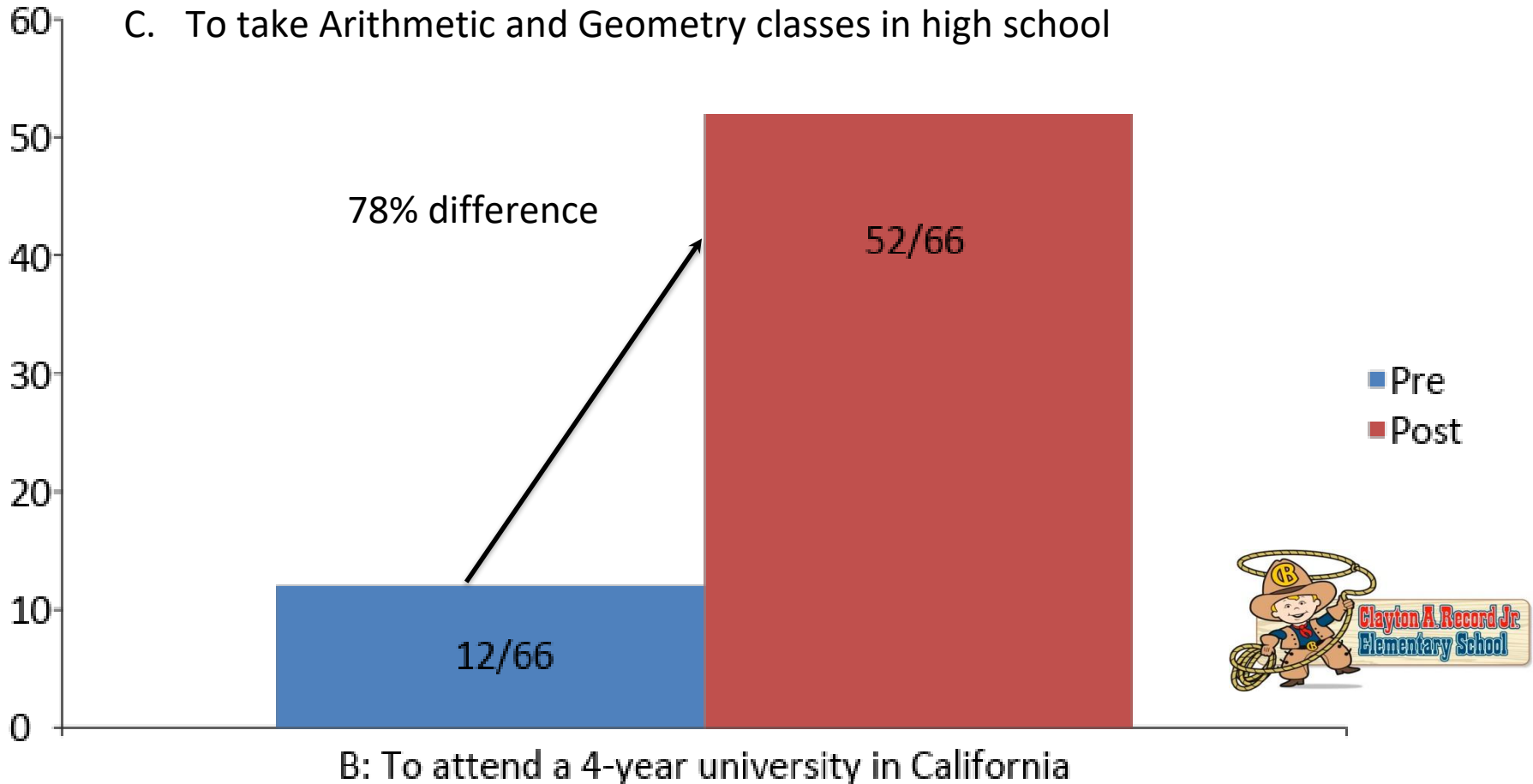
Process Data: 4 classroom lessons.

Perception Data: Transition to Middle School Lesson

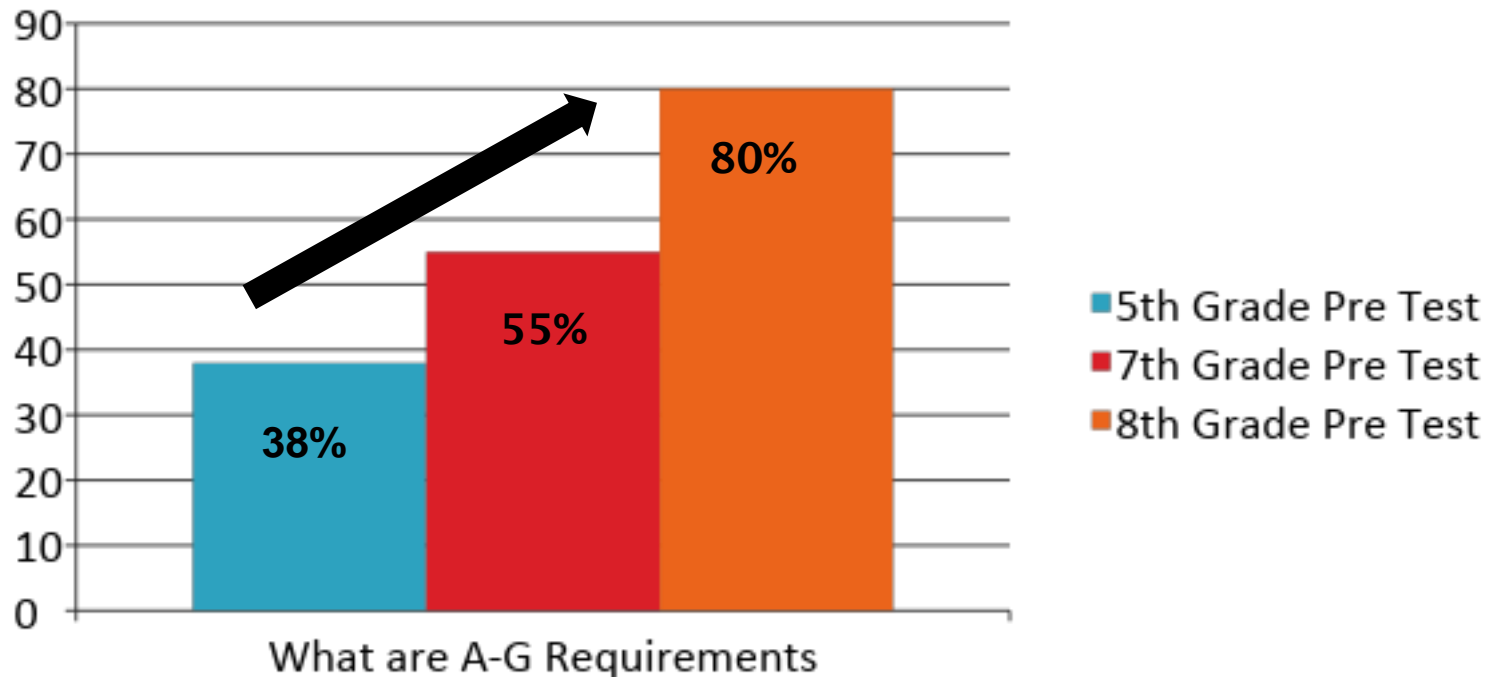
A-G classes are required:

- A. To learn about Agriculture
- B. To attend a 4-year university in California
- C. To take Arithmetic and Geometry classes in high school

MEASURING KNOWLEDGE!



Long-Term Perception Data: Transition to Middle School Lesson



5th, 7th, and 8th Grade Comparison

Example of students growth each year in attitude, skills, and knowledge through the Comprehensive School Counseling Program.

School-Wide Events





Go BIG with KINDNESS!

Transform Your School Culture Through Kindness

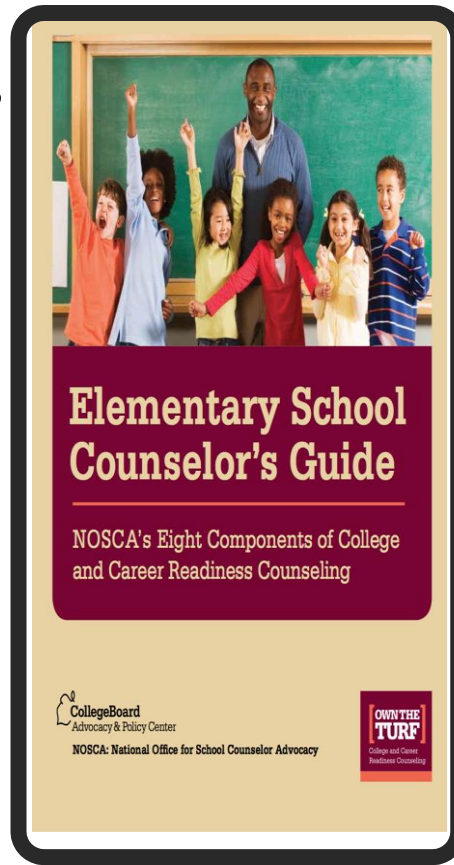


The Great Kindness Challenge is a proactive and positive bullying prevention initiative that improves school climate and increases student engagement. During the challenge, students perform as many acts of kindness as possible on campus.



8 Components of College and Career Readiness

- College Aspirations
- Academic Planning for College and Career Readiness
- Enrichment and Extracurricular Engagement
- College and Career Exploration and Selection Process



- College and Career Assessments
- College Affordability Planning
- College and Career Admission Process
- Transition from High School Graduation to College Enrollment

Elementary College/Career Readiness

CAREER WEEK

- Most 4th and 5th graders received a career exploration lesson.
- All students participated in classroom lessons and activities.

POSITIVE ACTIVITIES

- Career Dress Up Day
- College/Career Fair
- College Spirit Days
- College/Career Video Highlights sent to teachers
- 8th graders read created Career Story books to elementary classes



Door Decorating Contests

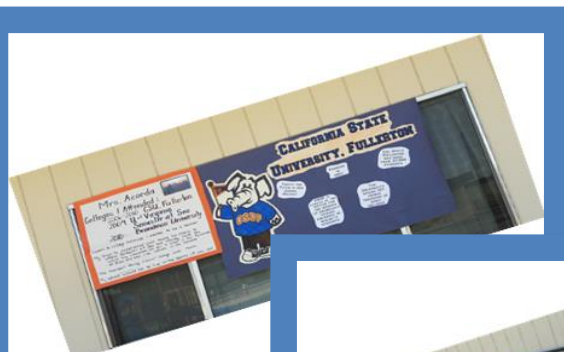


College decor on campuses

College-themed assemblies



College chants



Cap and gown dress-up



Career Day Success!!



Singer & Model



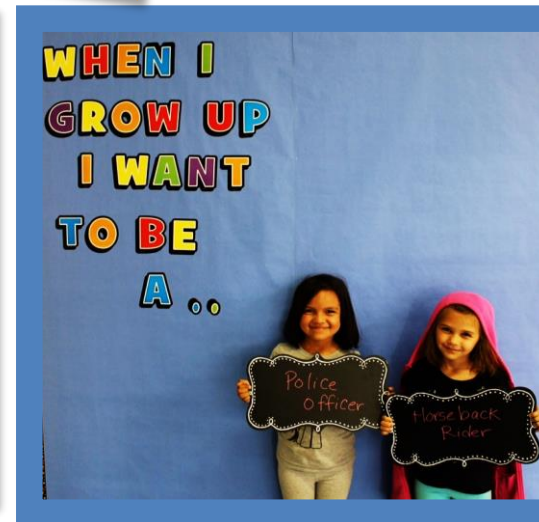
**Veterinarian, Singer, Nurse,
Doctor, Model, Construction
Worker, Soccer Players, Soldier**



**Pediatrician &
Nurse**



Air Force on Campus



Positive Activities

Building Relationships!



Friendship Rooms

- Dedicated space for friendship activities during recess or lunch times.
- Students are invited to come in and engage in various activities that promote cooperative play and building relationships.



Collaborative Parent Workshops

- Into the Future Parent Conference
- Bullying Prevention Parent Night
- Parent University 101



THANK YOU!

Questions?

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