



The San Jacinto
Difference

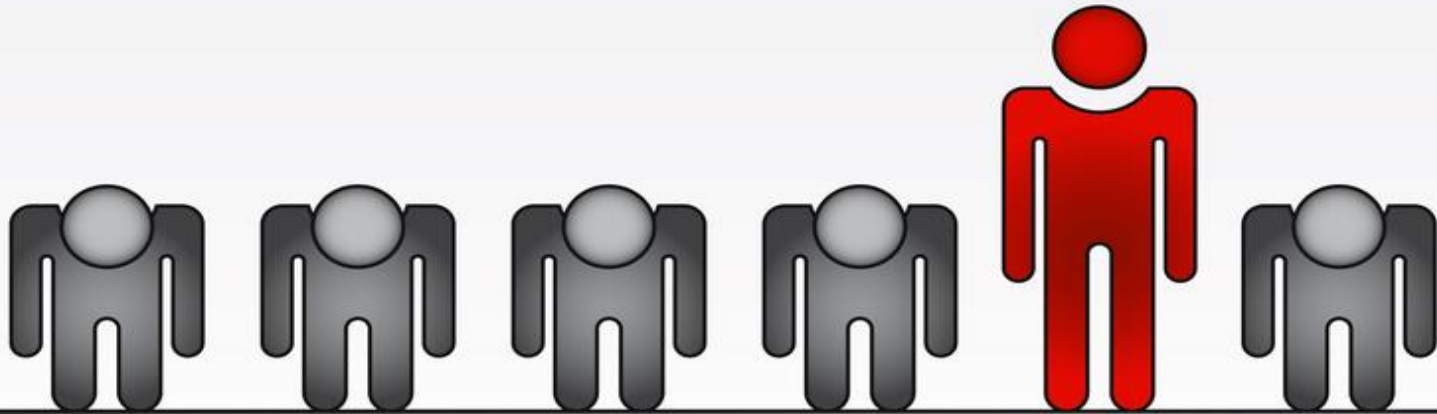
SJUSD Elementary Team

Creating a Comprehensive Elementary Counseling Program

Presenters: Stephanie Bolanos, Dena Drouault, Yolanda
Dudley, Francisca Mena, and Erika Nichols

Introduction Activity

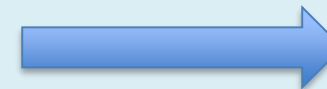
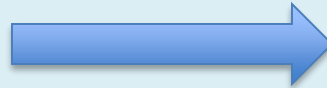
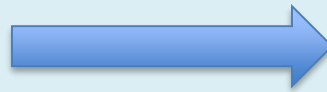
stand up



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



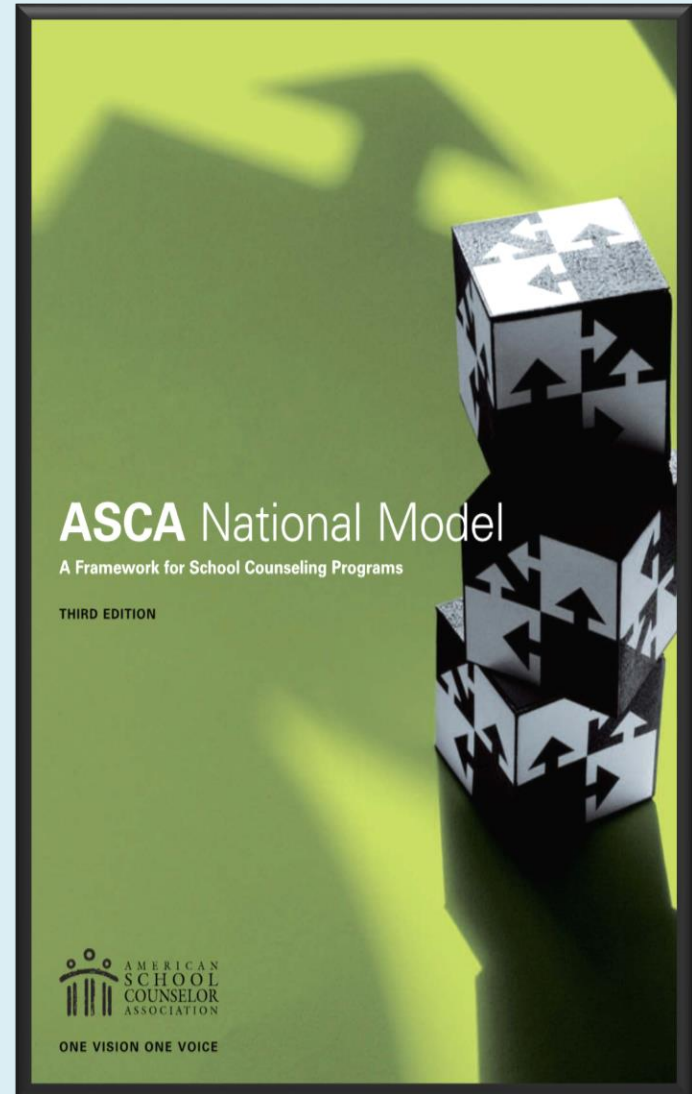
School Counselor Competencies

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.

Academic, Career, Social/Emotional



ONE VISION ONE VOICE



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”

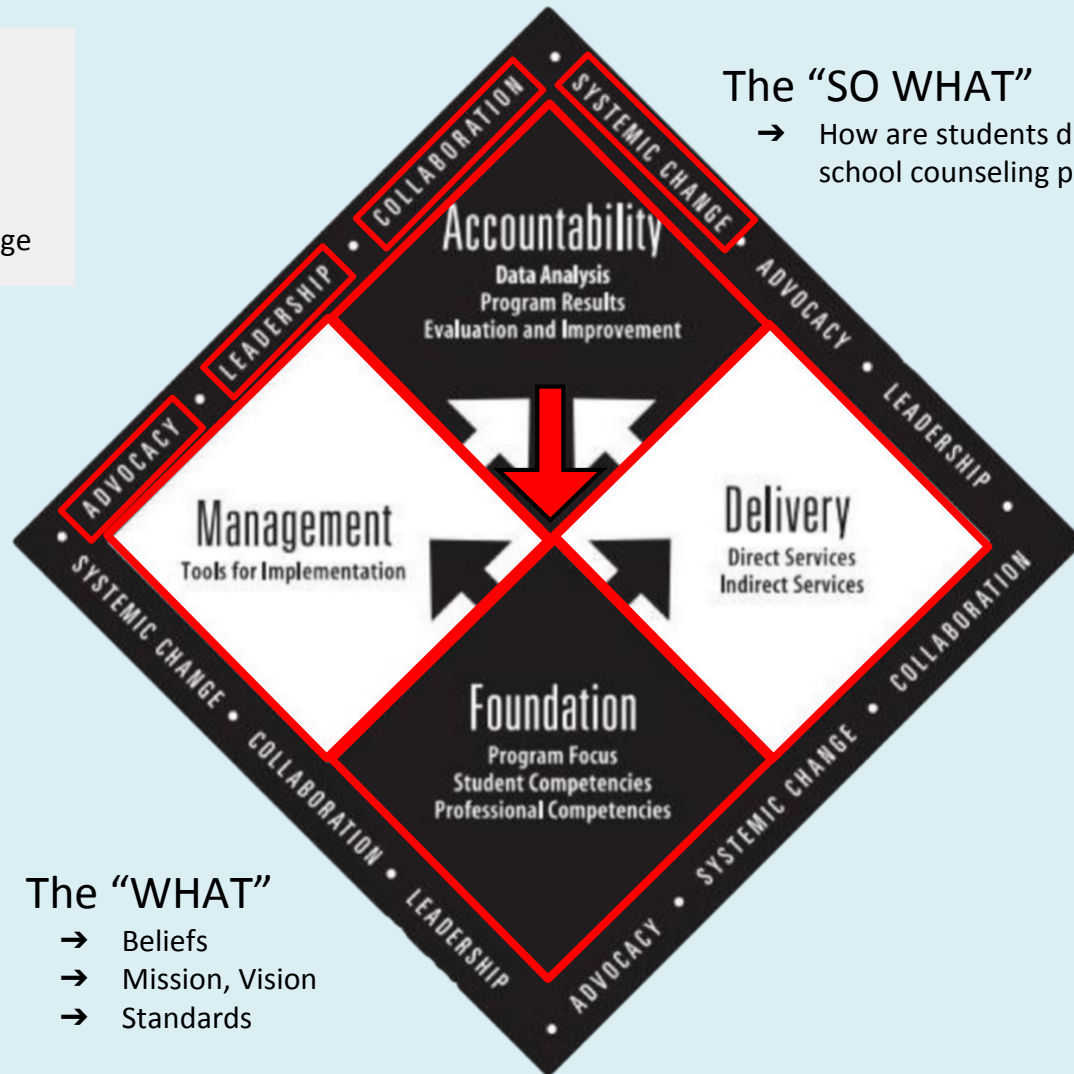
- Beliefs
- Mission, Vision
- Standards

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



Foundation



- Program Focus
 - Beliefs
 - Vision
 - Mission
 - Program Goals
- Student Competencies
- Professional Competencies
 - Counselor competencies
 - Ethical Standards

Belief Statement

All students in San Jacinto Unified School District will have equitable access to the school counseling program that addresses their academic, college/career and social/emotional development. As an integral part of the educational program, Pupil Personnel Services (PPS) Credentialed School Counselors will provide equitable services in support of our diverse student population achieving its highest potential.

Vision

The students-in San Jacinto Unified School District are high-achieving learners who graduate high school prepared for college and career aspirations. All students attain 21st century skills, career, and college readiness through the rigorous curriculum and high-quality opportunities provided by partnerships with the community, family, school, and the comprehensive school counseling program. Students and graduates challenge themselves, explore their own talents, and take pride in themselves, their school, their community and their country.



The San Jacinto
Difference

Mission

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.

Program Goals Driven by Data

- CAASSP Scores
- CELDT Scores
- California Healthy Kids Survey (CHKS)
- Attendance rates
- Suspensions and referrals
- Community trends
- Report Card Data



SMART GOAL

Decrease the total number of discipline referrals and improve student behavior by the end of the 6-8 week intentional small group

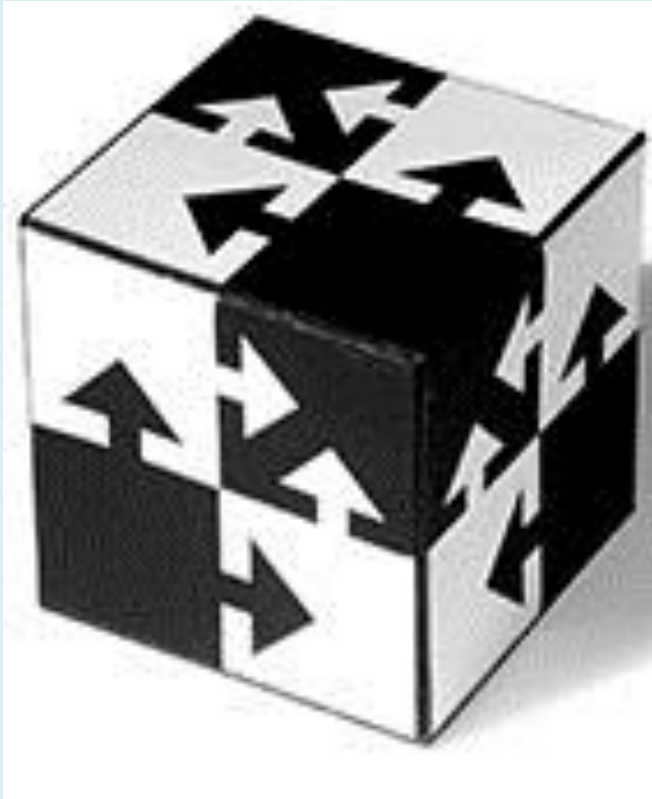
Implementation Plan

	<p>SJUSD Elementary School Counseling Program</p> <p>IMPLEMENTATION PLAN 2017-18</p>
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Domain	Goal	Action Item
Academic/Career LCAP Goal 1 Future Ready Learners	Goal One: Implement 6 of the 8 components of college and career readiness from the college board.	<ul style="list-style-type: none"> • College Aspirations: Creating a college/career going culture and atmosphere on campus • Academic Planning for College and Career Readiness • Enrichment and extracurricular engagement • College and Career Assessment • College and Career Exploration • College Affordability Planning • Collaboration with MS AVID program to have 8th grade students to present a college presentation to 3-5 graders
Academic/Career LCAP Goal 1 Future Ready Learners	Goal Two: Increase student achievement	<ul style="list-style-type: none"> • Use data from Aeries and Oars to find low achieving student information. • Provide Tools for Success groups sessions for students with 3 or more minuses on Q1 report section of student responsibilities (grades 3-5) • Provide Test Taking Lessons • CELDT Talks • Whole Body Listening Lessons
Personal/Social LCAP Goal 4: 21st Century Communication and Partnerships	Goal Three: Violence Prevention	<ul style="list-style-type: none"> • Provide staff and presentations on identifying the Early Warning Signs for Violence • Early Warning Signs Lessons to 5th grade • Second Step <ol style="list-style-type: none"> a. School Counselor provides Second Step lessons b. Support teachers in implementing 2nd step lessons • Bully Prevention Lessons • Student Focus Groups • Implement 7 components of the Student Assistance Program: <ol style="list-style-type: none"> a. Systemic Referral Process b. Menu of Services c. Group Interventions based on discipline data/referrals d. Peer Mediation e. Conflict Resolution f. Community Resources g. Self-Care
Personal/Social LCAP Goal 4:	Goal Four: Increase Parent Involvement/Support	<ul style="list-style-type: none"> • Parent Workshops • Create a parent connection group (Coffee with the Counselors) • Counselor to attend ELAC/SSC/PBIS meetings

The mission of S.J.U.S.D. School 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.

Management



- Annual Agreement
- Action Plans
- Lesson Plans
- Calendars
- Program Results Data

Annual Agreement

- School Counselors meet with Principal to review:
 - Program Goals--Implementation Plan for 2017-18
 - Use of time
 - Classroom Core Lesson Action Plans
 - Intentional Action Plans
 - Calendar for 2017-18
 - Conferences and professional development
 - Suggestions and input

Annual Agreement



AMERICAN
SCHOOL
COUNSELOR
ASSOCIATION

School Counseling Annual Agreement

School Counselor: Francisca Mena

Year: 2017-2018

School Counseling Program Mission Statement

The mission of the SJUSD Elementary School Counseling Program is to ensure that all of our students receive equitable access to the knowledge, attitudes, and skills necessary to achieve academic success, college and career readiness, personal growth, and social responsibility to become contributing members of their world and community.

School Counseling Program Goals

The school counseling program will focus on the following achievement, attendance, behavior and/or school safety goals this year. Details of activities promoting these goals are found in the curriculum, small-group and closing-the-gap action plans.

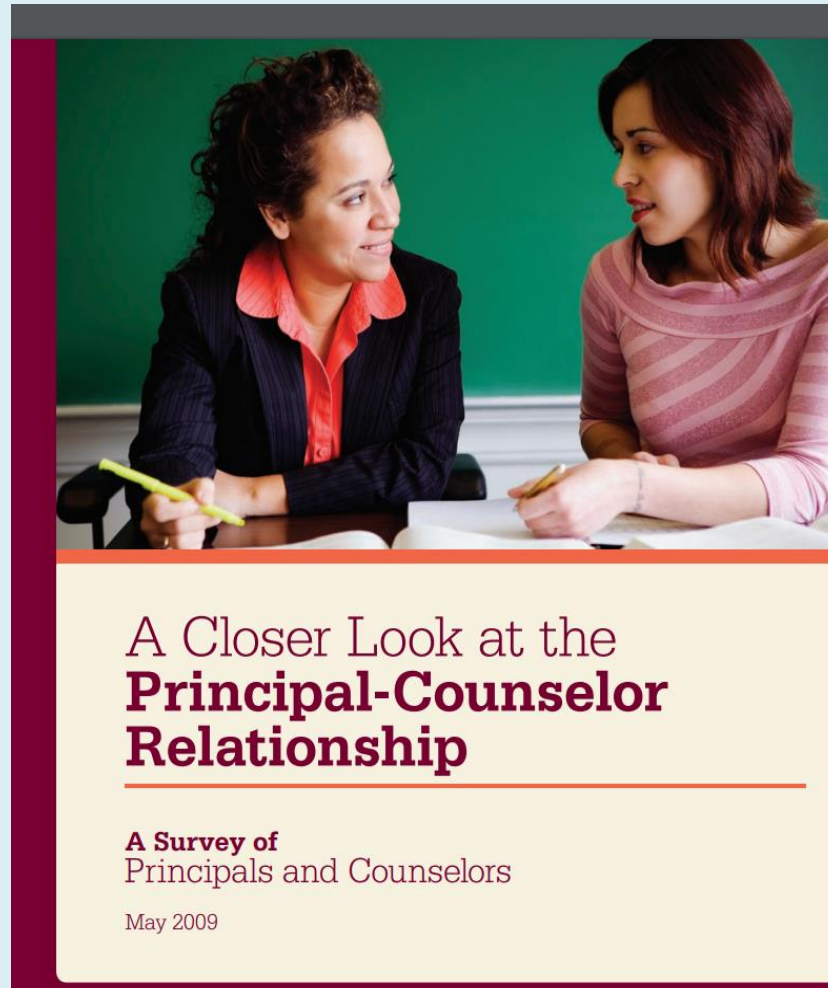
Program Goal Statements	
1	Decrease discipline referrals
2	Increase Attendance
3	Promote College/Career Readiness

Use of Time

I plan to spend the following percentage of my time delivering the components of the school counseling program. All components are required for a comprehensive school counseling program.

	Planned Use			Recommended
Direct Services to Students	<u>40%</u>	of time delivering school counseling core curriculum	Provides developmental curriculum content in a systematic way to all students	80% or more
	<u>15%</u>	of time with individual student planning	Assists students in developing educational, career and personal plans	

Principal/Counselor Relationship

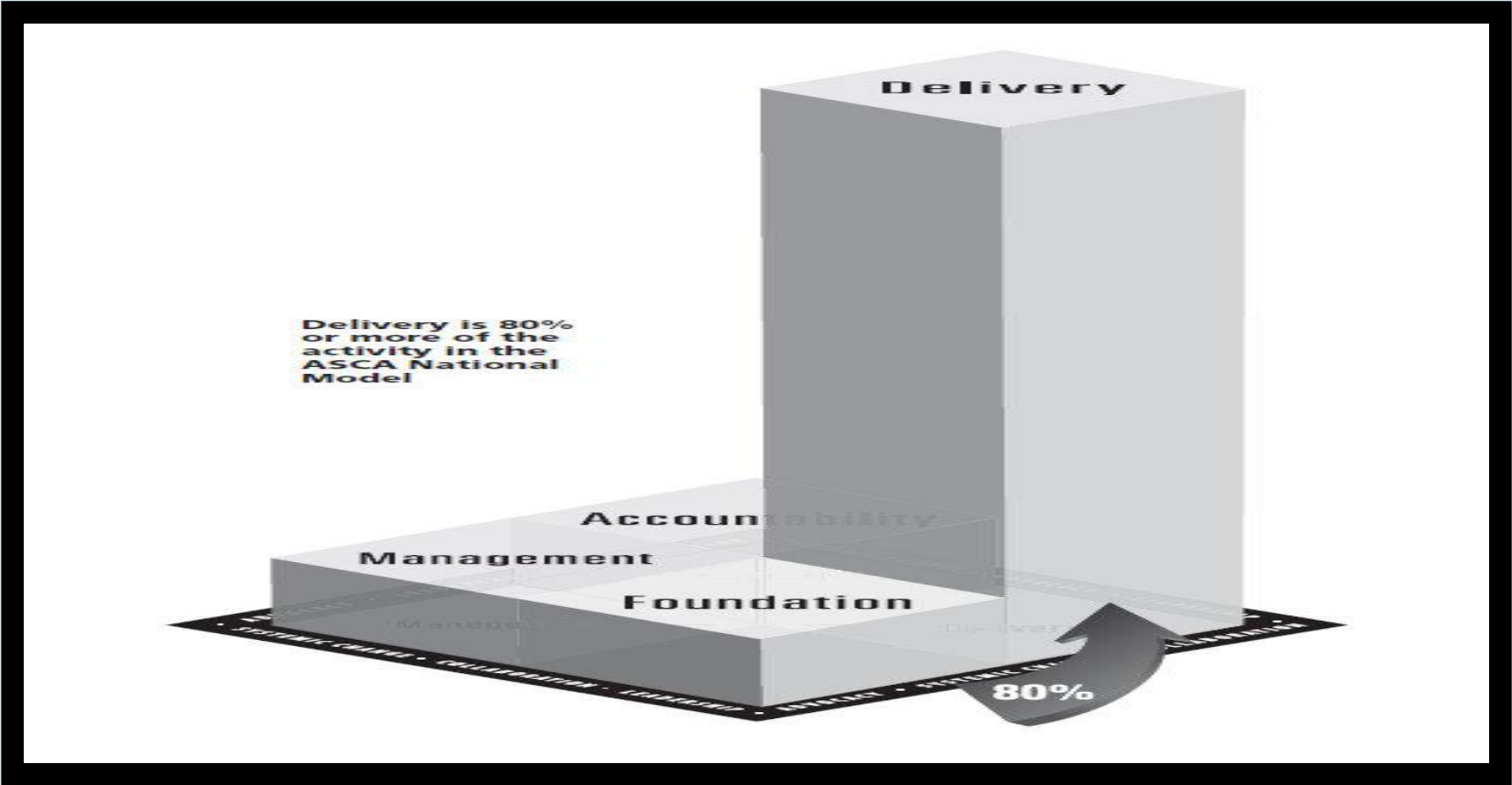


A Closer Look at the **Principal-Counselor Relationship**

A Survey of
Principals and Counselors

May 2009

80% Direct Services with Students



Core Curriculum Action Plan



SCHOOL COUNSELING CORE CURRICULUM ACTION PLAN

Estudillo Elementary School 2017-2018

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 & New Students	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> Social Skills: 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	August 2017	705(approx)	Student knows who the counselor is and the location of the office.	N/A	Francisca Mena
K-2	Academic Skills (2 nd Step Whole Body Listening)	All K-2 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. M 6. Positive attitude toward work and learning.</p> <p><u>Behaviors</u> Learning Strategies: B-LS 4. Apply self-motivation and self-direction to learning. B-</p>	Second Step curriculum based on academic goals and decision making	September 2017	(K-2) 335 (approx)	Pre/Post Surveys	Reduction in the amount of office discipline referrals/discipline	Francisca Mena

Intentional Intervention Small Group Action Plan



SMALL GROUP ACTION PLAN 2017-2018

School Name Estudillo Elementary
 Group Name Intentional Guidance Group
 Goal Decrease in # of discipline referrals
 Target Group Students with multiple demerit entries in school database
 Data to Identify Students AERIES report

School Counselor(s)	ASCA Domain, Standard and Student Competency	Outline of Group Sessions to be Delivered	Resources Needed	Process Data (Projected number of students affected)	Perception Data (Type of surveys to be used)	Outcome Data (Achievement, attendance and/or behavior data to be collected)	Project Start/Project End
Francisca Mena	<p>ASCA Standards</p> <p>Mindsets M 6. Positive attitude toward work and learning.</p> <p>Behaviors Learning Strategies: B-LS 1. Demonstrate critical-thinking skills to make informed decisions.</p> <p>Self-Management Skills: B-SMS 1. Demonstrate ability to assume responsibility.</p> <p>Social Skills: B-SS 1. Use effective oral and written communication skills and listening skills. B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams.</p>	8 sessions	Counselor generated lessons, PPTs, games, activities on impulse control, time management, listening with attention, organization skills, respect, and responsibility	15-30 students per school site	Pre/Post Survey	Decrease in total number of discipline referrals (demerits) in AERIES	9/25/2017-11/17/2017 and 2/26/2018-4/27/2018

Closing the Gap Action Plan

CLOSING THE GAP ACTION PLAN							
School Name	Estudillo Elementary School					Year:	2017-18
Goal:	Provide Support to Foster Youth Students						
Target Group:	All foster youth students						
Data to Identify Students	All students who are classified as foster youth or self-identify.						
School Counselor(s)	ASCA Domain, Standard and Student Competency	Type of Activities to be Delivered in What Manner?	Resources Needed	Process Data (Projected number of students affected)	Perception Data (Type of surveys to be used)	Outcome Data (Achievement, attendance and/or behavior data to be collected)	Project Start/ Project End
Francisca Mena	Academic: A:A1 Improve Academic Self-concept A:A2 Acquire Skills for Improving Learning A:A3 Achieve School Success A:B1 Improve Learning A:B2 Plan to Achieve Goals College/Career: C:A1 Develop Career Awareness C:A2 Develop Employment Readiness C:B1 Acquire Career Information C:B2 Identify Career Goals C:C1 Acquire Knowledge to Achieve Career Goals Personal/Social: PS:A1 Acquire Self-knowledge PS:B1 Self-knowledge Application	Counselor will create a folder for each foster youth and meet/monitor students. Session 1: Will be an intake to determine needs and support. Provide foster youth support individually or in group(s) if needed.	Power Point Presentations, Resource handouts, guest speakers.	All foster students.	Foster youth survey at end of the year.	Improvement in grades, attendance, and behavior.	August to June

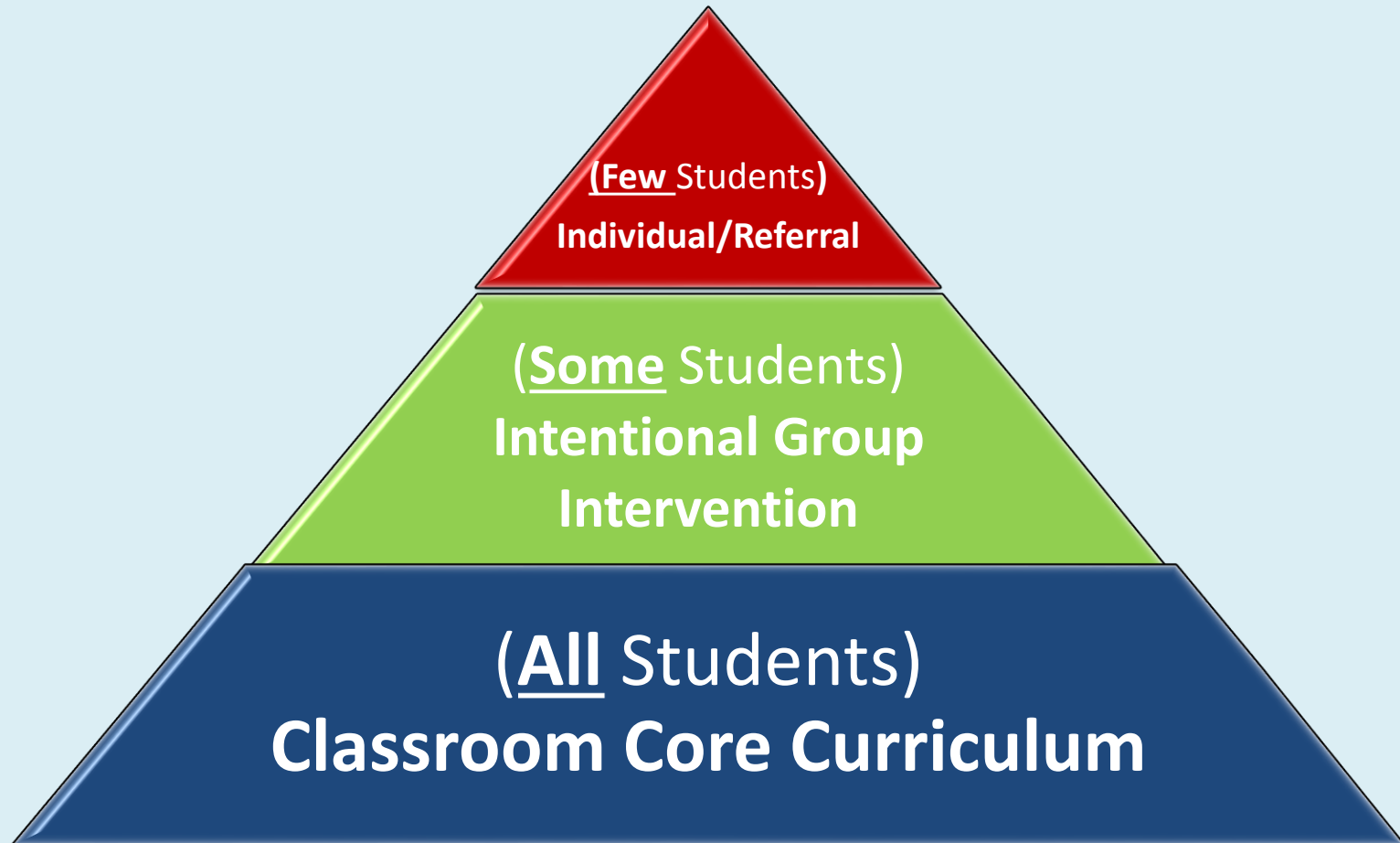
Calendar

Elementary School Counseling 2017-2018 Monthly Calendar

AUGUST

Completed	Item to Complete	Completed	Item to Complete
x	Welcome Back Breakfast (Aug 8)	x	Set-up principal meeting
x	Attend school site back to school meeting	x	Review Meet the Counselor/Toolkit lessons
x	Finalize/update ASCA documents (action plans, implementation plan, small group plans, intentional guidance, annual agreements)	x	Participate in School Events (back to school)
x	Pulling Foster Youth and CELDT data examine the LTEL, (ELL talks prep)	x	Attend Staff Meetings (e.g. Leadership, DAT, PBIS)
x	Create College Kick Off Implementation plan	x	Share goals and results with staff (email Concerned Person Referral form to all staff)
x	Working on School Counselor calendar for year	x	Contact SHAE, Narcanon , Kindness adventure (844-3119871) www.kindnessadventure.com (Mallory is the presenter), community presentations
x	Register for CASC conference	x	Create guidance lesson/event calendar for teachers - monthly
x	Plan for demerits intentional guidance groups	x	Create lunchtime activities calendar (career tables, bully prevention, workshops)
x	Update counselor website with new forms and info	x	Plan and calendar parent outreach events; advertise with DO Parent Center assistance

Delivery System



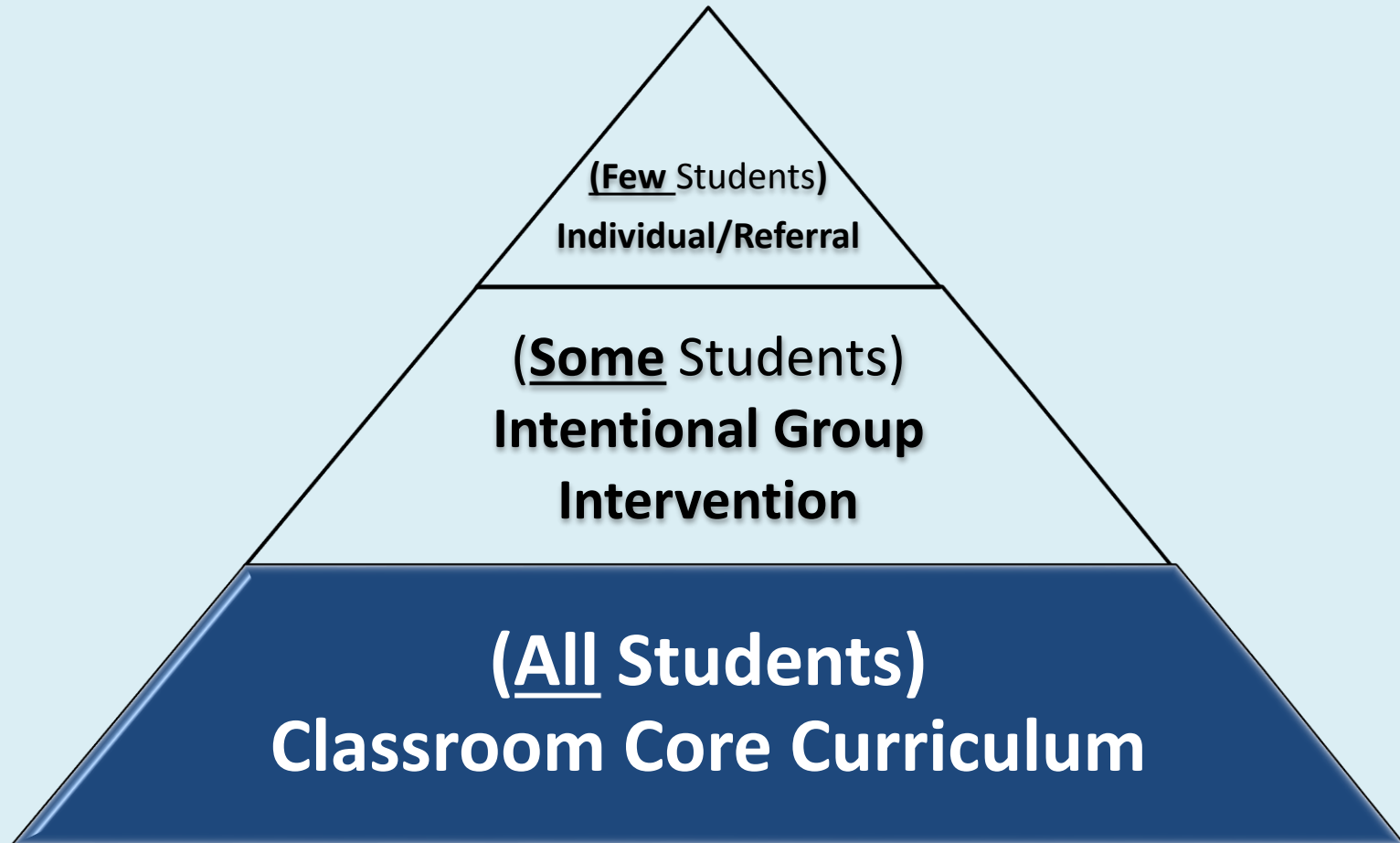
Accountability

- Program Results
- Presentation of Results
- Data Analysis
- Program Assessment Analysis
- School Counselor Competencies

Data

- Process—Who? What? How Many?
- Perception—Pre/Post Test, Survey measuring Attitudes, Skills, Knowledge
- Outcome Results—Achievement related: Attendance, discipline referrals, parent involvement. Achievement: grades, test scores

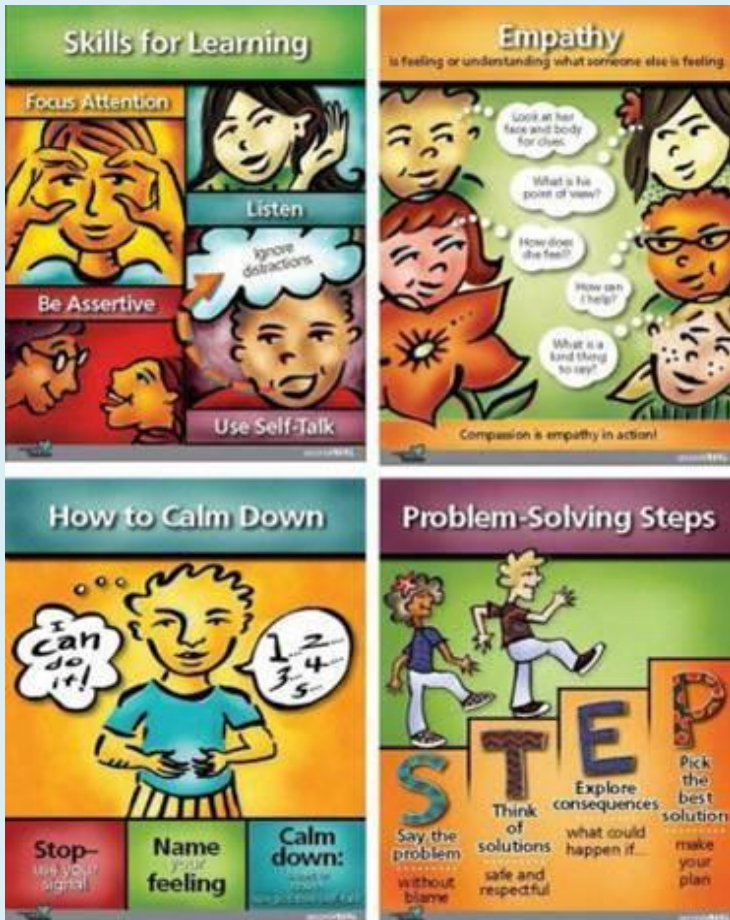
Classroom Core Curriculum



Classroom Core Curriculum

	Lesson Topic	Grade Levels	Number of Lessons
Academic	<i>Whole Body Listening</i>	TK-2	95
	<i>Test-Taking Strategies</i>	3-5	80
Social/Emotional	<i>Meet the School Counselor</i>	TK-5	114
	<i>Bully Prevention</i>	TK-5	176
	<i>Early Warning Signs</i>	5th	28
College & Career Readiness	<i>Career Exploration</i>	4-5	41

Second Step Classroom Core Curriculum

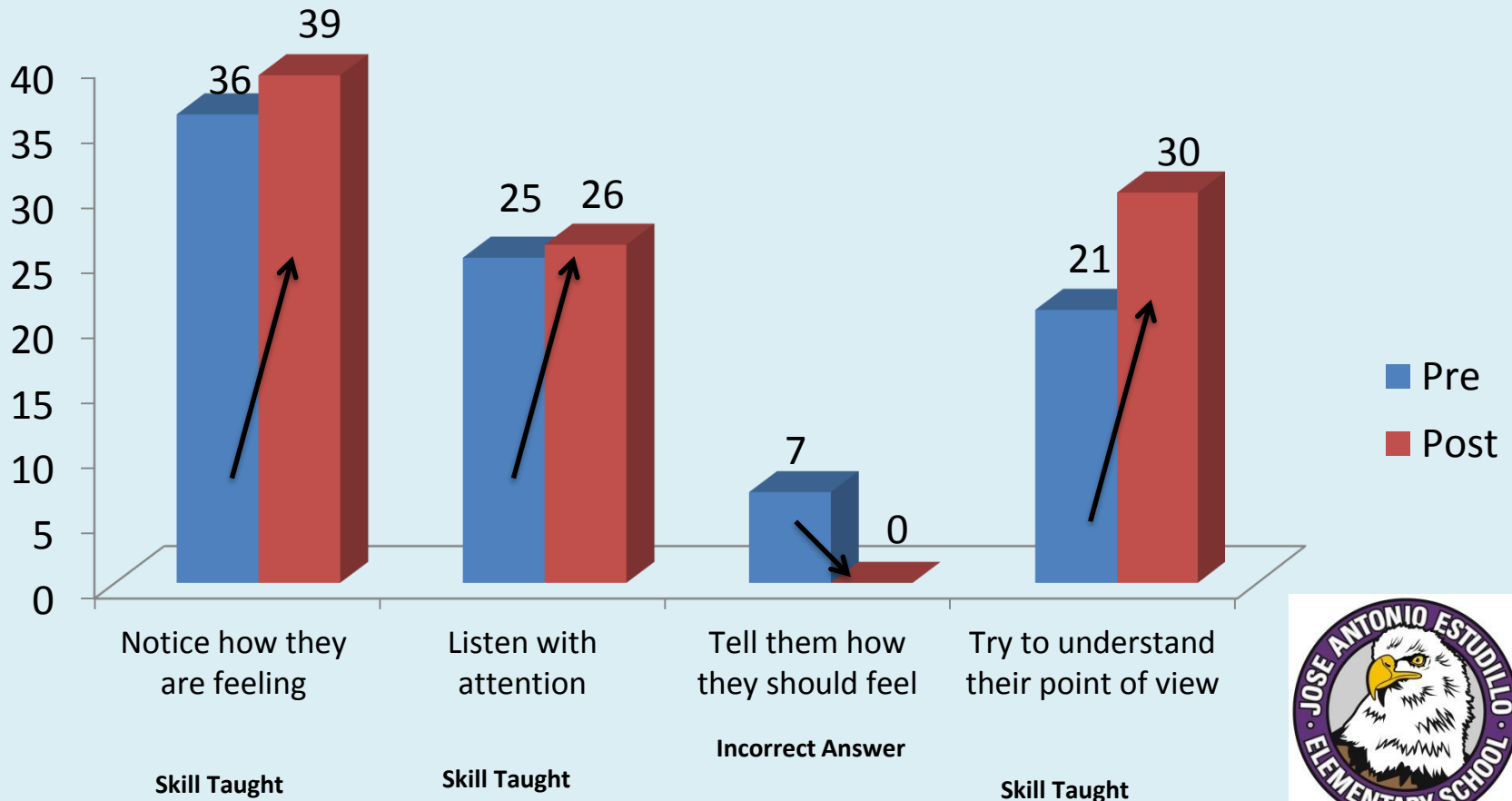


- *ALL students received lessons from Second Step*
- *Based on site needs, some sites/grade levels received 9-16 weekly lessons (based on needs/administrator requests)*
- *Anti-violence curriculum-focus areas were Skills for Learning, Empathy, How to Calm Down, and Problem - Solving Steps.*

Second Step

INCREASE In Understanding Empathy!

Question : When you have empathy for people, you



Bully Prevention Lesson

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

Number of Classroom Lessons: 176

T.A.G.:

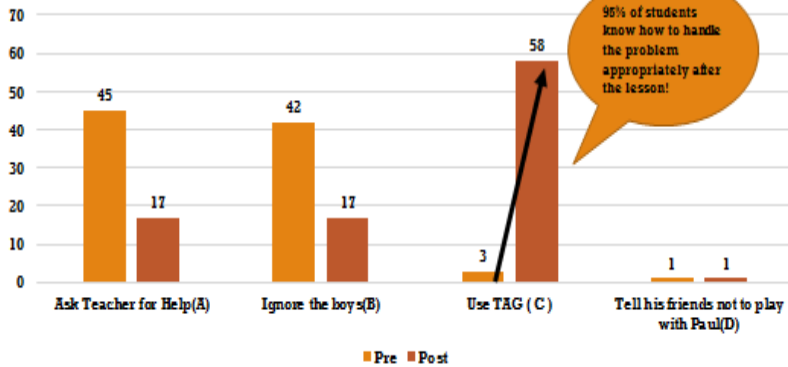
Tell the person you don't like what they did.

Ask them to stop what they are doing.

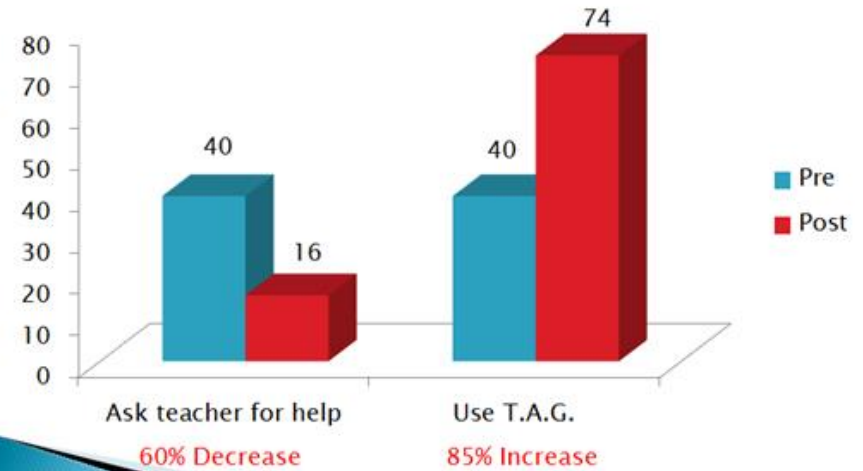
Get help from an adult.

SAN JACINTO ELEMENTARY BULLY PREVENTION LESSON-5TH GRADE

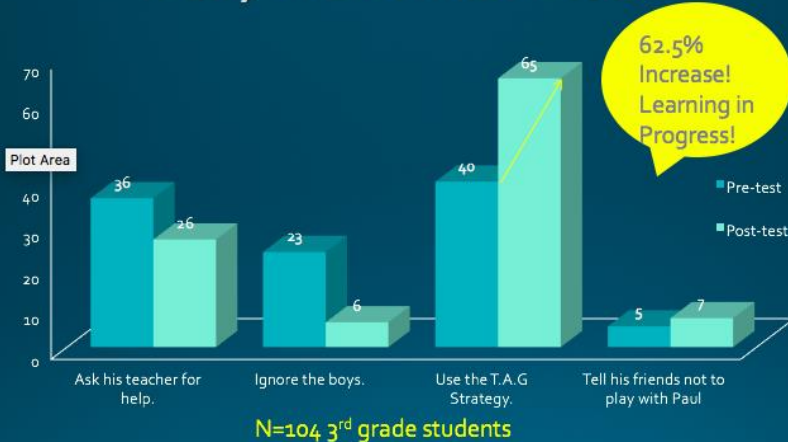
Paul and Anthony have been friends since second grade. Paul doesn't want to be friends with Anthony anymore so he tells his new friends that they shouldn't play with Anthony either. What advice could you give Anthony?



Record Elementary 2016-17 BULLY PREVENTION, 5TH GRADE



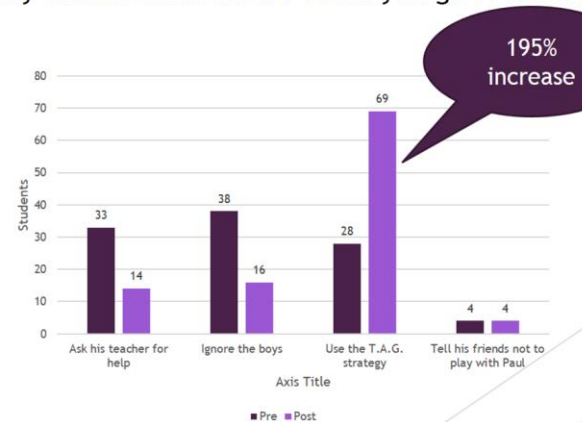
Megan Cope Bully Prevention Lesson



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?

Estudillo Elementary Bully Prevention Lesson -5th grade

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 advise could you give Anthony?



Kindness Challenge

The Great Kindness Challenge is a proactive and positive bullying prevention initiative that improves school climate and increases student engagement. The Great Kindness Challenge is one week devoted to performing as many acts of kindness as possible on campus.



MISSION POSSIBLE

Secret Agent _____:

Your mission if you choose to accept it, is to secretly perform Random Acts of Kindness. During the next 5 days you will be required to perform Random Acts of Kindness, but you must do it without the recipients knowing it is you.

First pick your targets (those who will receive your kindness) then decide on a kind deed or act to perform for them. Perform your kindness secretly. You will report back to your teacher no later than this Friday to see if you have completed your mission and earned your official R.A.K. heart to display in the MPR. DO NOT blow your cover!

TOP SECRET

List the recipients below and the R.A.K. you performed each day on the back of this paper.

1: Anna - helped my friend

2: Belian - shared my toy

3: Mawi - cleaned my room

4: Adi - called my dad when he was busy

5: Melina - helped my grandma

Good luck on your mission!



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.

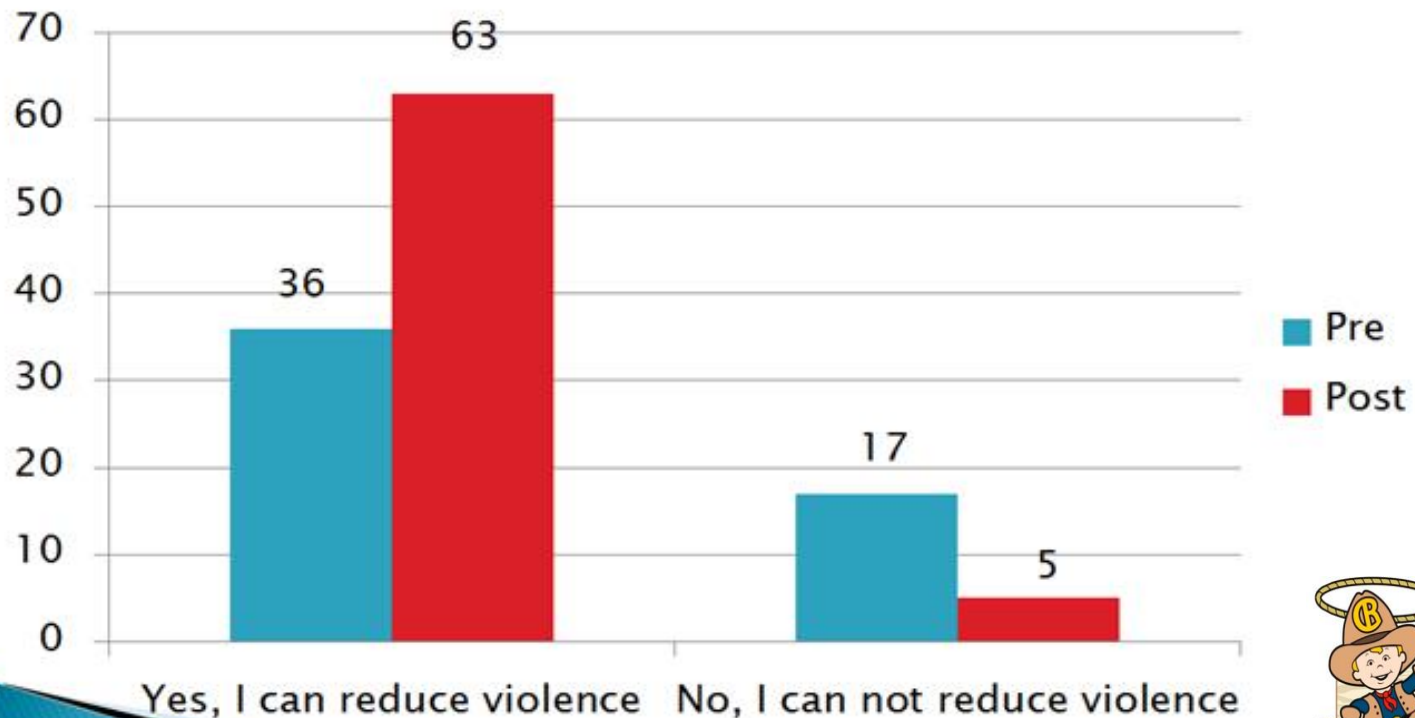
Number of Classroom Lessons: 28

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

Early Warning Signs of Violence Lesson Results

Record Elementary “Early Warning Signs”
75% Increase in students who believe they can help reduce violence.



Student Focus Groups

Goal: Give students an opportunity for their voice to be heard and to gain more information about ways to improve school that is solution focused.



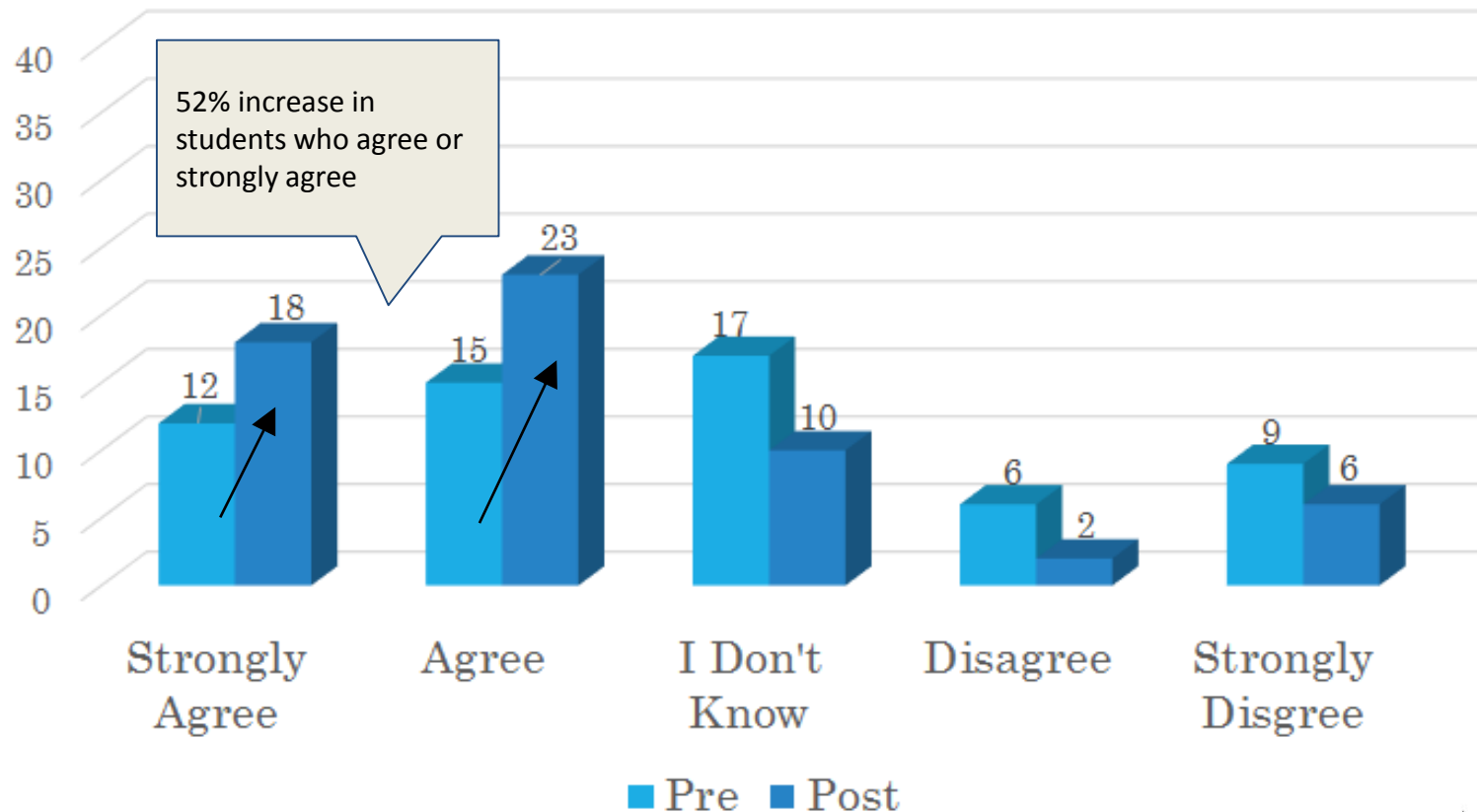
Test-taking Strategies Lesson

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.

Number of Classroom Lessons: 80

Test-Taking Strategies

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

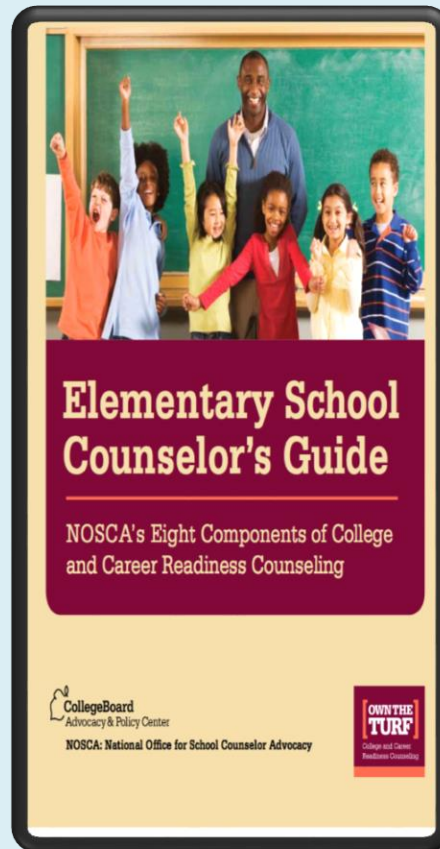


Increase in confident feelings about test-taking



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

Door Decorating Contests



College-themed assemblies



College decor on campuses



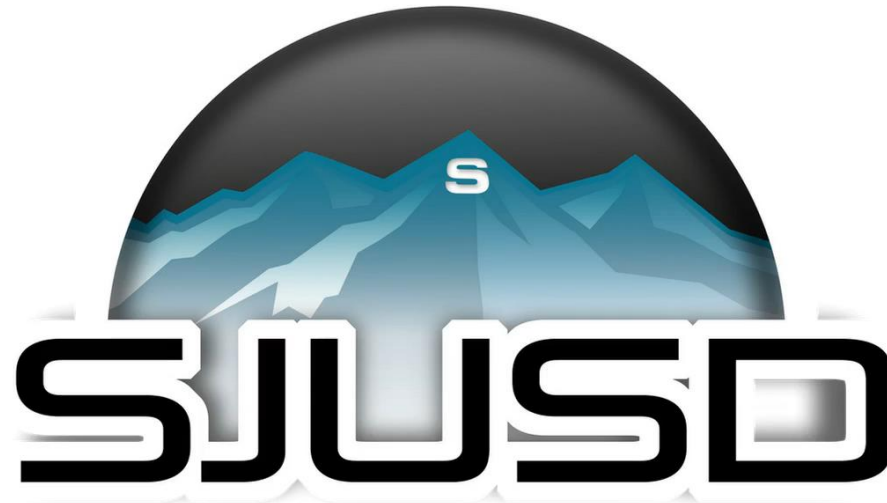
Cap and gown dress-up



College chants

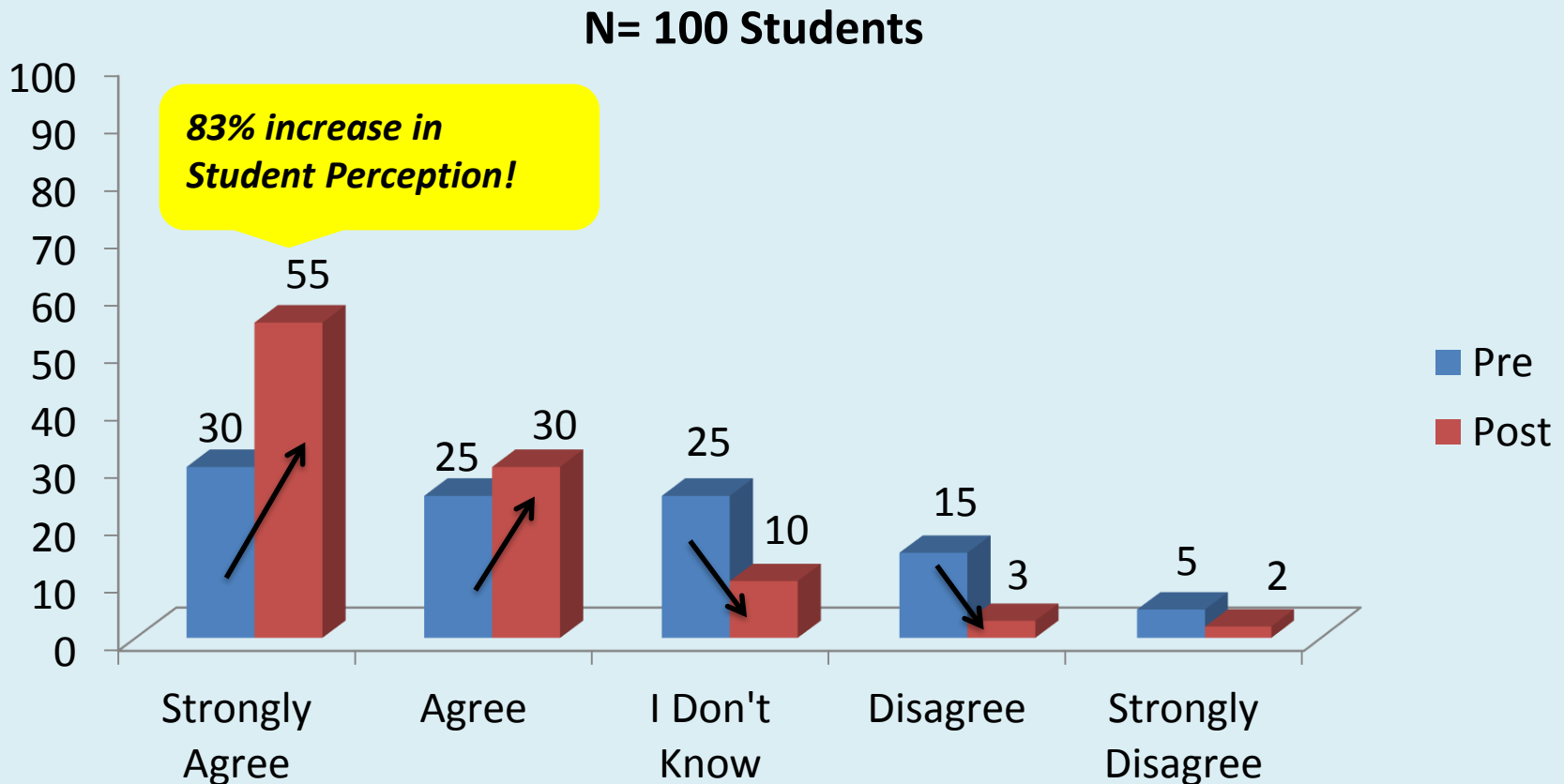


College Kick Off Video



SAN JACINTO UNIFIED
COLLEGE KICKOFF DAY
OCTOBER 19, 2016

Career Exploration Lesson



"I believe elementary school prepares me for my future career."





Elementary College/Career Readiness



- Career exploration lesson
- Career Week
- Wax Museum
- Parent University 101
- College/Career Video
- Career Dress Up Day
- Military Day
- College and Career Carnival
- Career Fair
- College and Career Riddles



Career Day Success!!



Singer & Model



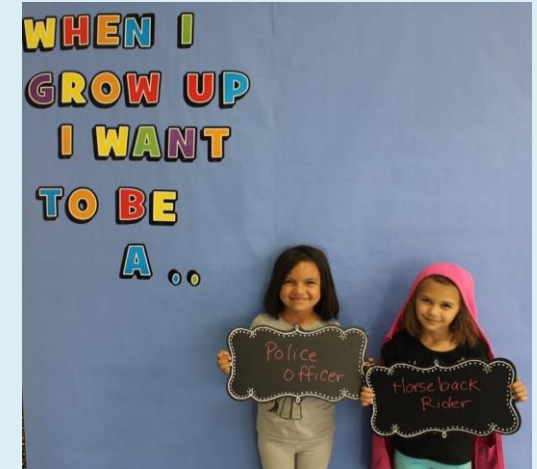
Veterinarian, Singer, Nurse,
Doctor, Model, Construction
Worker, Soccer Players, Soldier



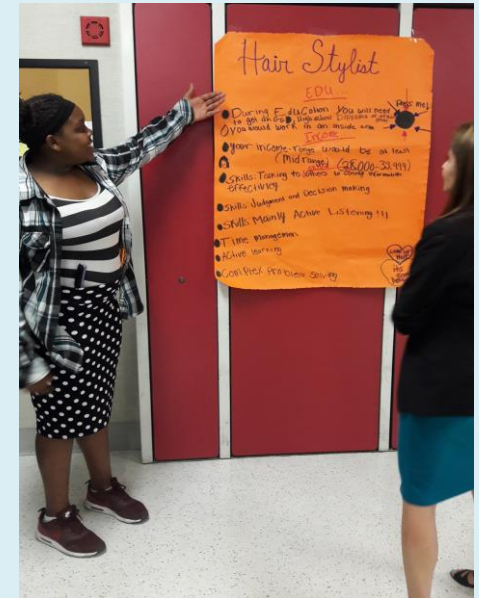
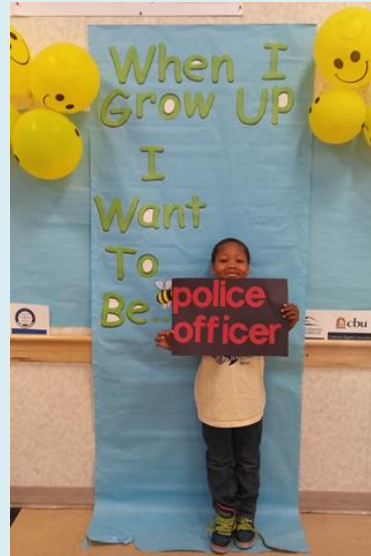
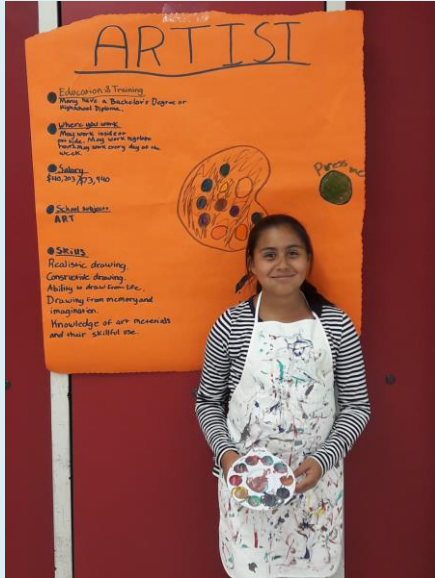
Pediatrician &
Nurse



Air Force on Campus



Thinking about future careers!



Wax Museum Video



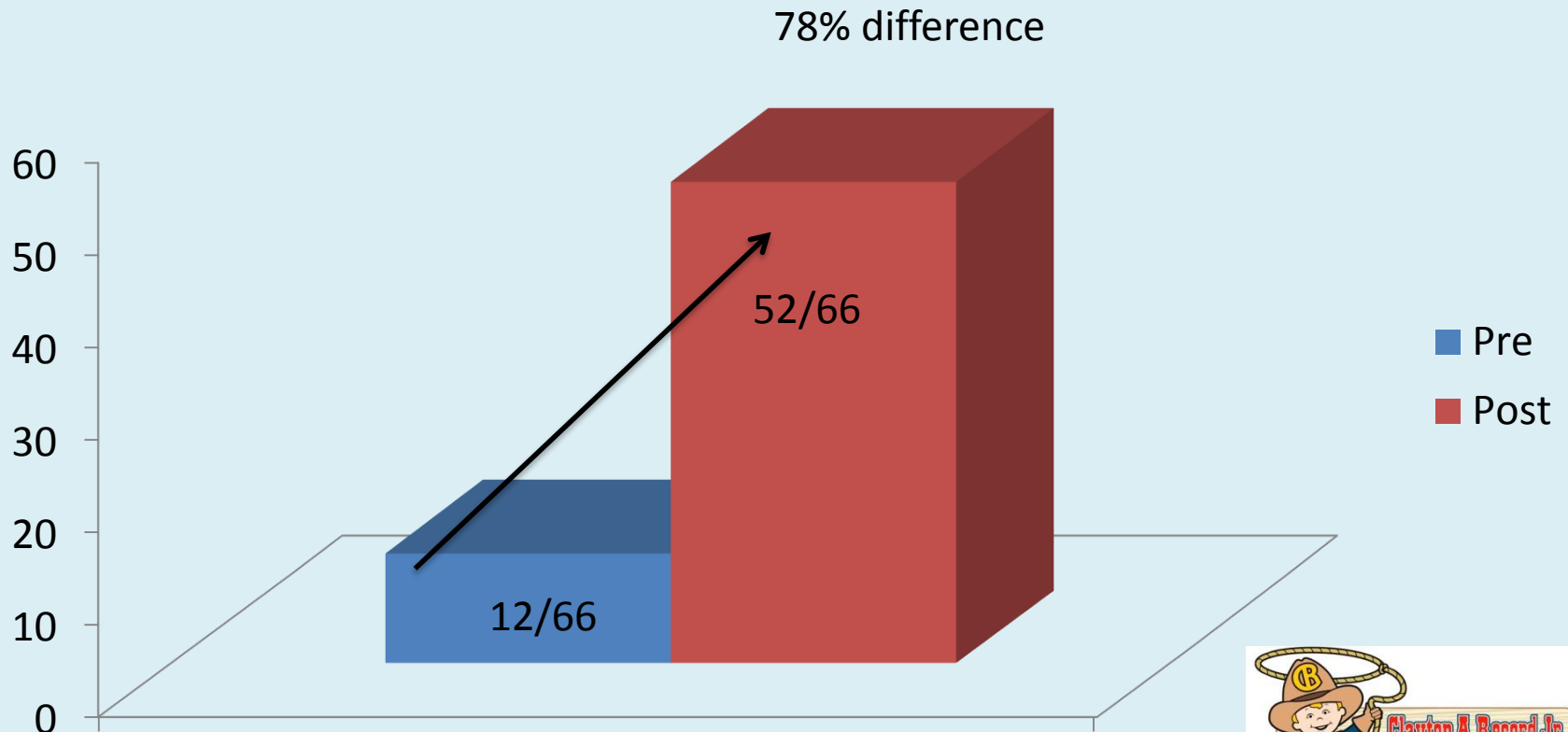
College and Career Videos



Transition to Middle School Lesson

A-G classes are required:

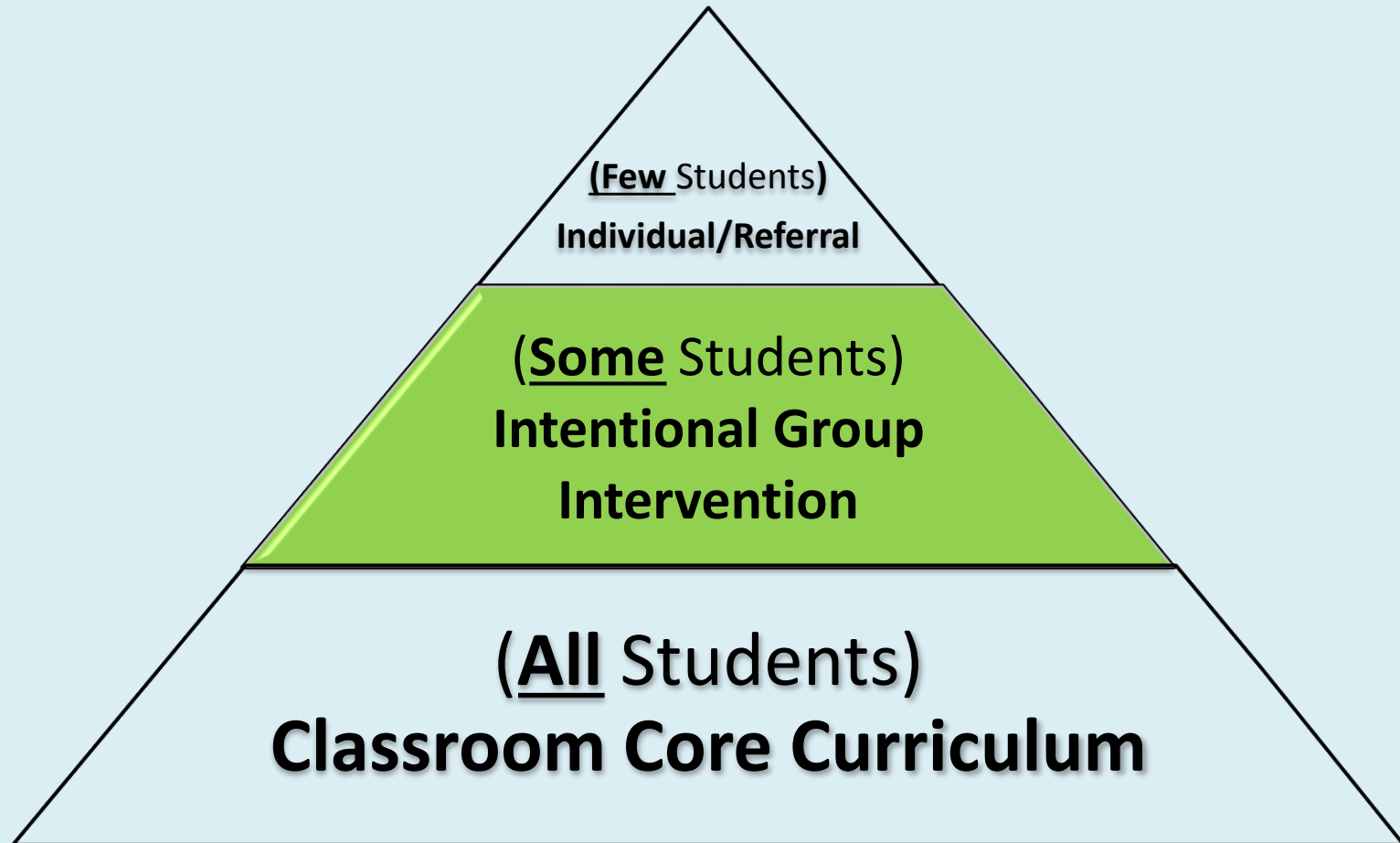
- A. To learn about Agriculture
- B. To attend a 4-year university in California
- C. To take Arithmetic and Geometry classes in high school



B: To attend a 4-year university in California



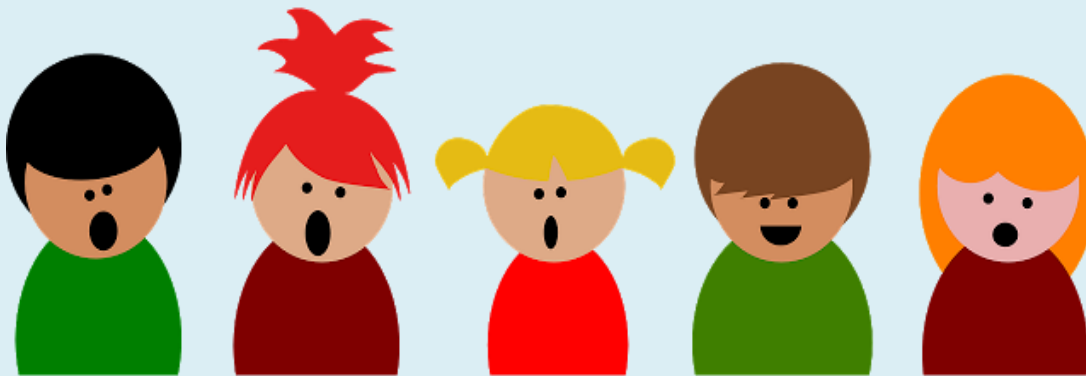
Delivery of Services



Better Behavior Group Intervention

Target Group: Students in 1st -5th grade with 5 or more demerits.

Intervention: Offered social skills group that met 8 times aimed at teaching coping skills and behavior strategies.



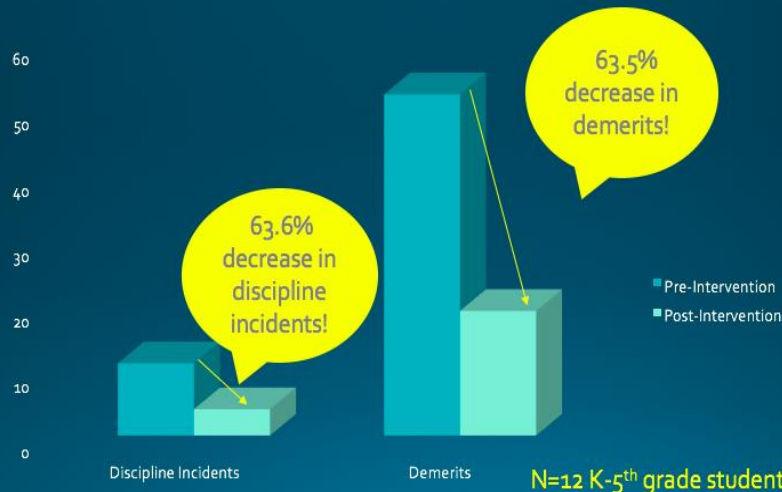


Empowerment Groups Results

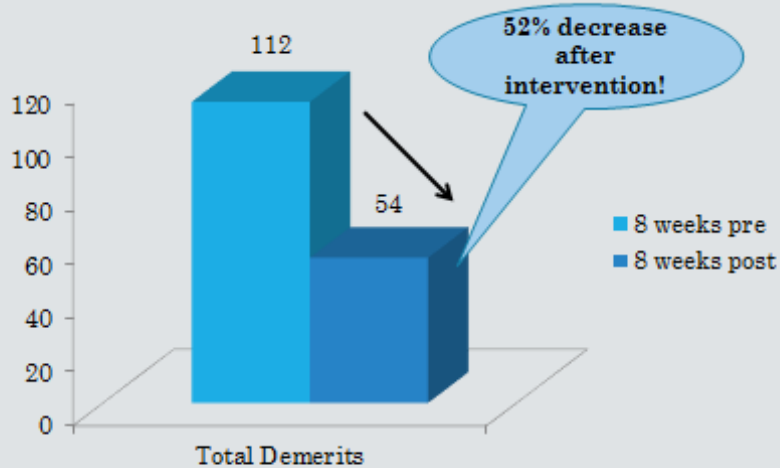


Students in the targeted small groups showed a **decrease** in demerits after the intervention

Megan Cope Empowerment/Social Skills Small Groups

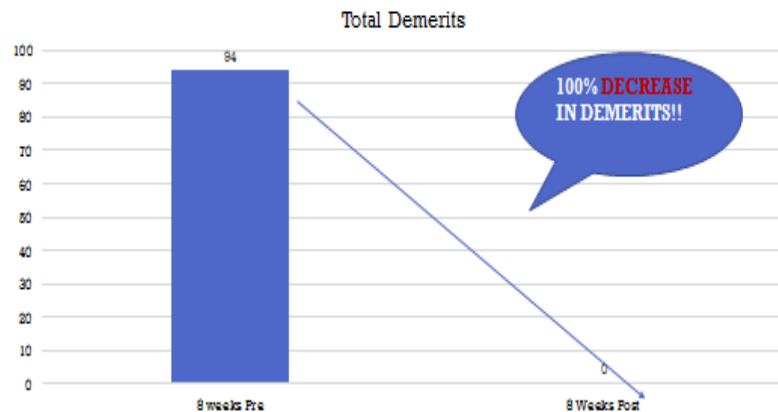


PARK HILL BETTER BEHAVIOR RESULTS



Students in the targeted small group showed a **decrease** in demerits after the intervention

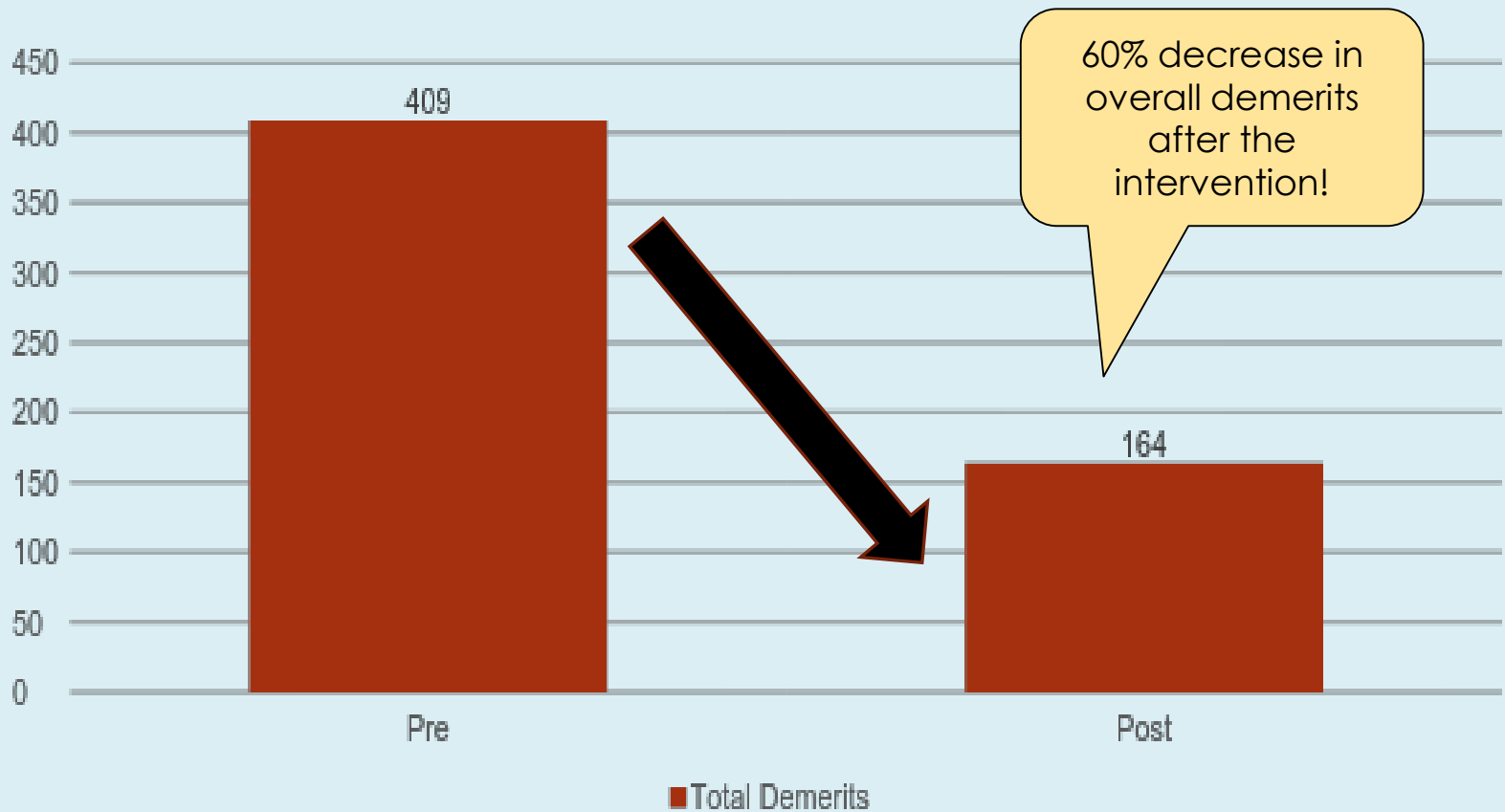
DE ANZA BETTER BEHAVIOR RESULTS



Students in the targeted small group showed a **huge decrease** in demerits after the intervention!



District Behavior Group Interventions



Tools for Success Groups

Target Group: Students in 3rd – 5th grade who had 2 or more (-) in the “Student Responsibilities” section of their Q1 report card.

Student Responsibilities	Reporting Period	Q1	Q2	Q3	Q4
Follows school rules		-	X	+	+
Listens attentively and stays on task		-	X	X	X
Respects rights and property of others		-	X	X	X
Completes class work in a timely manner		X	X	X	X
Completes and returns homework on time		-	X	X	X

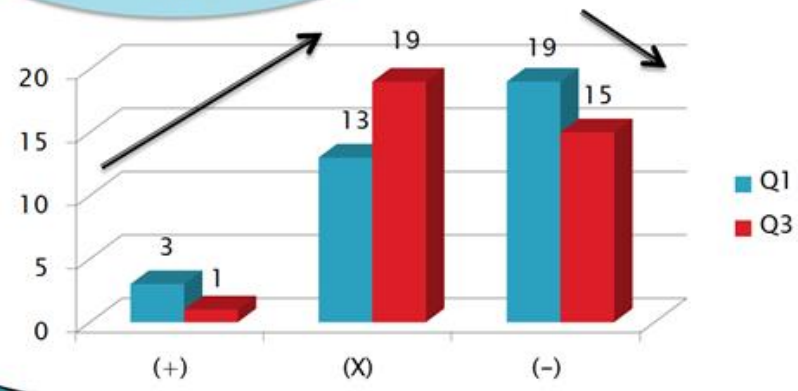
Intervention: Weekly group sessions for 8 weeks on topics such as: Listening with Attention, study skills, organization skills, respect, and goal setting.

Goal: To teach students the *attitudes, skills, and knowledge* necessary to be successful in school.

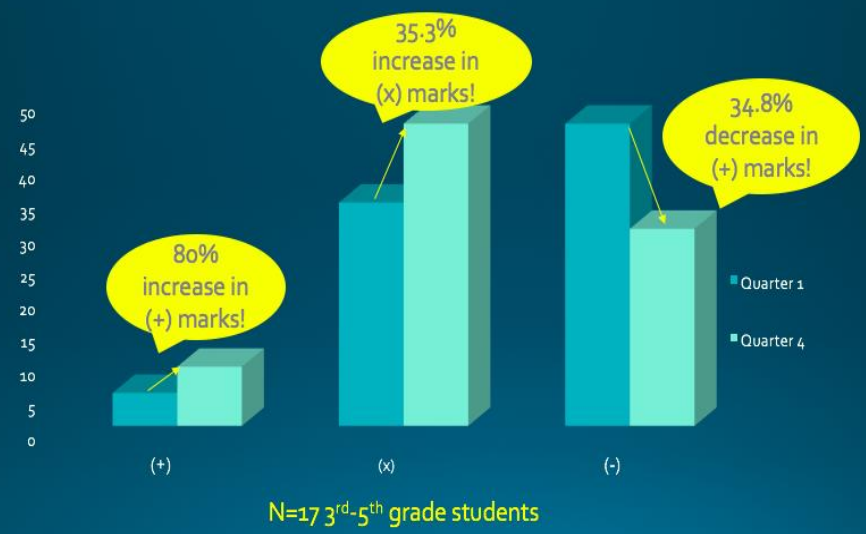
Record Elementary Tools for Success Results

From Q1-Q3:

- Over a 46% increase in (X) marks
- 21% decrease in (-) marks



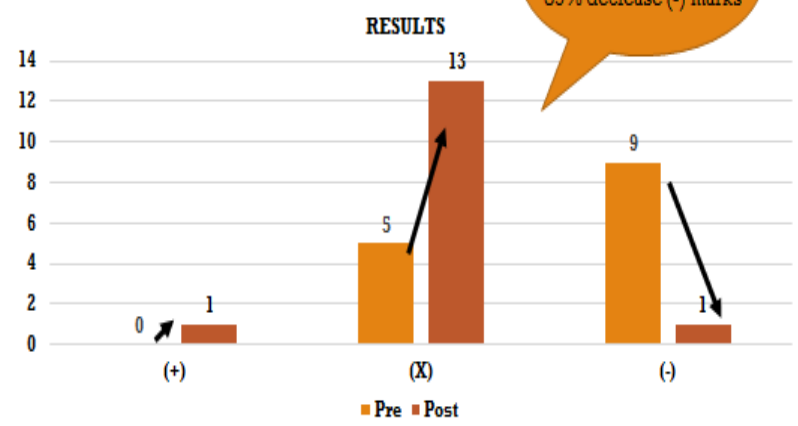
Megan Cope Tools for Success Small Groups



SAN JACINTO ELEMENTARY TOOLS FOR SUCCESS

from Q2 to Q4

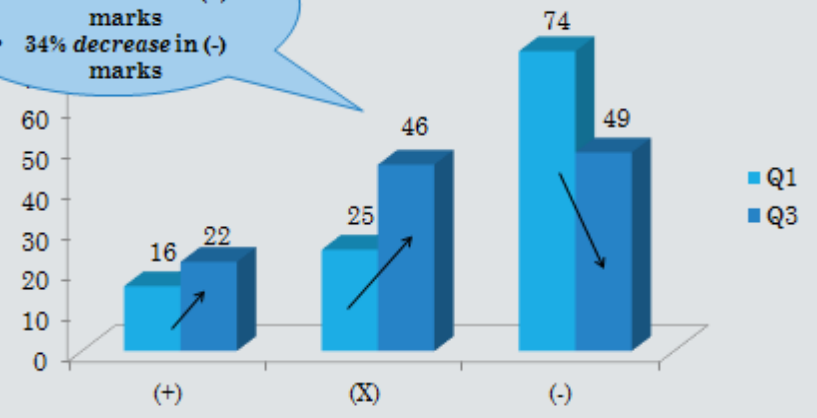
- 160% increase (X) marks
- 89% decrease (-) marks



PARK HILL TOOLS FOR SUCCESS RESULTS

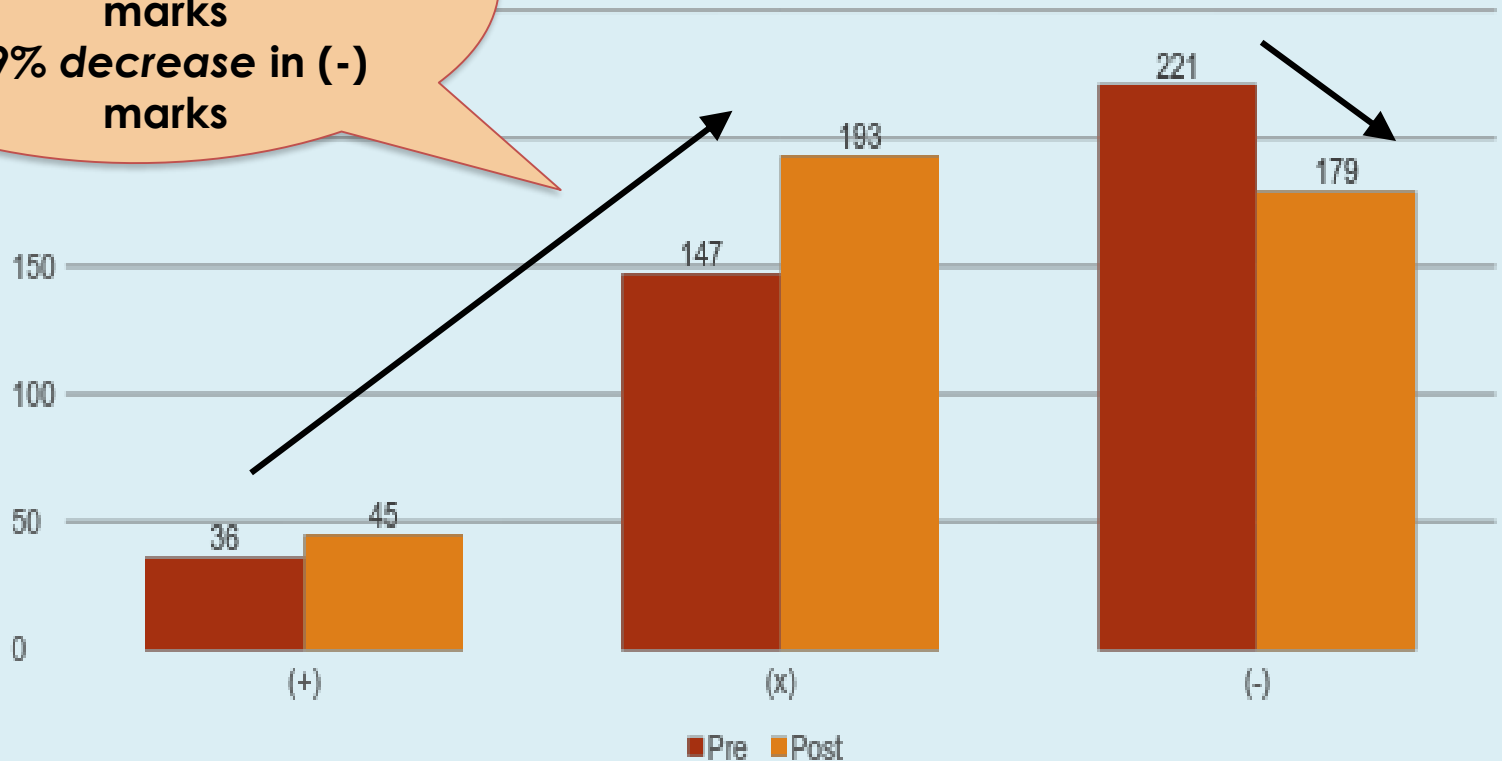
From Q1-Q3:

- 38% increase in (+) marks
- 84% increase in (x) marks
- 34% decrease in (-) marks



District Tools for Success Results

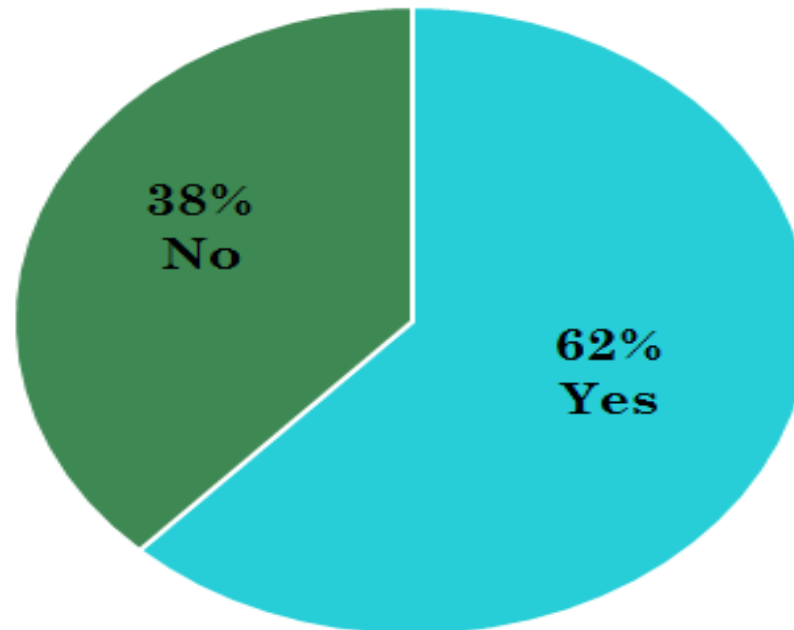
- **25% increase in (+) marks**
- **31% increase in (x) marks**
- **19% decrease in (-) marks**



Social Skills Groups

(SSIS) Social Skills Improvement System

Social Skills Improvement



62% of students had improvement in Social Skills after the intervention!

Based on results of SSIS Teacher Rating Scales





Students Say...

- “Groups helped me with my anger.” 4th grader - Estudillo
- “My favorite part of groups was to listen and learn your feelings and your friend’s feelings and your words that you say hurt friends.” 4th grader - Hyatt
- “We learned how to follow directions and be organized and it helped.” 5th grader- Park Hill

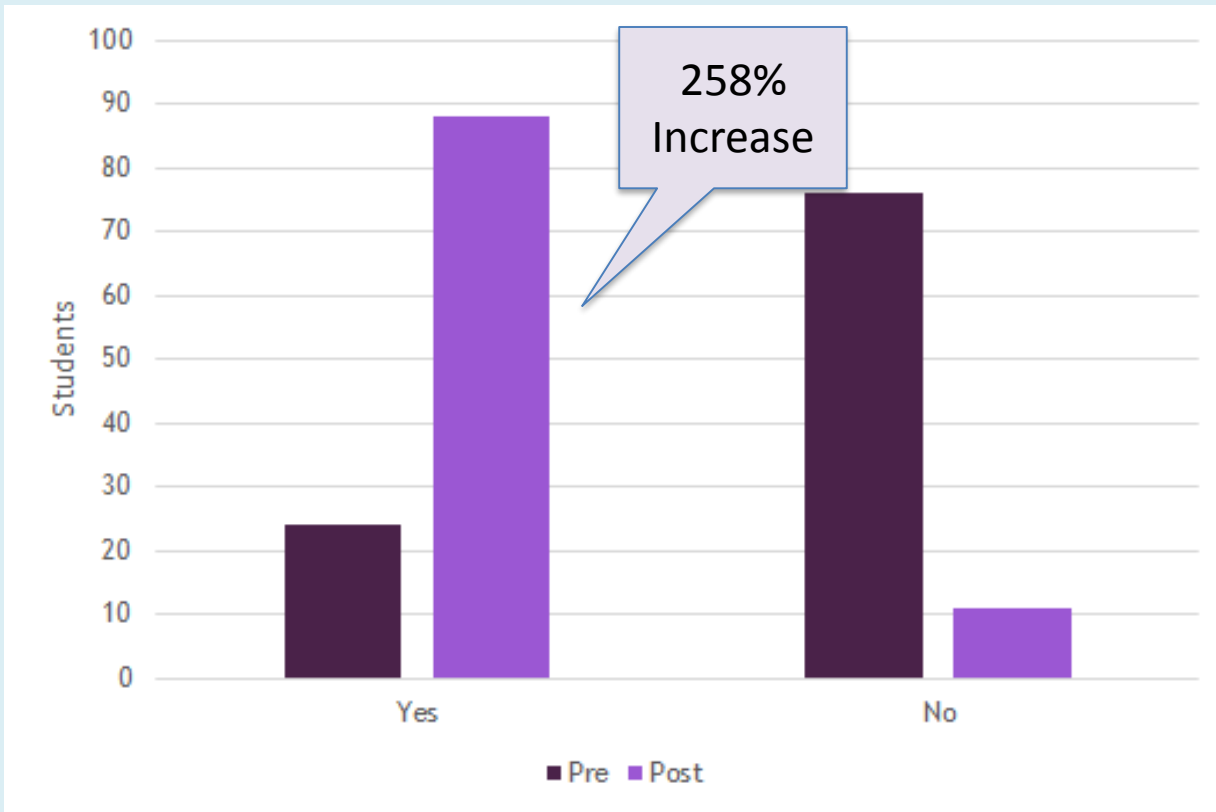
English Language Learner (ELL) Intervention

Intervention: CELDT Talks provided to students in a group format.

Goal: Help students to understand the importance of the CELDT Test and reclassification process, as well as benefits of being reclassified.

Target Group: Grades 3rd-5th who previously scored a level 3.

CELDT Talks



Question: Have you ever heard of the CELDT Test?



Student Perception of CELDT

What is the CELDT test?

~“It is for kids who speak Spanish.”

~“That is the test for all the Mexican kids.”

~“I have no idea what it is.”

~“I have taken this same test every year and don't know why.”

Foster Youth Intervention

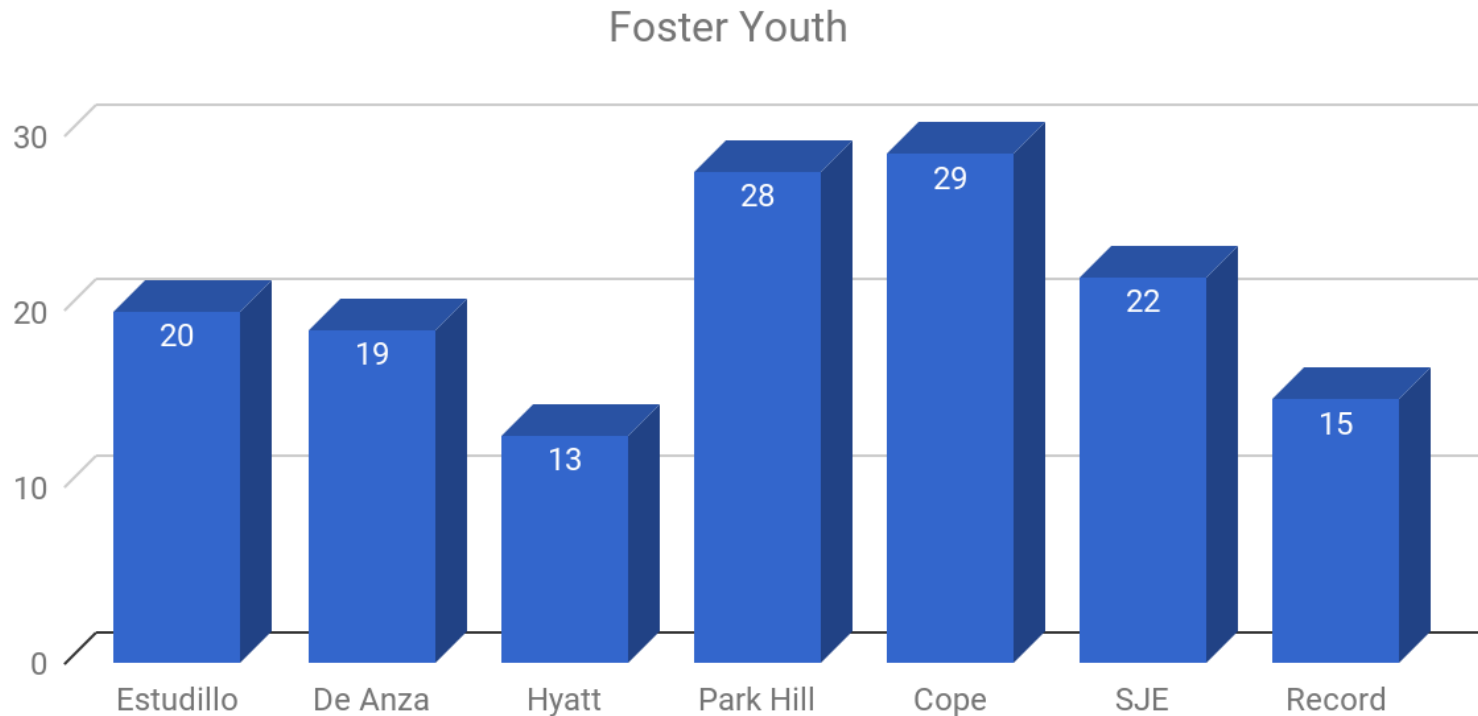


- Elementary counselors met with foster youth students individually.
- Student's received individual or group counseling based on the needs of each student.
- Counselors participated in positive activities with foster youth including a district sponsored field trip to **The Living Desert** for elementary age foster children.

Foster Youth Elementary Field Trip to The Living Desert



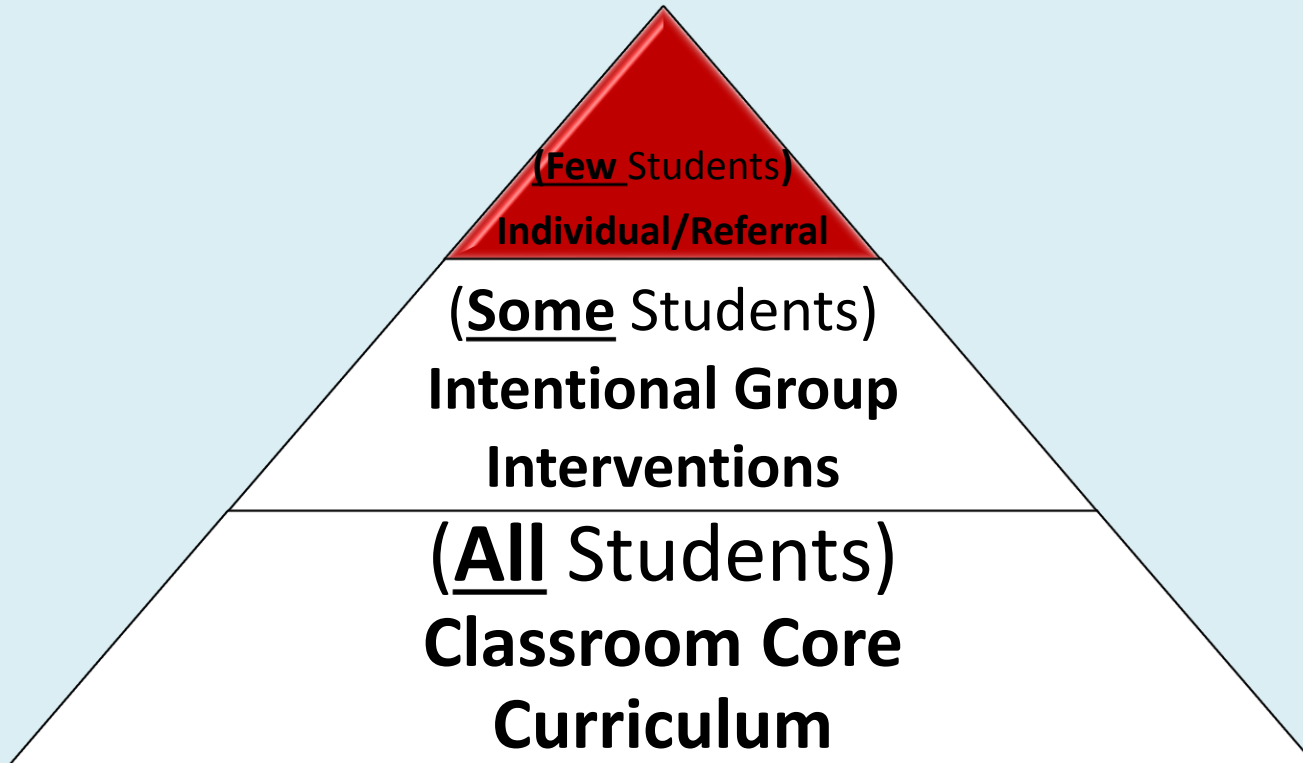
Foster Youth



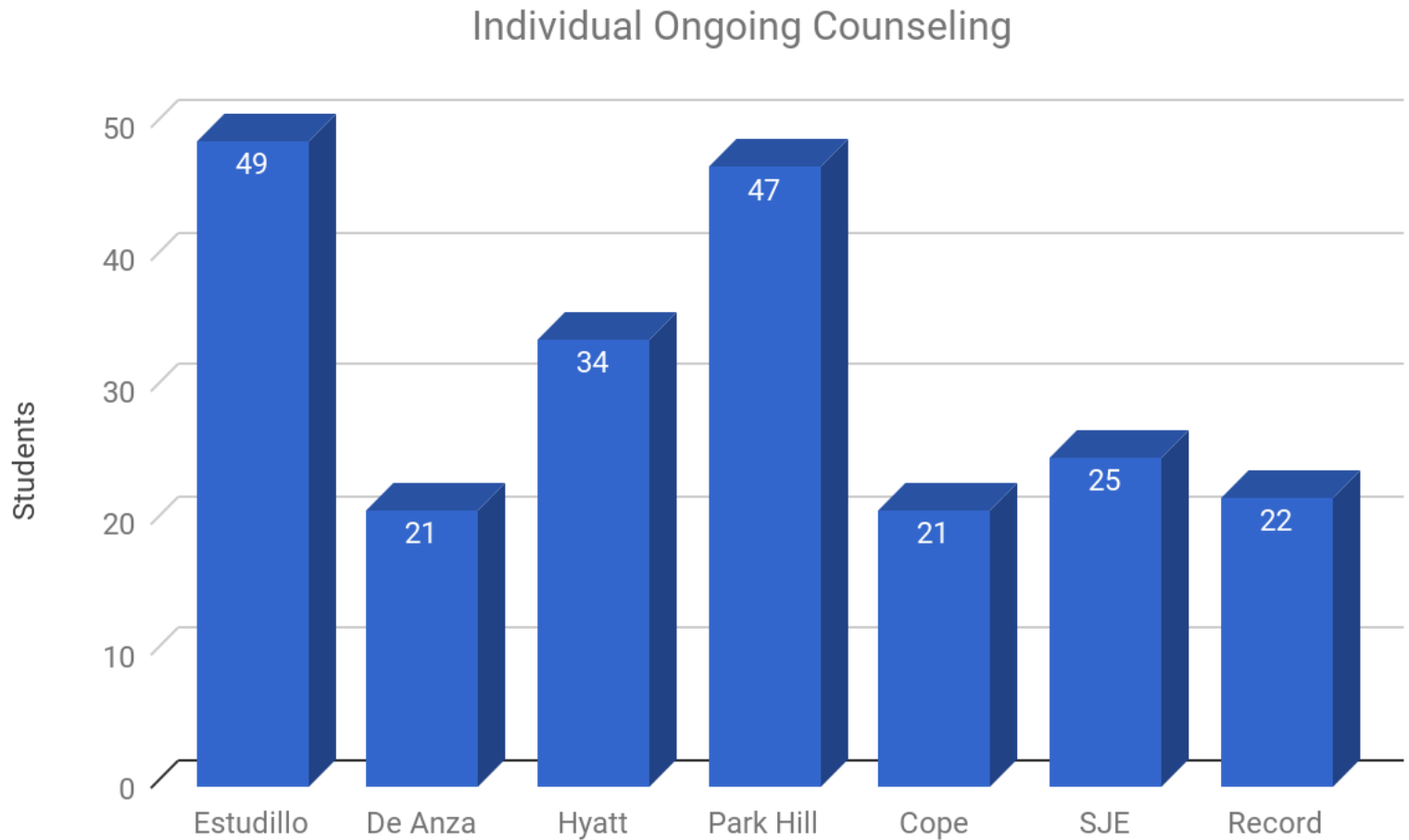
Total Elementary Foster Youth = 146

■ Foster Youth

Delivery of Services



Individual Counseling



Positive Activities

Building relationships!



Parent Workshops and Site Collaborations

- Girl Empowerment Conference
- Into the Future Parent Conference (2 workshops)
- Parent University Seminar (3 workshops)





Thank You!



Thank you for your dedication and all you do for students.

The SJUSD Elementary Counseling Program!

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