

SUCCESSFUL ELEMENTARY GRANT PROGRAM IMPLEMENTATION

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OVERVIEW OF SESSION

- Elementary and Secondary School Counseling Grant Info
- Overall grant design at all three sites
- Schoolwide evidence-based violence prevention curriculum
- Interventions to minimize barriers for at-risk students.
- Data collection, analysis and reporting
- Marketing strategies for successful results presentation to district stakeholders.
- Suggestions and strategies for school and community partnerships



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ESSCG (CFDA 84.215E)

- Eligibility: Local educational agencies (LEAs), i.e., public school districts, including charter schools that are considered LEAs under State law
- Purpose: of the Elementary and Secondary School Counseling Programs is to support efforts by LEAs to establish or expand elementary and secondary school counseling programs.
- Project Period: Up to 36 month (Granted e/o year)
- Maximum Award: \$400,000 per year (for each year of funding requested)

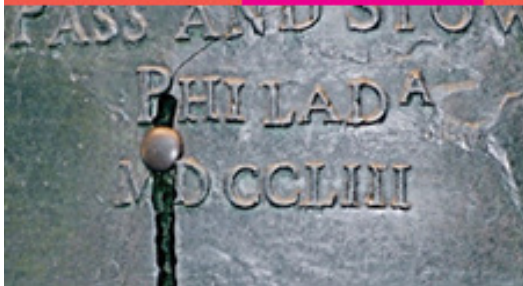


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GPRA MEASURES PROGRAM

- The percentage of grantees closing the gap between their student/mental health professional ratios and the student/mental health professional ratios recommended by the statute.
- The average number of referrals per grant site for disciplinary reasons in schools participating in the program.



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APPLICATION REQUIREMENTS

- (A) be **comprehensive** in addressing the counseling and educational needs of all students;
- (B) use a **developmental, preventive** approach to counseling;
- (D) **school counselors, school social workers, school psychologists,**
- (E) **decision making, or academic and career planning, or to improve peer interaction;**



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APPLICATION REQUIREMENTS

- (G) include in-service training
- (H) involve parents
- (I) involve **community groups**, social service agencies
- (J) **evaluate annually the effectiveness and outcomes**
- (K) ensure a **team approach**
- (L) **majority of time** counseling students or in activities **directly related to the counseling process**



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June 2009

ON THE FRONT LINES OF SCHOOLS

Perspectives of Teachers and Principals on the High School Dropout Problem

A Report by Civic Enterprises in association with Peter D. Hart Research Associates for the AT&T Foundation and the America's Promise Alliance

By: John M. Bridgeland, John J. Dilulio, Jr. and Robert Balfanz



ON THE FRONT LINES

- Dropping out begins in Elementary School
- Schools need to develop early warning systems to help them identify students at risk of dropping out and to develop the mechanisms that trigger appropriate supports for these students.
- By 9th grade, dropout can be predicted with 85 percent accuracy. The key indicators are poor attendance, behavioral problems, and course failure.



• -John M. Bridgeland, John J. Dilulio, Jr. and Robert Dalfanz (page 8)

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Hatch, T. (2008)





Building a Grad Nation

Progress and Challenge in Ending
the High School Dropout Epidemic

November 2010

A report by
Civic Enterprises
Everyone Graduates Center
at Johns Hopkins University
America's Promise Alliance

Lead Sponsor
Target
Supporting Sponsors
AT&T
Pearson Foundation

Written by
Robert Balfanz
John M. Bridgeland
Laura A. Moore
Joanna Hornig Fox

Build and Enable State and District Capacity to Improve Graduation Rates

Build Early Warning Systems with Appropriate Interventions.

School districts should collect individualized student data to track early warning indicators of potential dropout as early as elementary and middle school, including attendance, behavior, grades in reading and math, and benchmark test scores, and regularly report this information to teachers, school counselors, administrators, and parents to identify individual students who are off track and need both moderate and more intensive interventions. Schools should collaborate with the community to develop these effective pathways. School districts and states should collaborate to compare how they define these indicators — for example, what constitutes a “truant” or how is “daily attendance” or a “behavioral infraction” defined? School districts should collaborate with community-based organizations and national service participants to provide students with the supports they need inside and outside of the classroom, especially during critical junctures along the educational pipeline like the transition between elementary school to middle school,

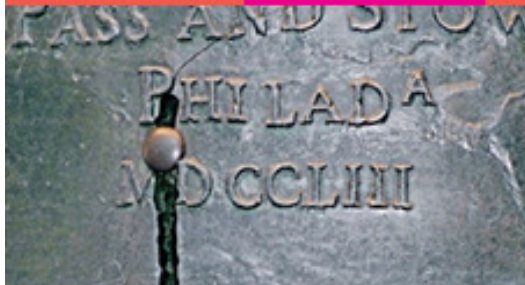
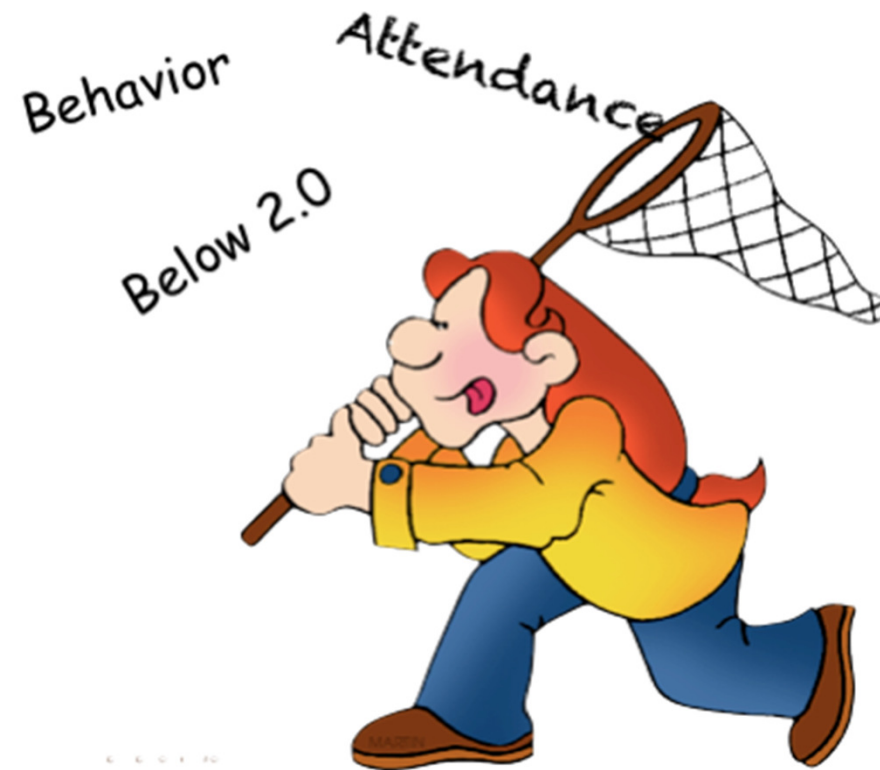
Create a Multi-Sector and Community-Based Effort.

The community bears the costs of the dropout crisis and must be deeply involved in its solution. Existing evidence shows that states and school districts that have made the most progress have built multi-sector collaborations that have included the involvement and support from governors and mayors, legislators, non-profits, and community organizations. The business community, which has the power to address the economic impacts of low high school graduation rates, must be involved and help education become a data-driven enterprise. The United Way has made reducing the dropout rate in half by 2018 one of its top goals, and other locally based and nationally supported organizations like Communities in Schools need to play a key organizational role in this partnership at the national level with the American Education Alliance.

Enhance High School and College Graduation Rates.

School districts, states, and the federal government must report accurate high school graduation rates, dis-

Collecting Data by Need

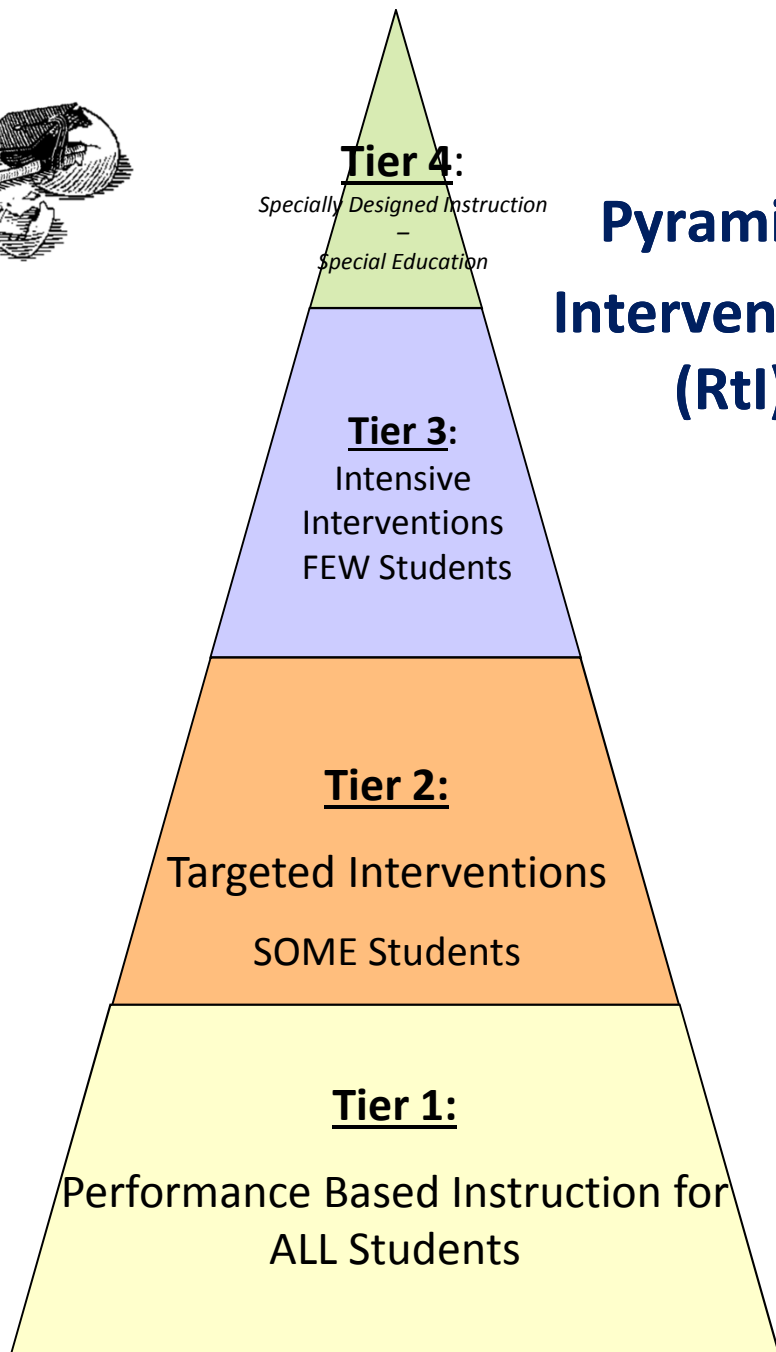


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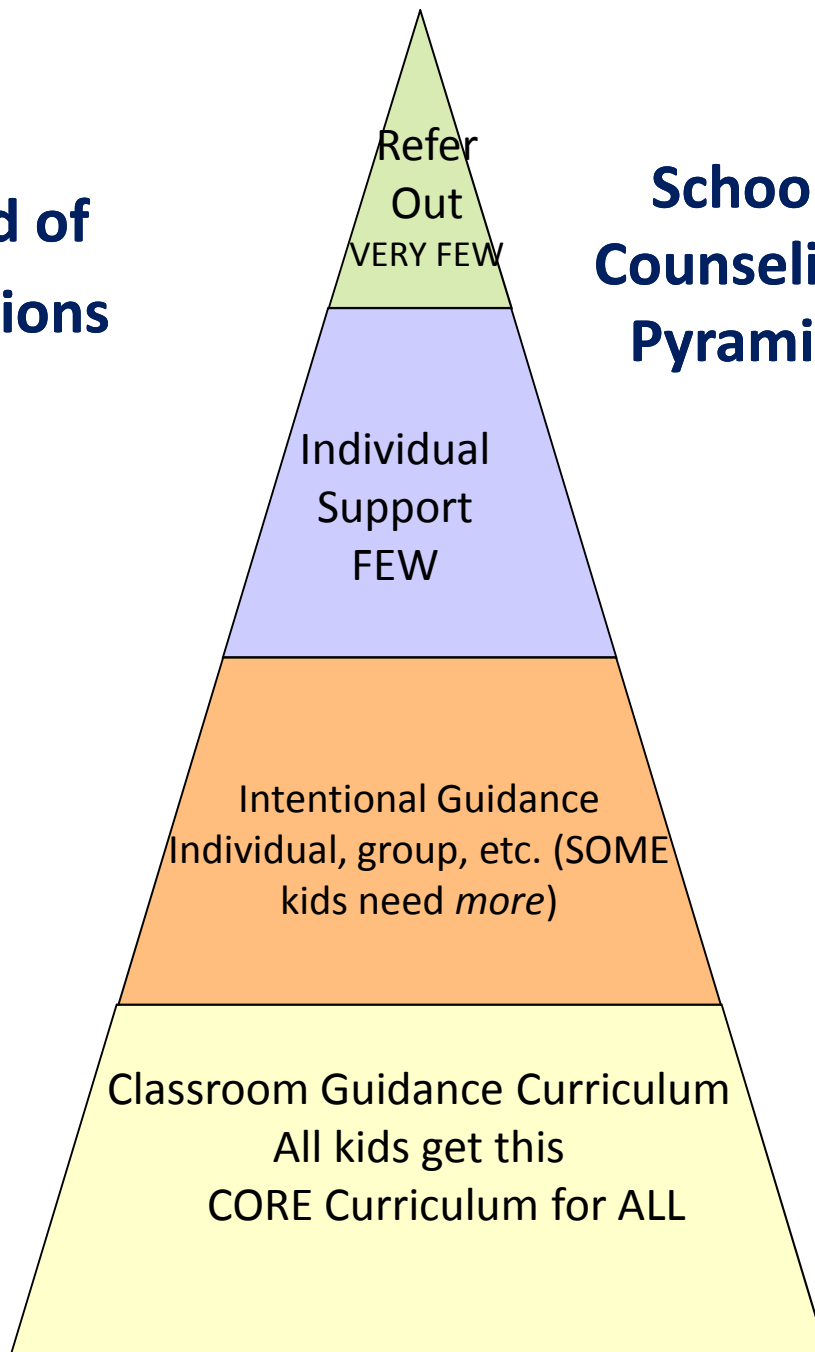




Pyramid of Interventions (RtI)



School Counseling Pyramid



ELEMENTARY SCHOOL COUNSELING GRANT

Oceanside Unified School District
Monica Loyce, Lauren Aponte, Kathie
Huisenfeldt, and Nicole Pablo

Oceanside, CA



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Elementary School Counseling Grant

Progress Update May, 2012

Kathie Huisenfeldt – School Counselor (San Luis Rey)

Lauren Aponte – School Counselor (Palmquist)

Monica Loyce – School Counselor (Del Rio)

Nicole Pablo – School Counselor (Libby)

Randi Gibson – Grant Director, OUSD Director of Student Services

Trish Hatch, PhD – External Evaluator, SDSU Director of School Counseling



Grant Program Description

- **Federal Elementary & Secondary School Counseling Grant**

- \$349,618 yearly
- \$1,048,854 million over 3 years

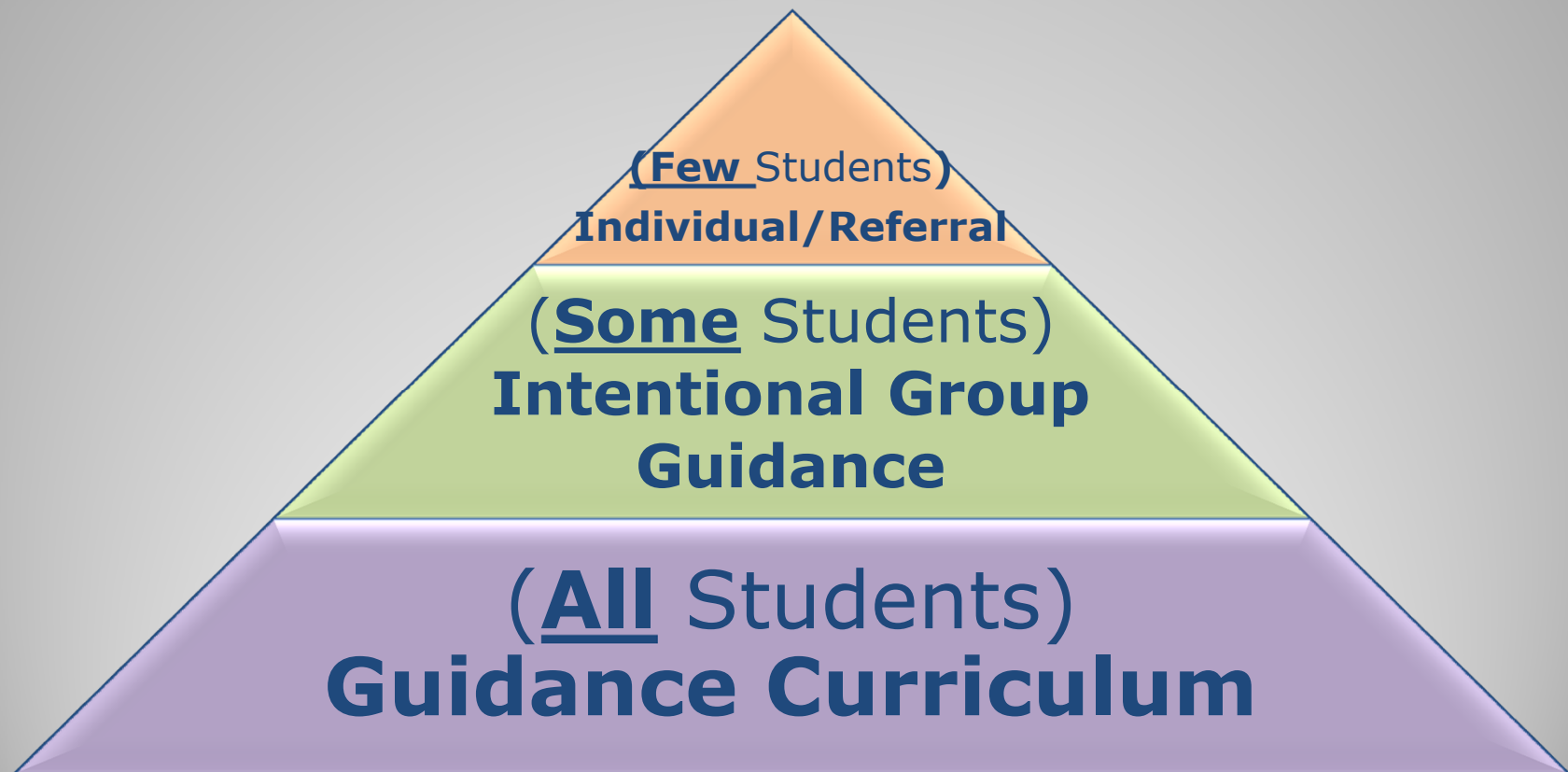
- **Grant funding for:**

- Four school counselors
- Second Step curriculum
- School counseling materials
- Program evaluation
- Professional development





Elementary Grant Delivery of Services





Grant Program Description

- **Goal 1:** Implement a comprehensive elementary counseling program that is data-driven
- **Objectives:**
 - Hire four highly qualified school counselors
 - Provide extensive training and support for school counselors and school staff
 - Systematically screen, assess, and provide appropriate prevention and intervention services



Prevention Goal

Goal 2: Ensure **all students** develop the *knowledge, attitudes* and *skills* that will lead to behaviors that support academic achievement

Objectives:

- 10% *decrease* in overall *discipline* referrals
- 10% *decrease* in *N's/U's* in *learner responsibilities*
- 10% *increase* in *feelings of safety* on California Healthy Kids Survey (CHKS)
- 10% *increase* in proficient & above on CST (Math/ELA)



School-Wide Curriculum: Activities Addressing Goal 2

• School Culture and Connectedness:

- **465 Classroom Guidance Lessons**

- Bully prevention, Second Step, CST test preparation

- **254 Trained in Conflict Resolution (Peace Patrol)**

- Playground conflict mediators, problem solvers, positive decision makers

- **51 Parent Education Trainings**

- Drug and bully prevention, positive parenting, managing behavior, attendance

- **50 Community Partnership/Referrals**

- North County Lifeline, Family Forces, Rady Children's Hospital



Intervention Goal:

“Some Kids Need More”

- **Goal 3:** Identify data driven **systematic interventions** for students experiencing barriers to academic success
- **Objectives:**
 - 10% *decrease* N's or U's on *Learner Responsibilities*
 - 10% *decrease* discipline referrals & suspensions
 - 10% *decrease* in unexcused absences



Collecting Data by Need

Behavior

Attendance

N's and U's



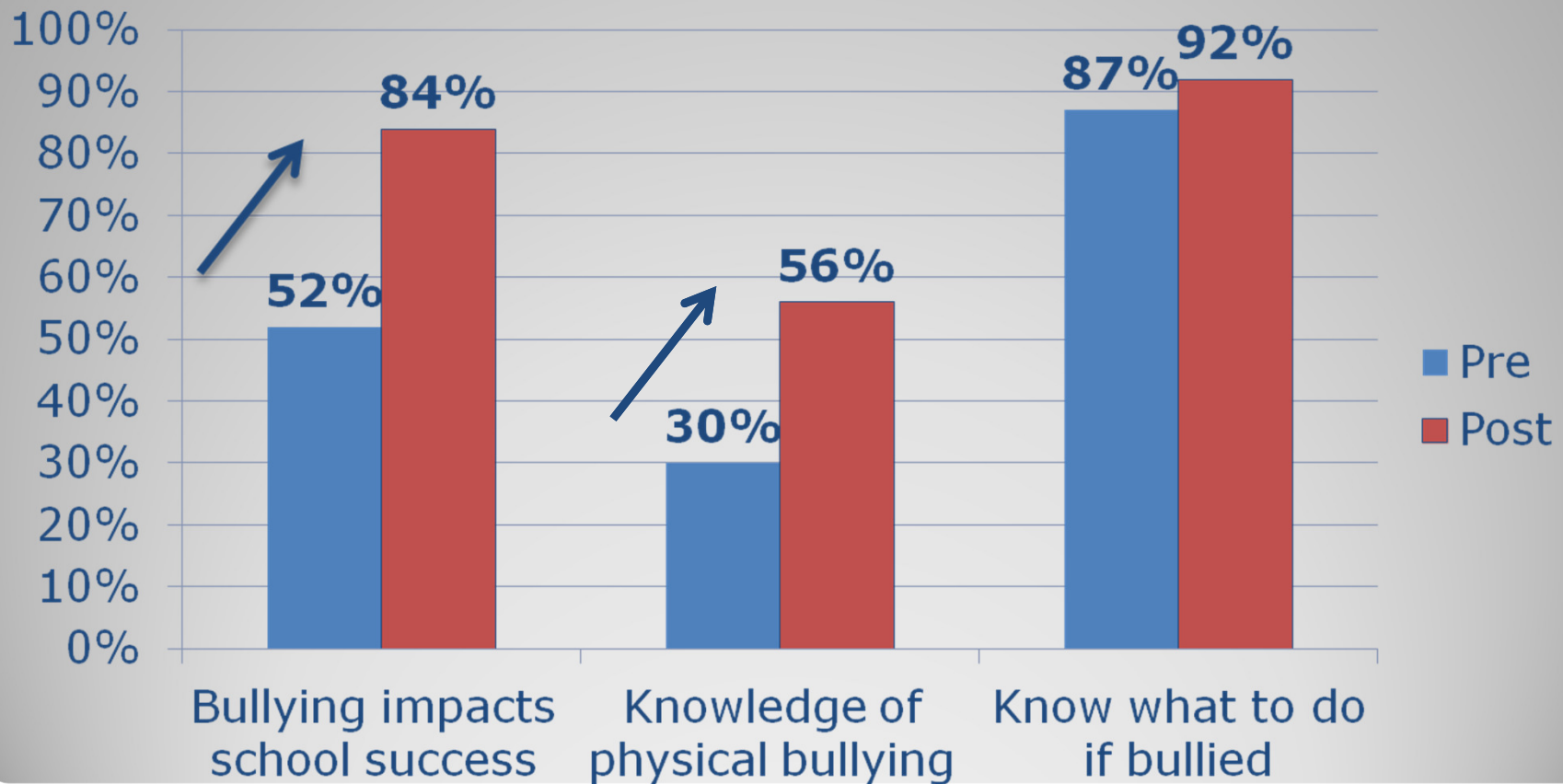


School-Wide Activities Addressing Goal 2

- Small Group Counseling Interventions
 - **128** Total Groups
 - **257** Students serviced through *Social Skills* Group
 - **225** Students serviced through *Study Skills* Group
- Positive Discipline and Individual Support
 - Post discipline reflections
 - Individual counseling and monitoring
 - Behavior support plans/ positive reinforcement
 - Parent contact
 - Collaboration with staff in PLC/SST/IEP meetings



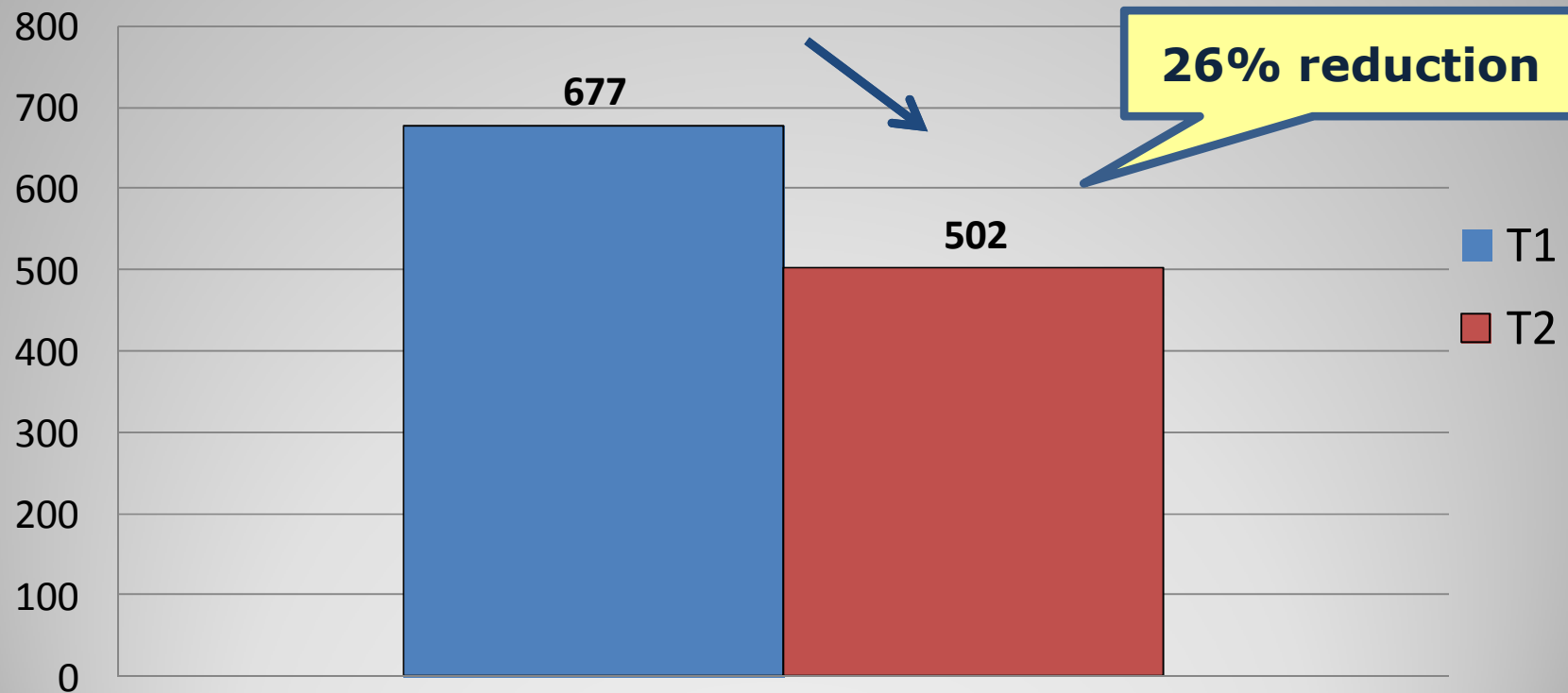
Results of Bully Guidance Curriculum Lesson Pre-Post



2011 - 2012



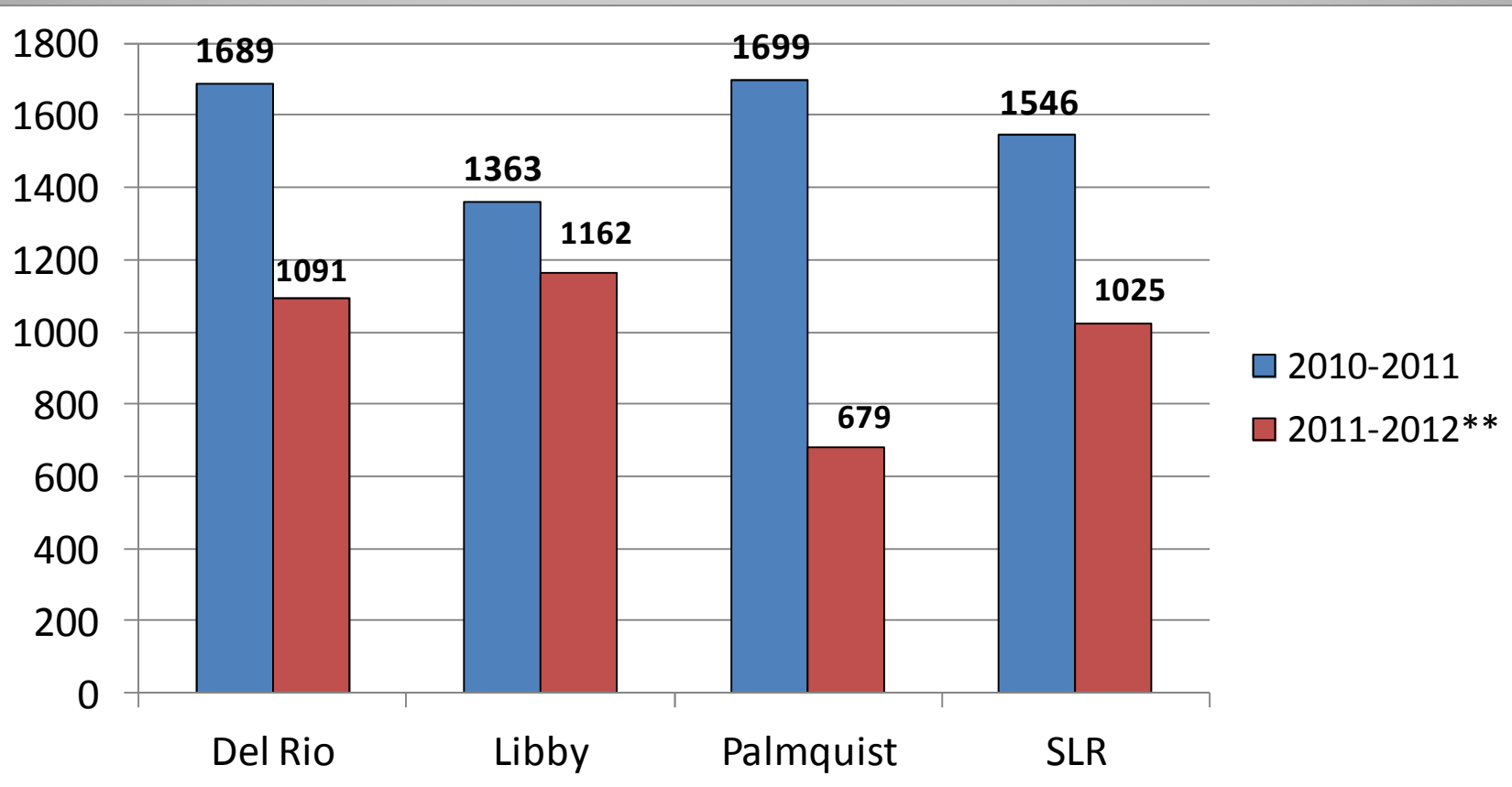
2011-2012 Trimester Report Card Data



N's & U's on Social Skills and Study Habits



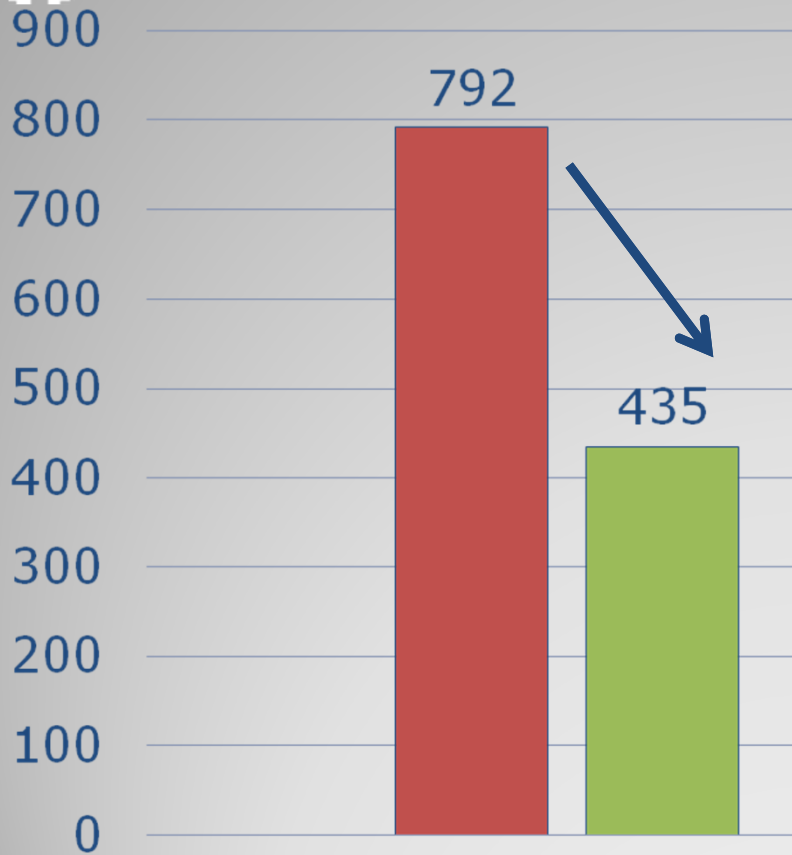
Attendance: Truancy Reduced



**As of April 25, 2012

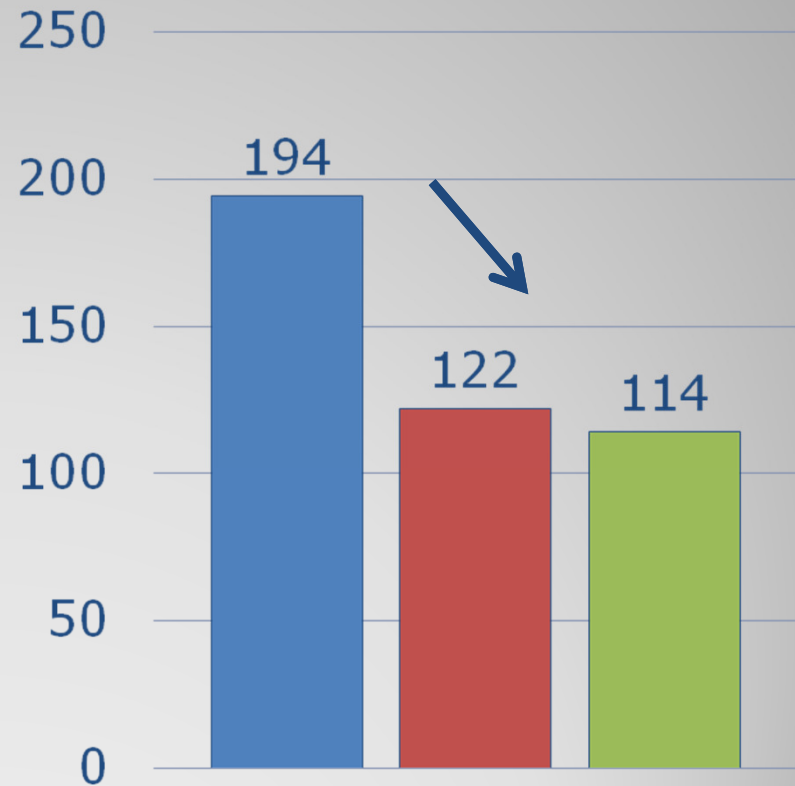


Grant Sites Reduction of Referrals and Suspensions



Referrals

■ 2009-2010 ■ 2010-2011 ■ 2011-2012



Suspensions

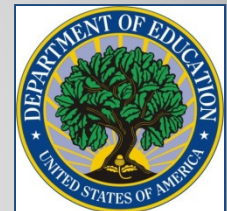
■ 2009-2010 ■ 2010-2011 ■ 2011-2012*

[2011-2012 is 80% of the year – as of April 26, 2012]



Moving Forward...

- Fine tuning the structures and best practices to develop systemic sustainability of a comprehensive school wide positive behavior program
- Continue to improve the implementation of the elementary school counseling grant program at all four schools
- Evaluate and assess school practices and school culture





Closing

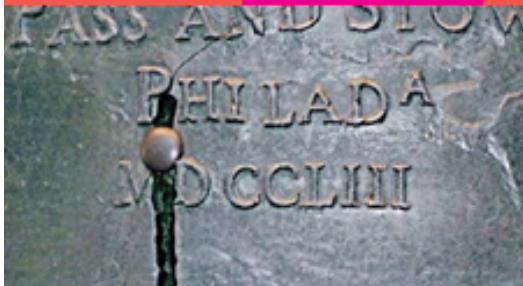
The school counseling program is striving to guide all students to achieve their full potential and contributing to the academic success of all students.

Thank you to the school board, district office, administration, teachers, school staff and parents for your support of the school counseling program!



ELEMENTARY SCHOOL COUNSELING GRANT

Oceanside Unified School District
Oceanside, CA



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COMING INTO THE THIRD YEAR

- Politically managing situation
- Meeting with district office
- Strategizing for sustainability
- Quantitative for district
- Qualitative for public

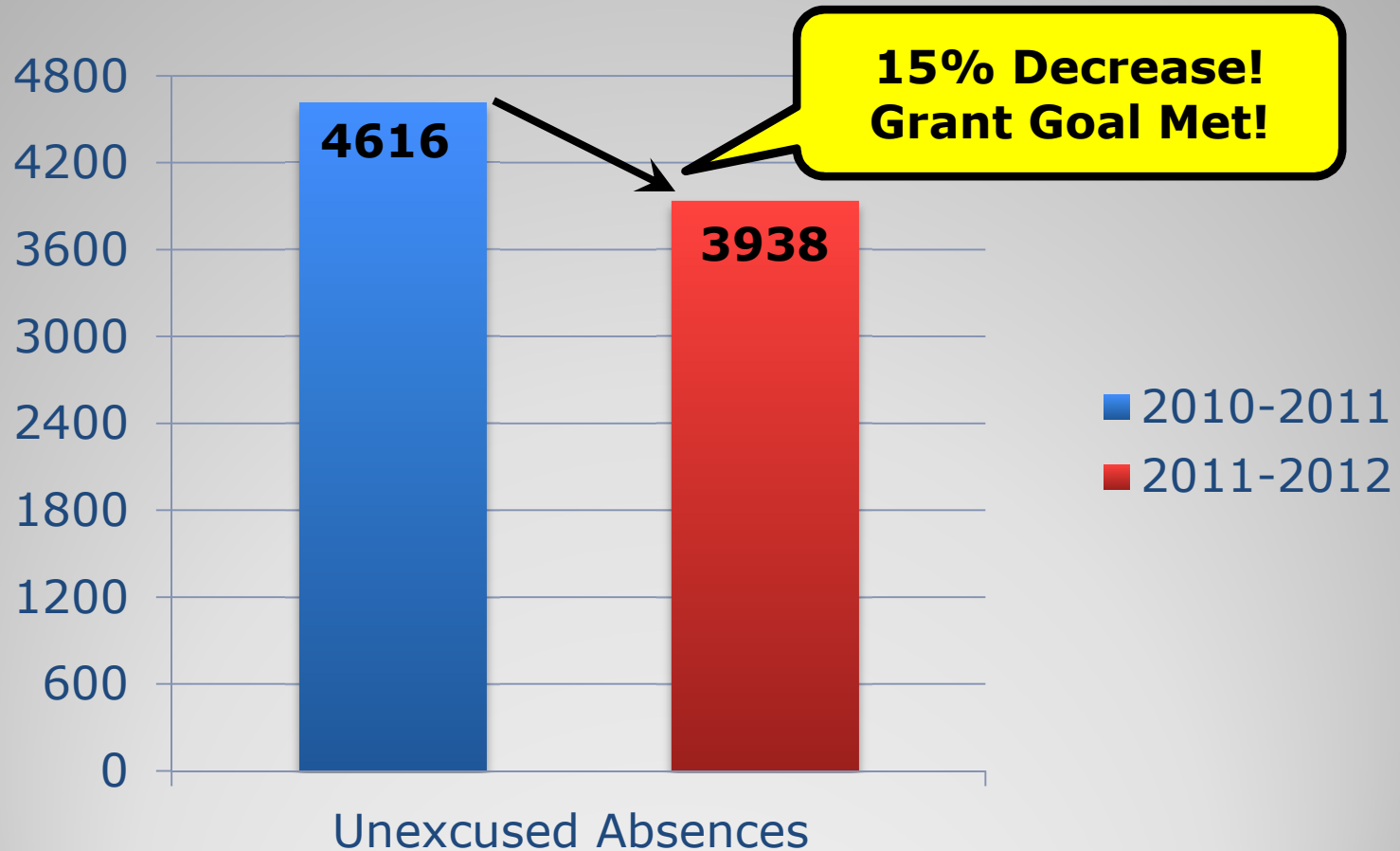


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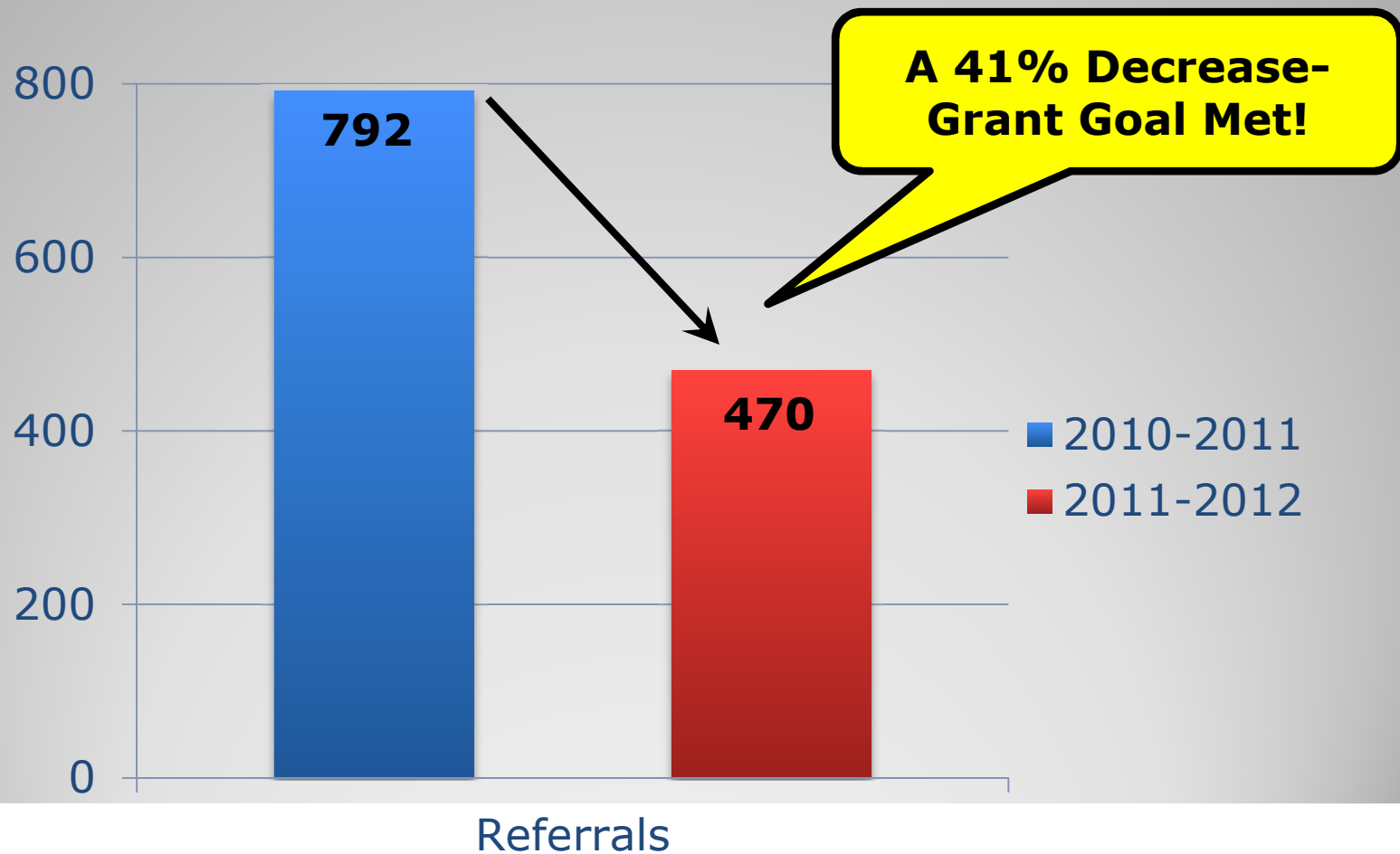


Oceanside Unified School District Total (4 Schools) - Unexcused Absences



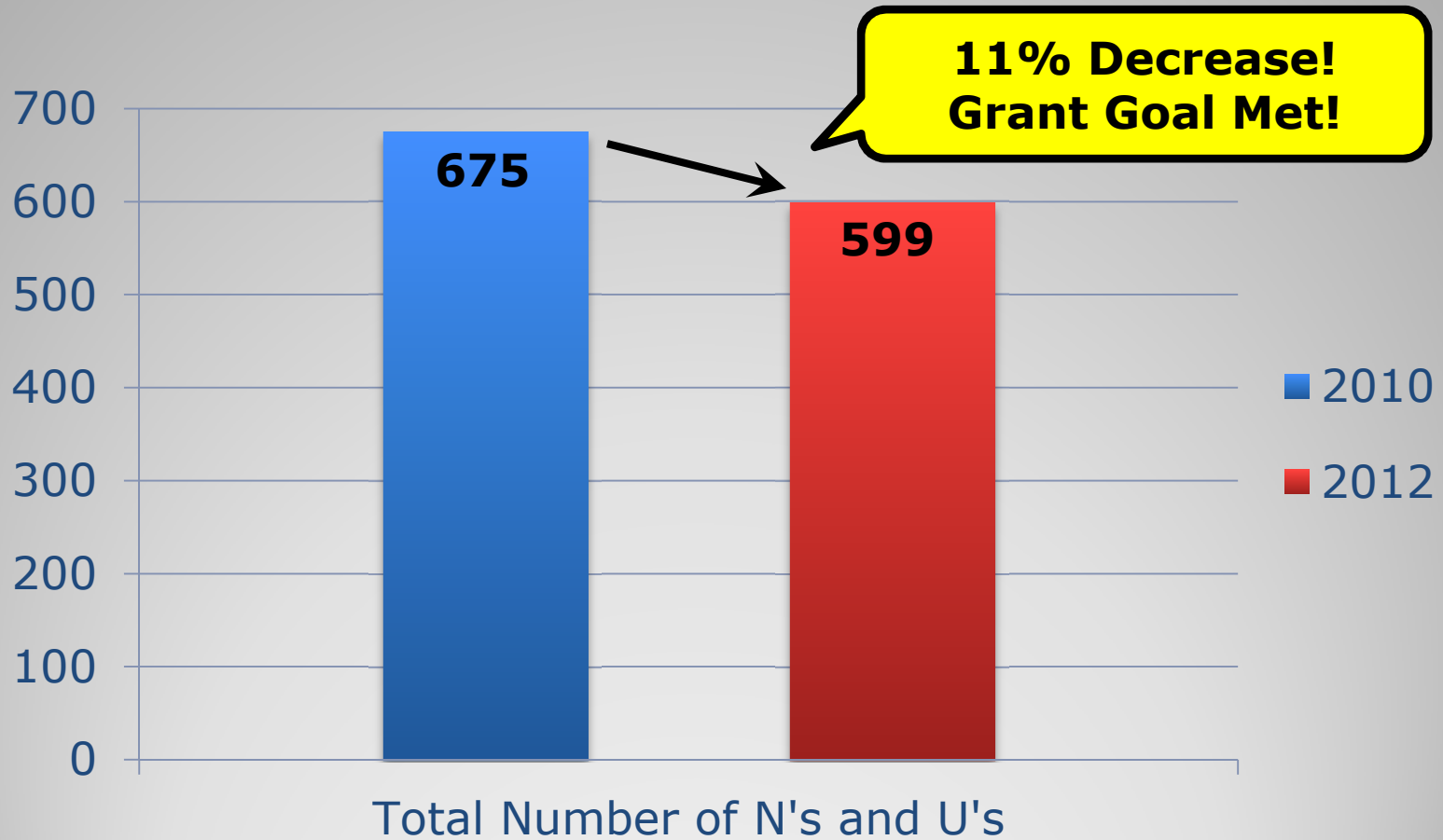


Oceanside Unified School District Total Number (4 Schools) of Referrals



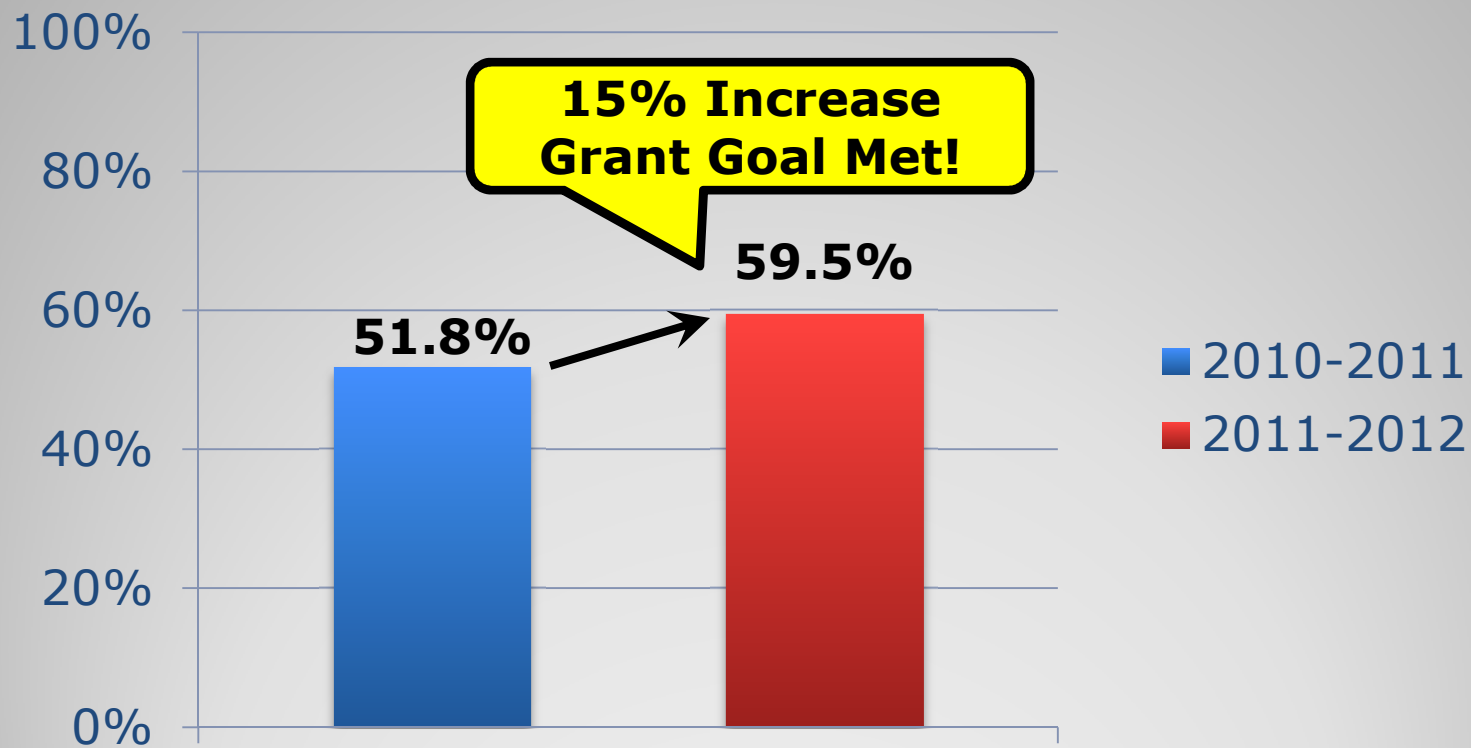


Oceanside Unified School District Total (4 Schools) - 1st Tri. N's and U's



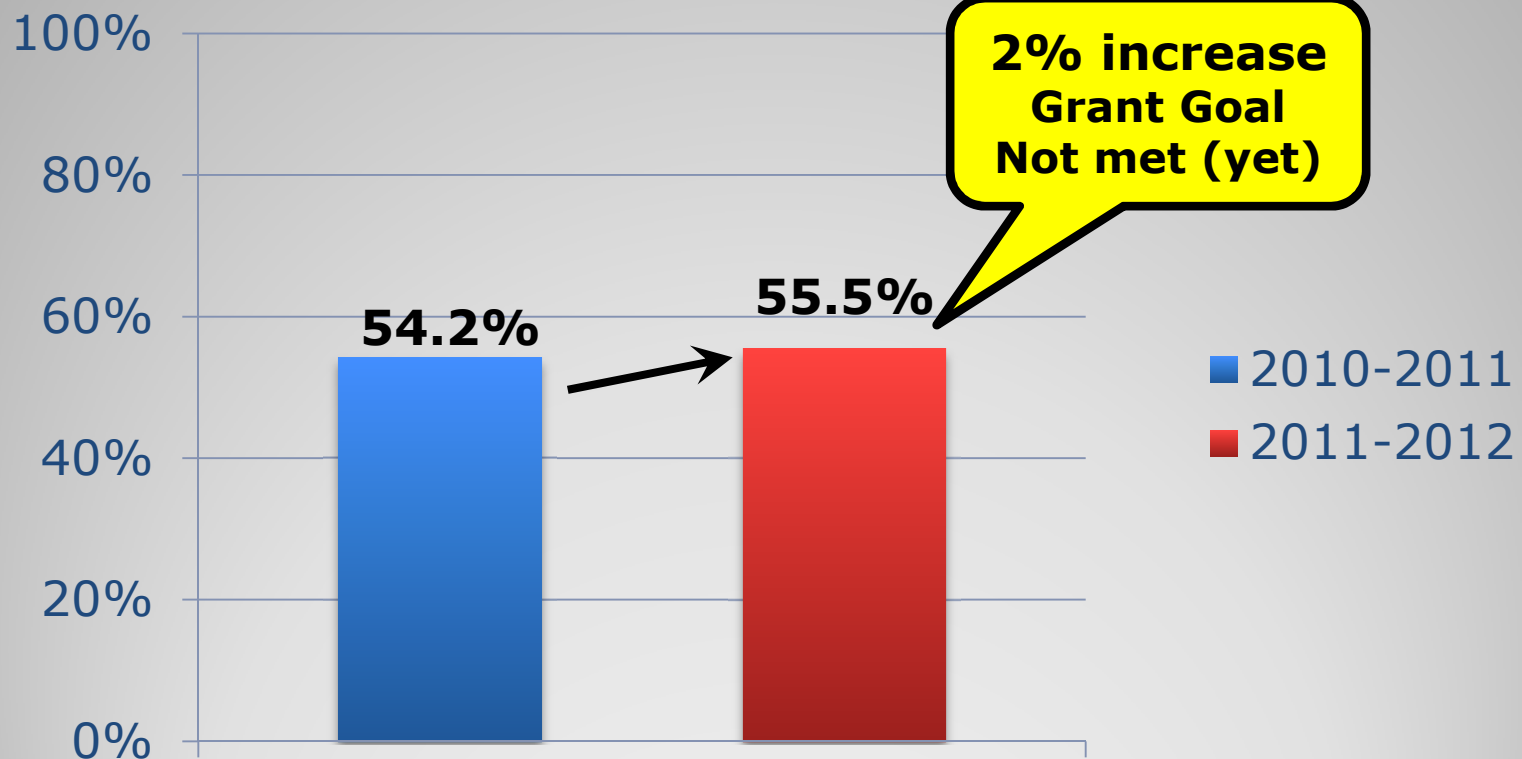


Oceanside Unified School District Percentage of Students (**4 Schools**) Rating "High" on CHKS School Environment





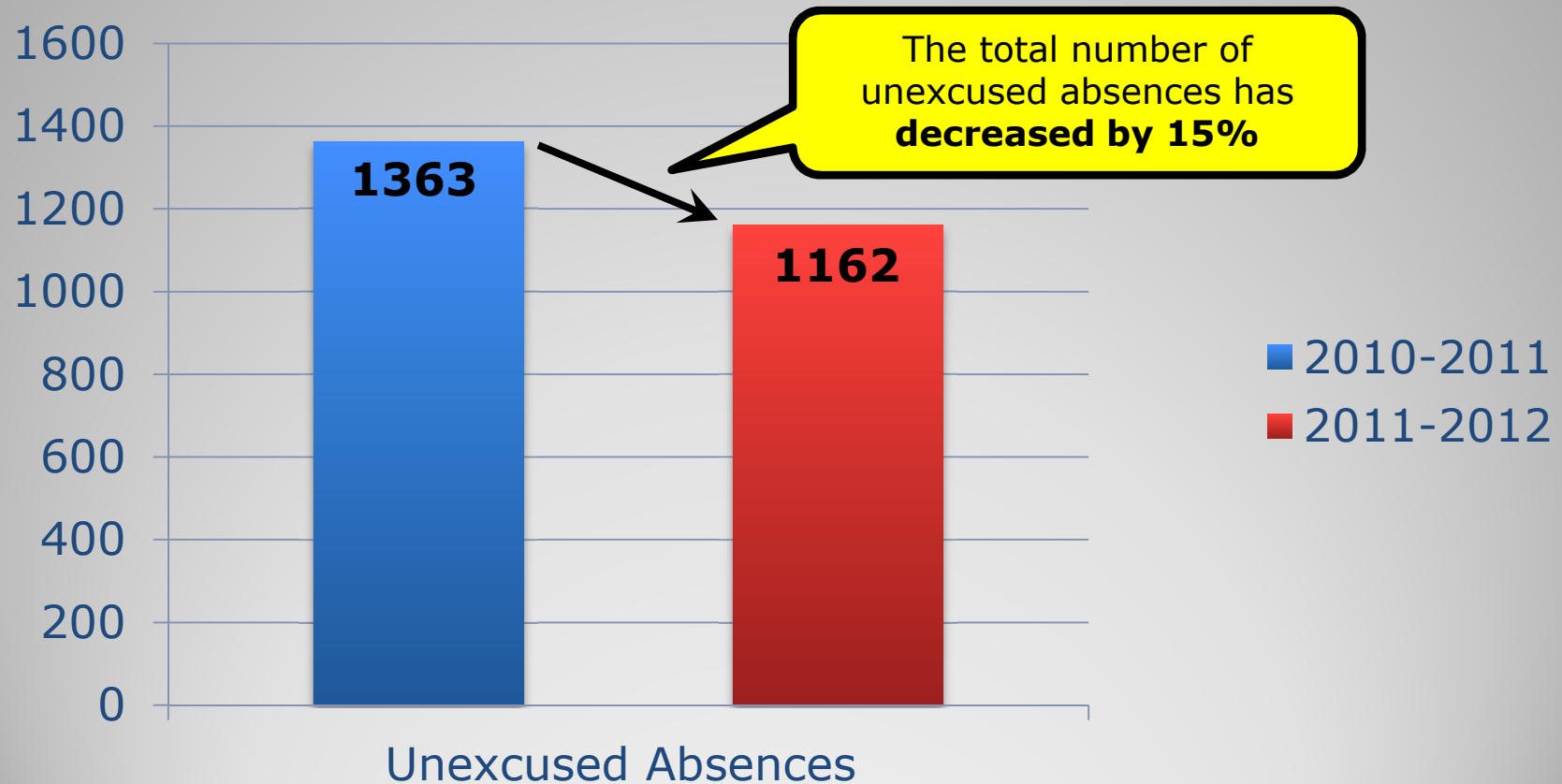
Oceanside Unified School District Percentage of Students (**4 Schools**) Scoring Proficient or Above on CST





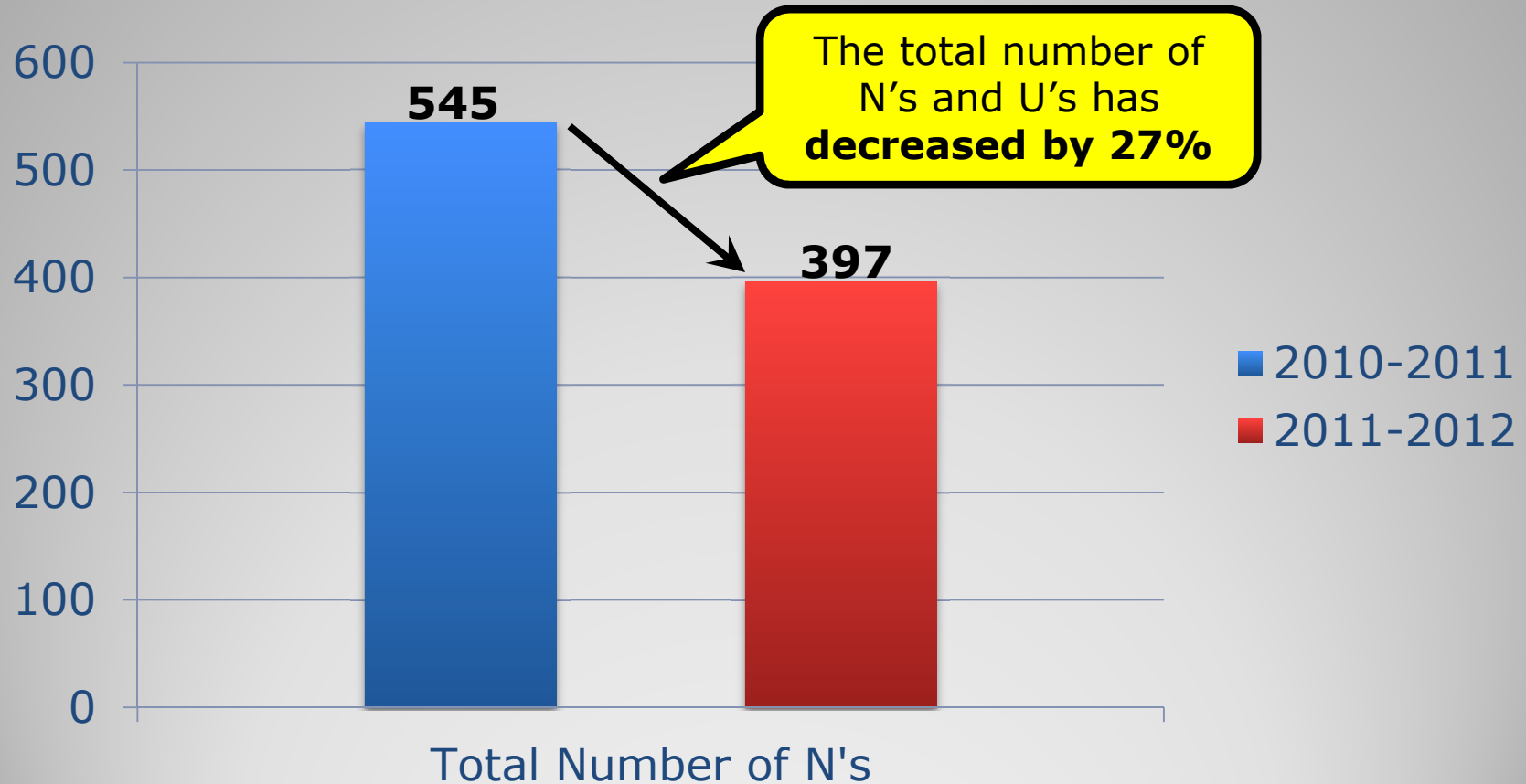
Libby Elementary

Total Number of **Unexcused Absences**



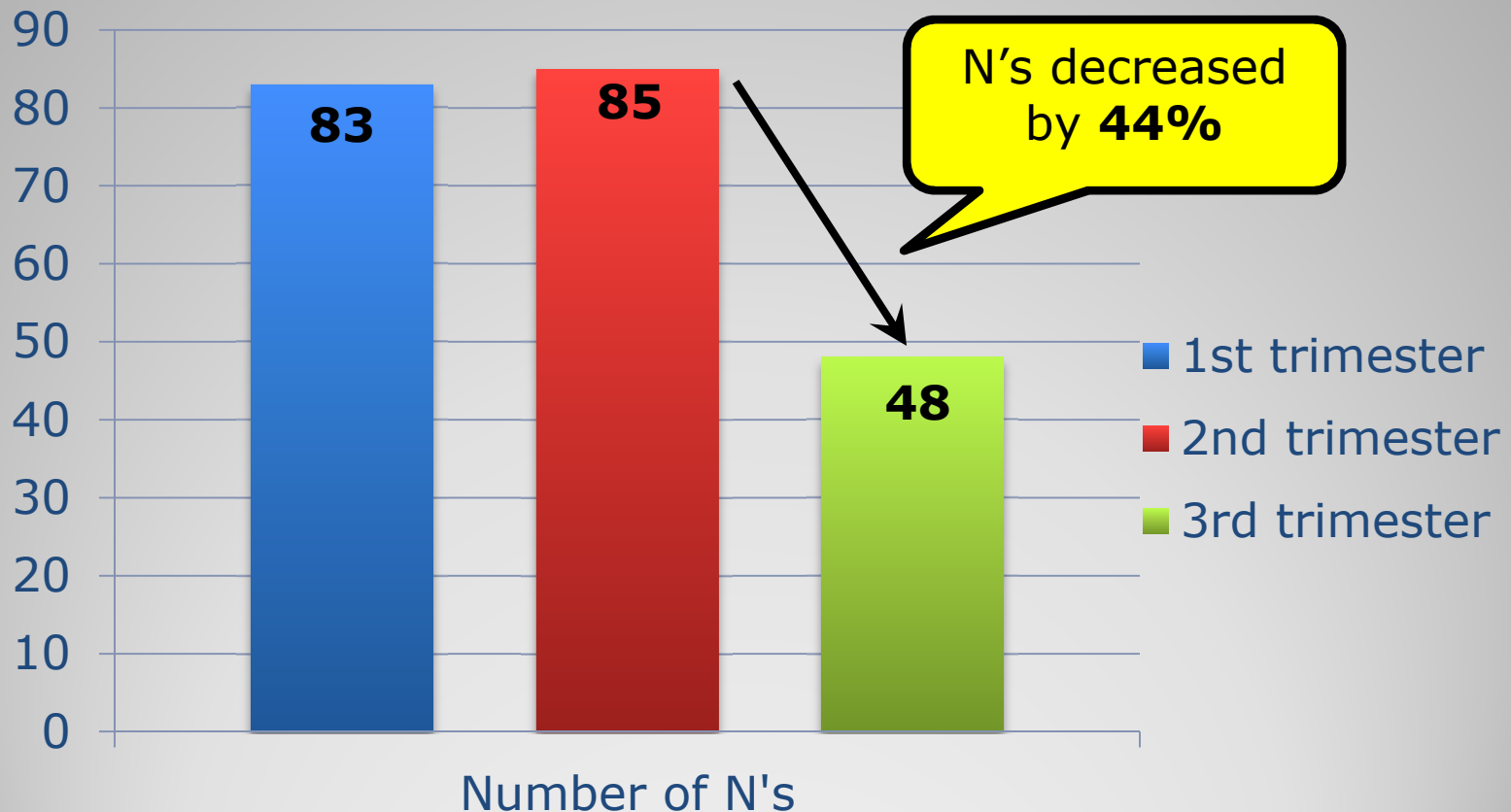


Libby Elementary Total Number of **N's** and **U's** for 3rd-5th Grade



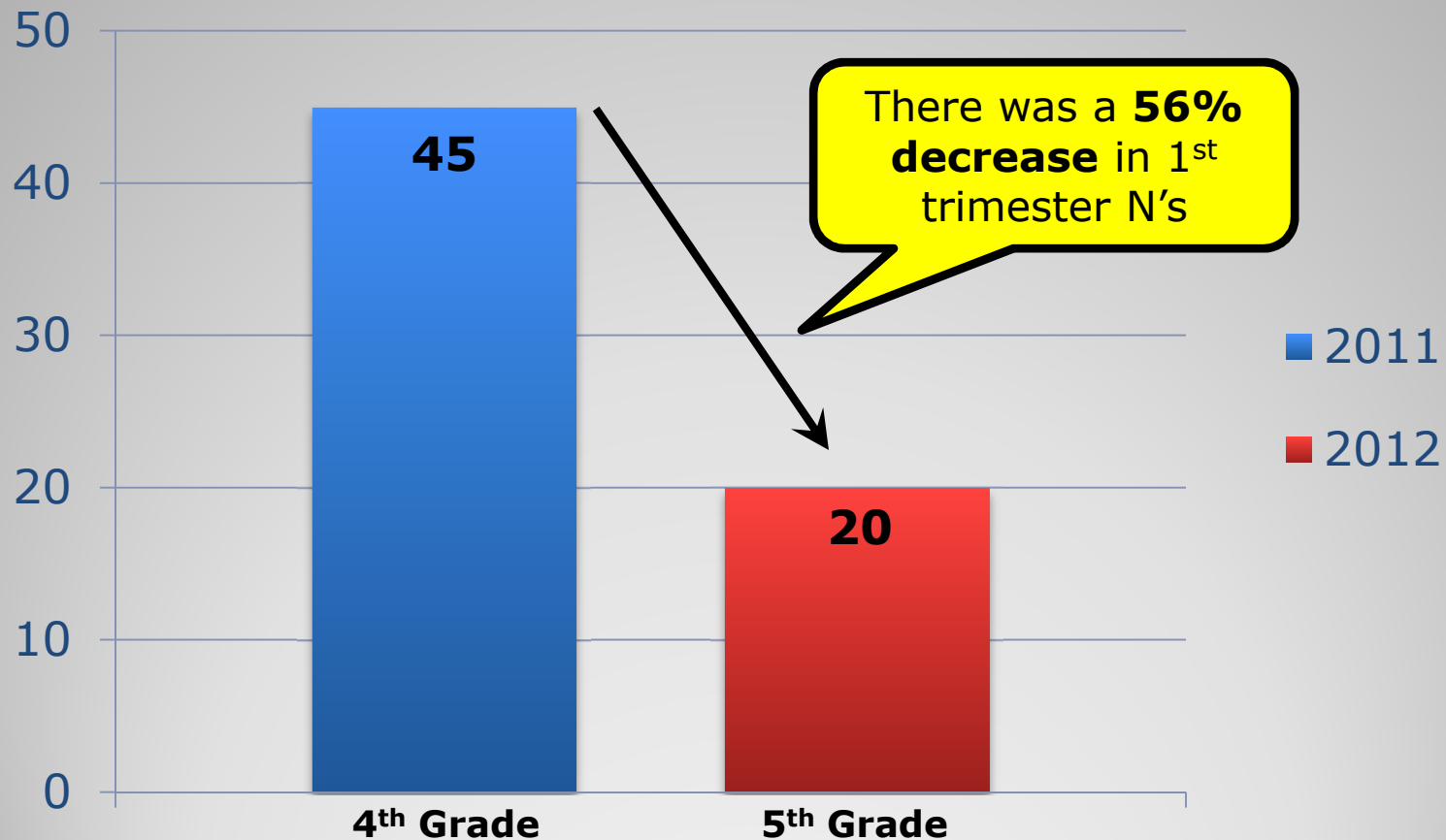


Del Rio Elementary 2011-2012 Behavior Report Card (# of **N's**) 5th Grade by Trimester





Del Rio Elementary Behavior Report Card Data (# of N's) Comparing 1st trimester 4th (2011) to 5th (2012)

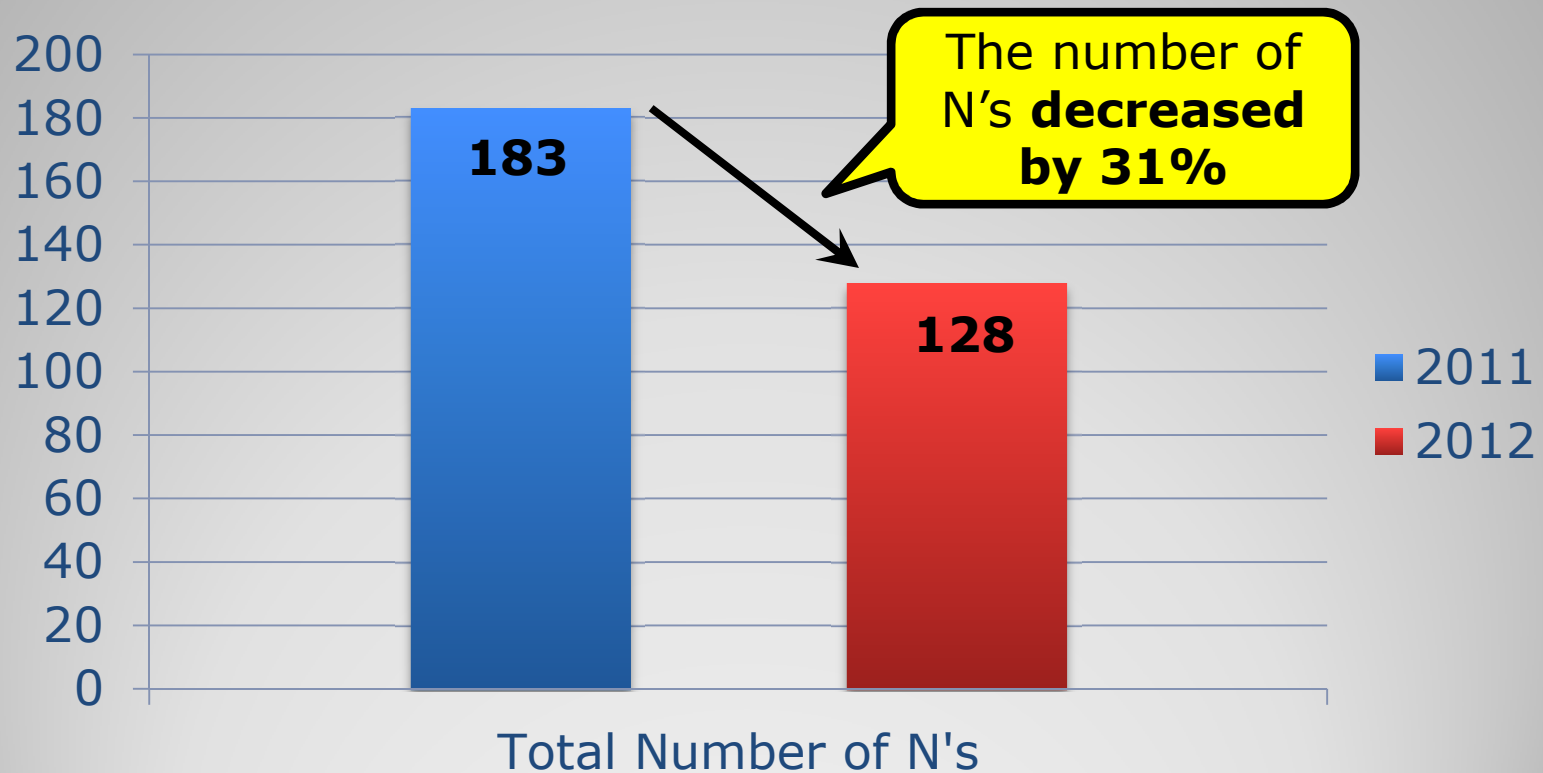




Del Rio Elementary

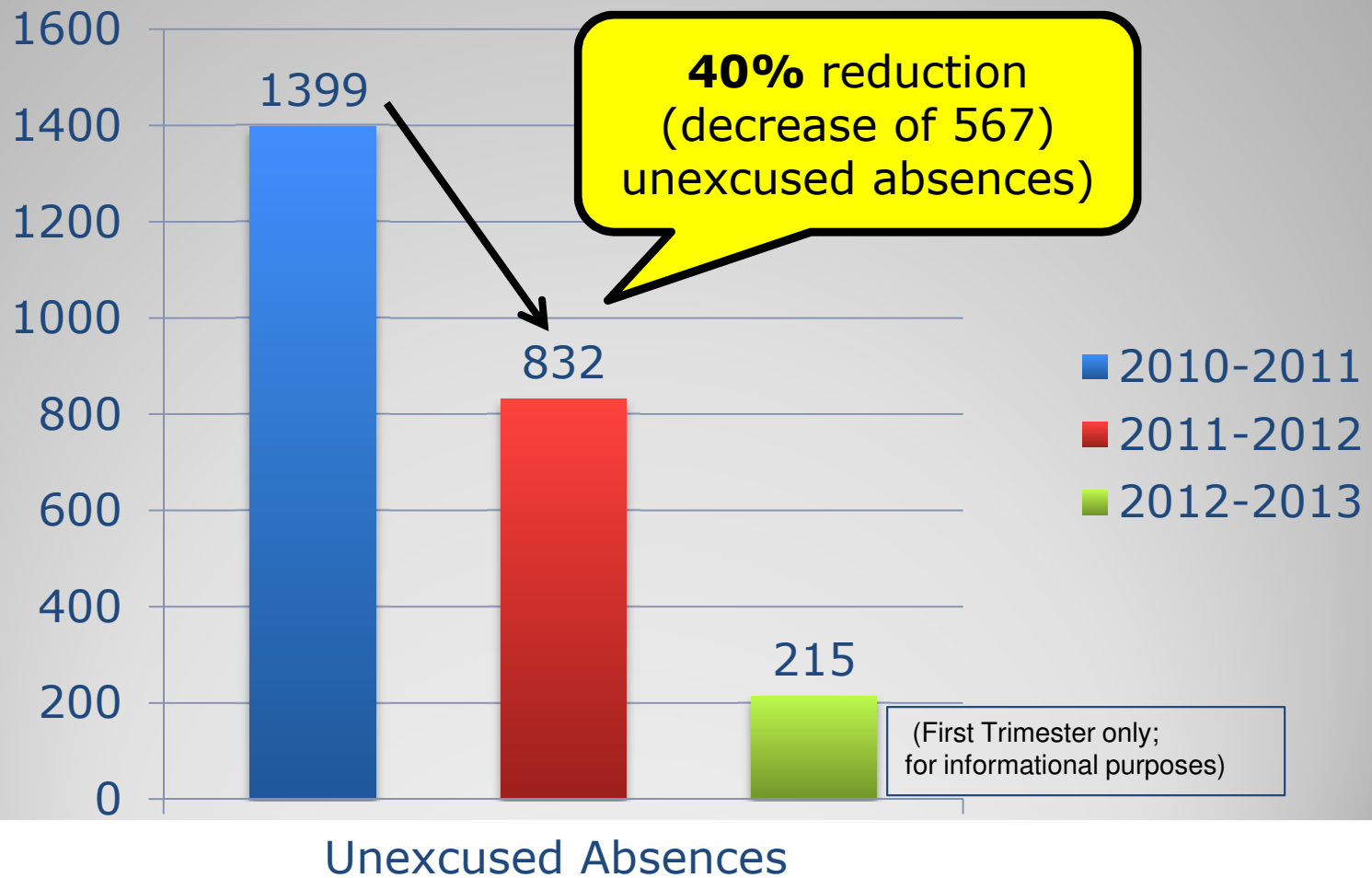
2012 Report Card Data (# of N's)

1st Trimester Annual Totals Grades 3-5



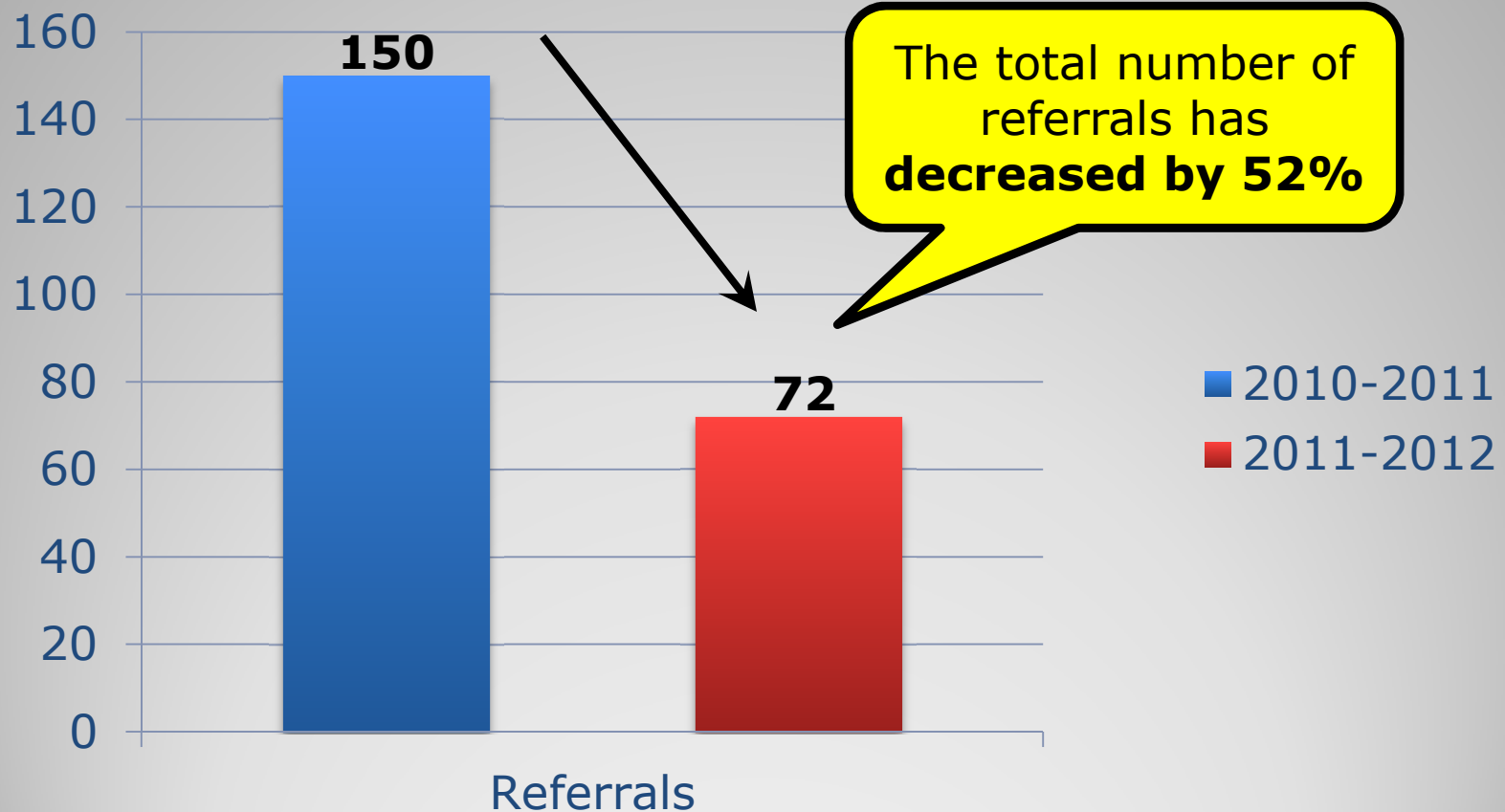


Total Number of Unexcused Absences (Palmquist)





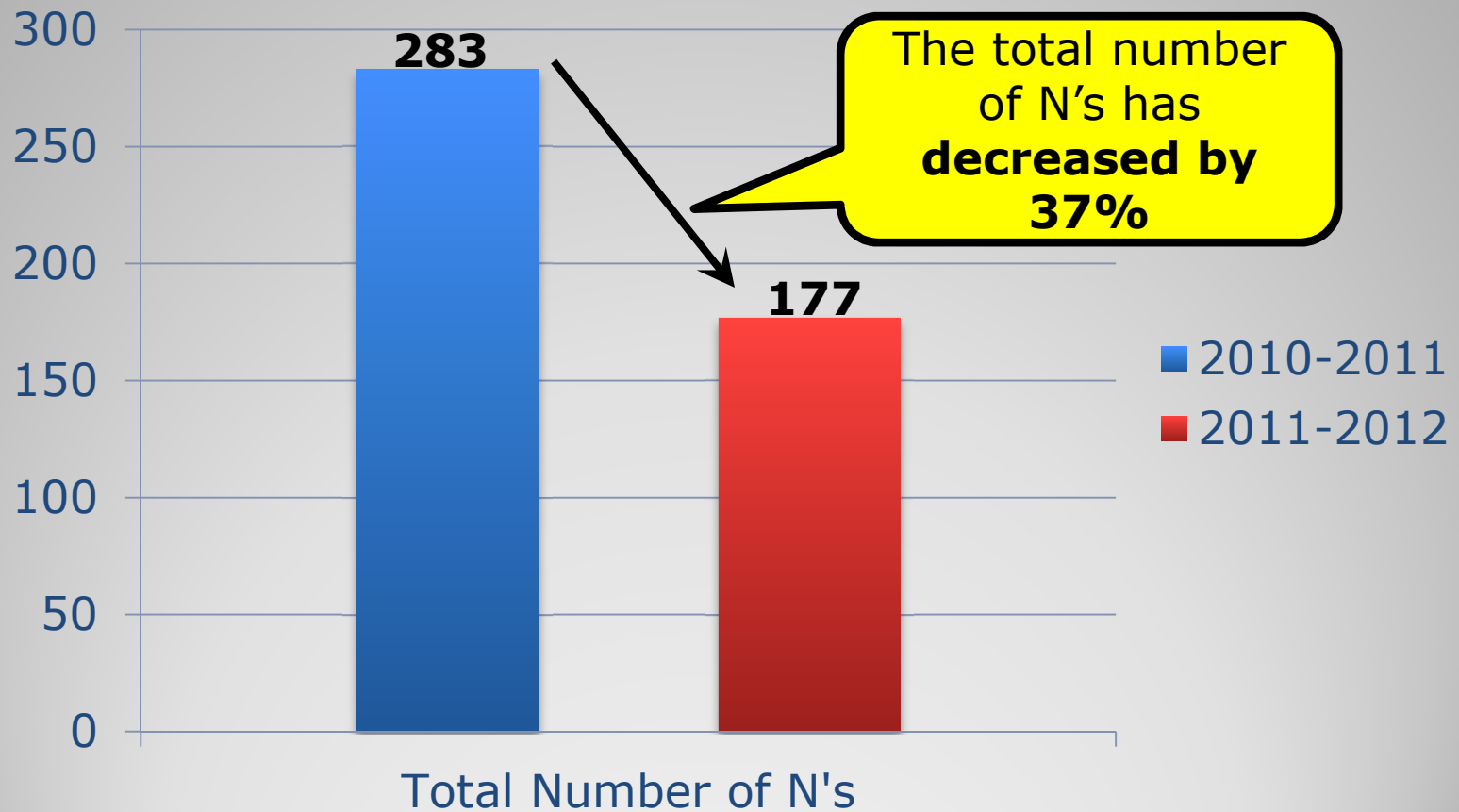
Palmquist: Total Number of **Discipline Referrals**





Palmquist

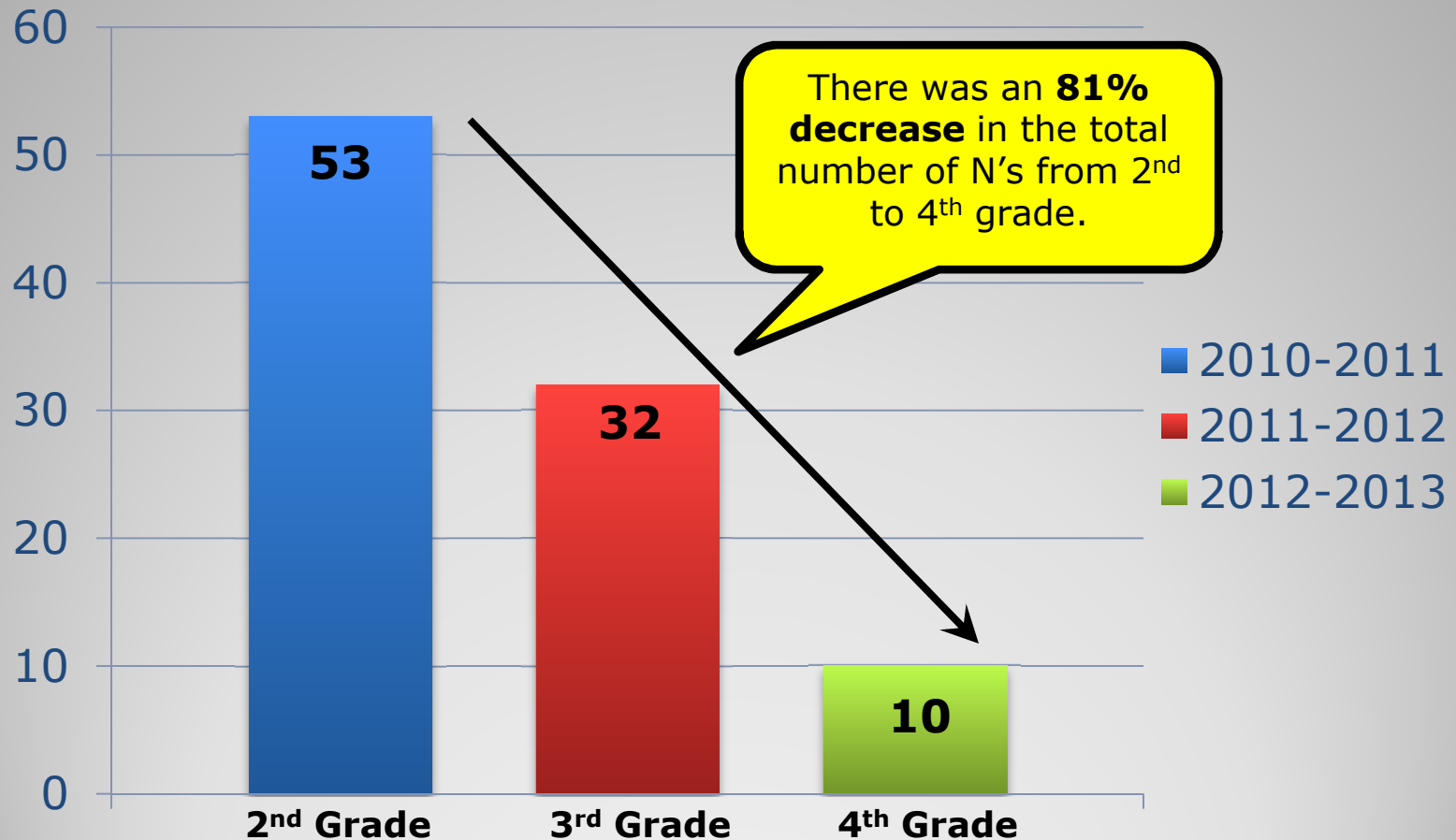
Total Number of 3rd-5th Grade N's





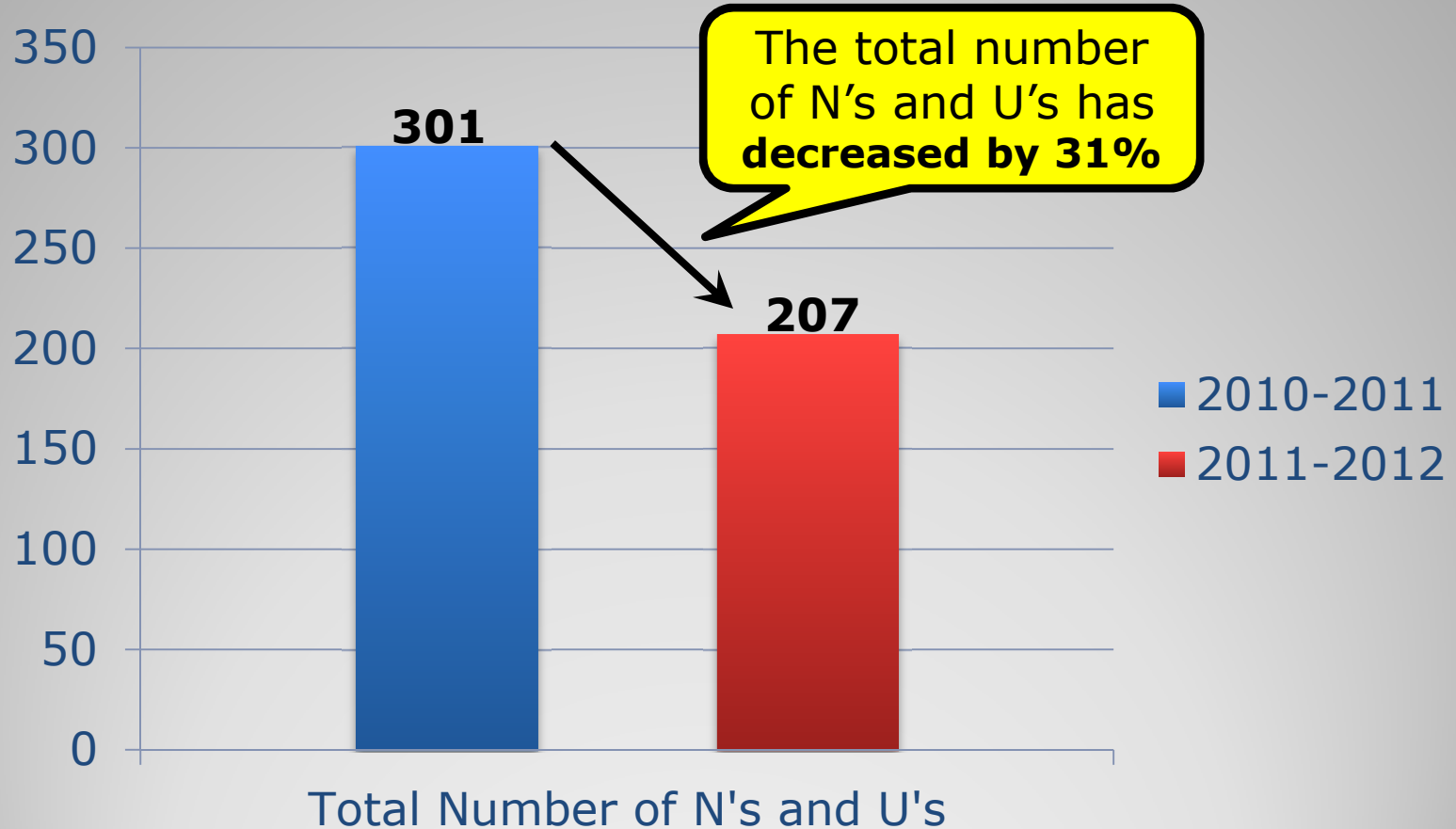
Palmquist 1st Trimester N's

(Following 5th Grade Class of 2013-2014)



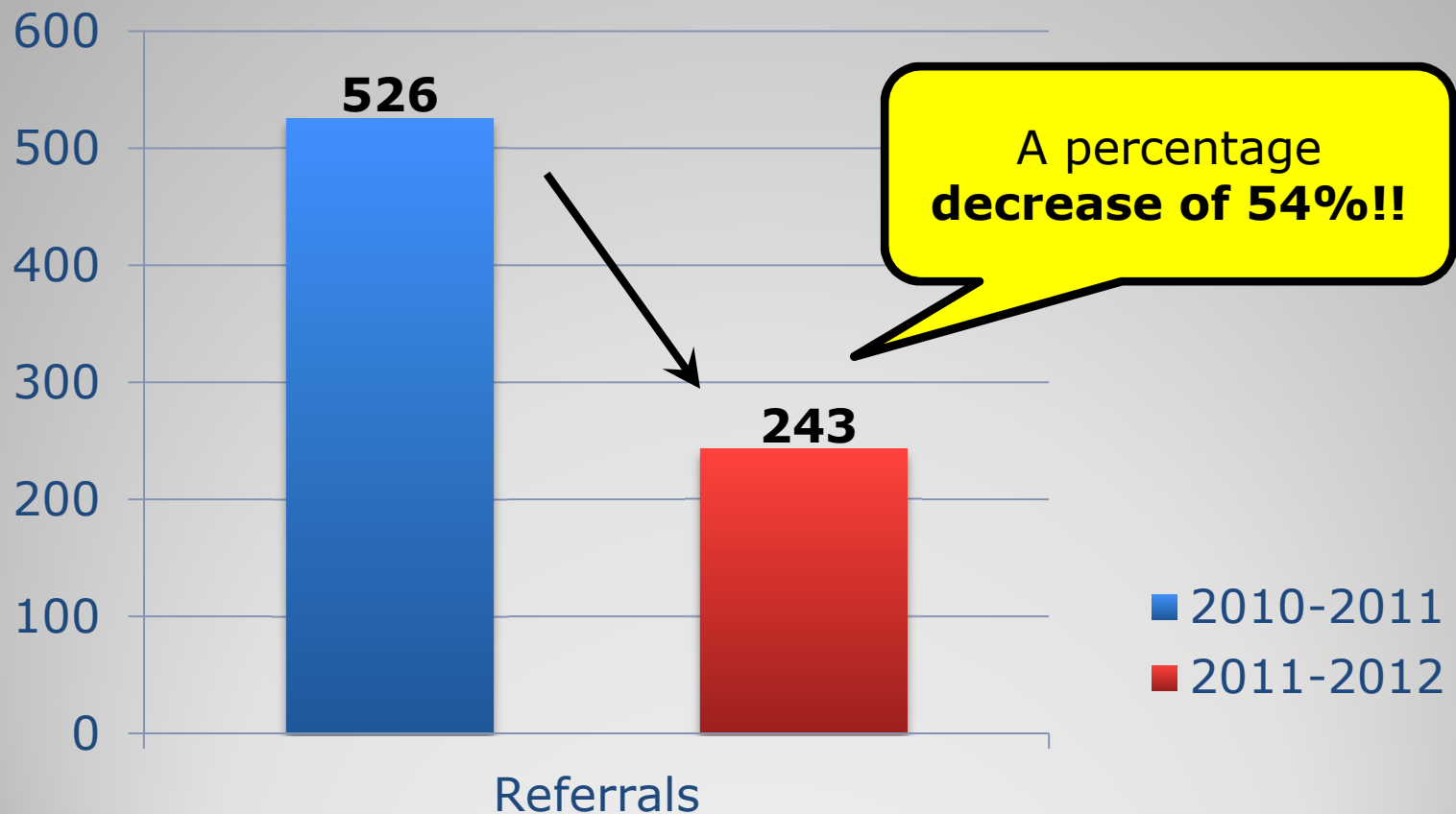


Palmquist: Total Number N's and U's (Grade 3-5)



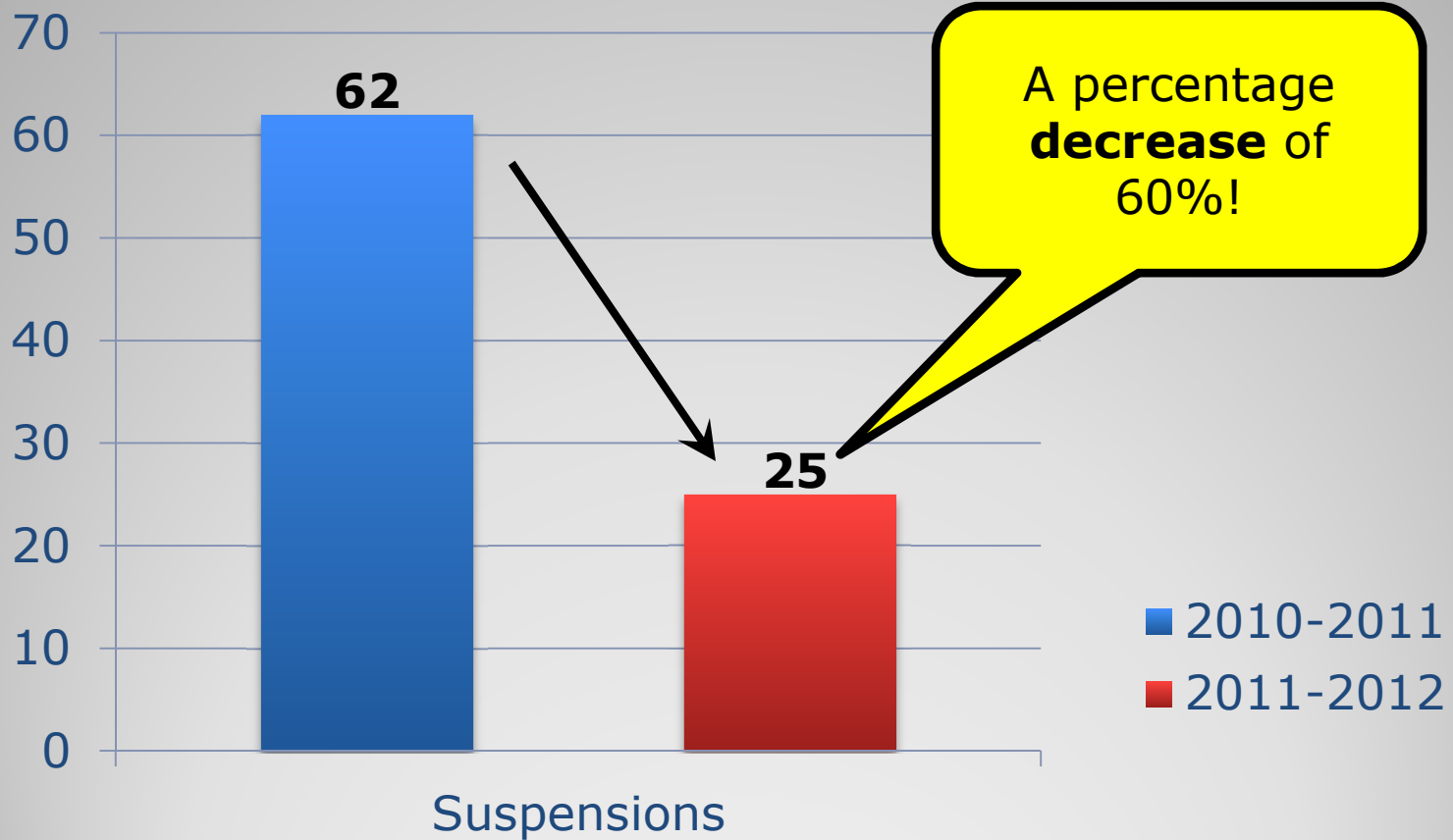


San Luis Rey Total Number of **Discipline Referrals**





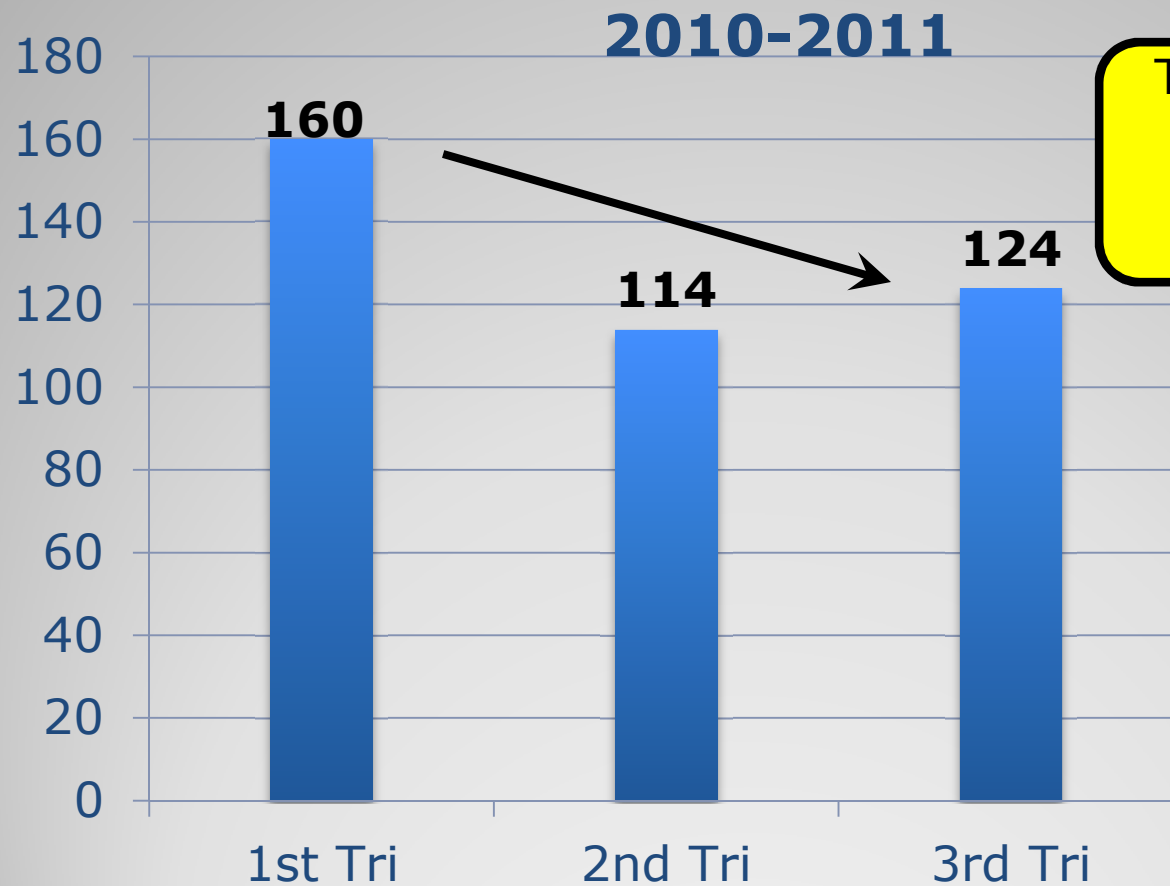
San Luis Rey Total Number of **Suspensions**





San Luis Rey

Total Number of 3rd-5th Grade N's

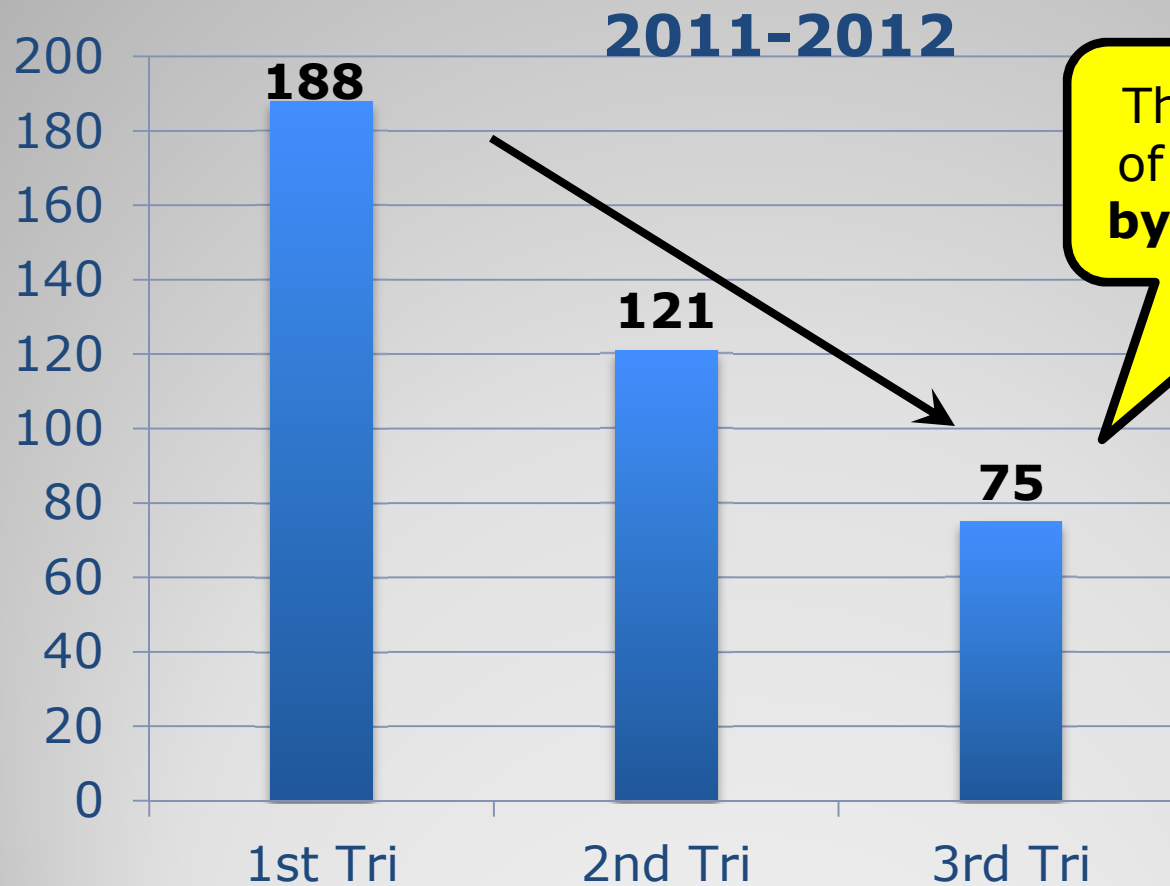


The total number of N's has **decreased by 23% in 2010!**



San Luis Rey

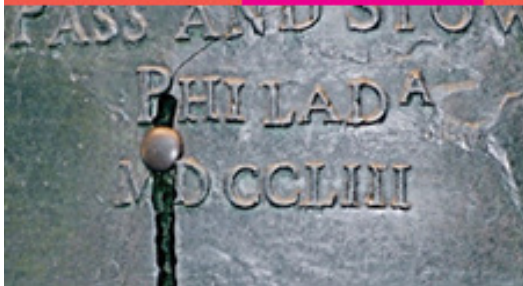
Total Number of 3rd-5th Grade **N's**



The total number of N's **decreased** by 60% in 2011!

ELEMENTARY SCHOOL COUNSELING GRANT

San Marcos Unified School District
Danielle Duarte
San Marcos, CA



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San Marcos Unified School District



- ◆ San Marcos Unified School District in North San Diego County
- ◆ Approximately 80,000 residents
- ◆ Three elementary schools selected
 - ◆ Average school enrollment 775 (609–936)
 - ◆ School counselor ratio 1:2327
- ◆ When the grant was written in 2007...
 - ◆ 72% Latino with a high percentage of English Language Learners
 - ◆ 26% of residents serviced by the three schools were living at or below the federal poverty threshold (less than \$20,000/year for a family of four)
 - ◆ High percentage of the city's gang population lived in this are, with a disproportionate number of police calls, criminal activity, incidents of domestic violence, and arrests
 - ◆ Scored an average of 45 points lower on the Academic Performance Index (API)
 - ◆ Higher truancy rates than average of other school rates

Implementation: Program Goals

Program Goals	Objectives	Intervention Strategies	Assessment Tools
Goal 1 Implement a comprehensive assessment-based, results-driven elementary counseling program that will serve as a catalyst and a model for expansion throughout the district, as well as influence and support efforts in other districts.	1. <u>Hire 2 highly qualified school counselors</u> at two school elementary sites where there are none, and hire 1 Project Director who will also serve as site counselor at third school. 2. <u>Hire one highly qualified social worker</u> for three elementary sites. 3. <u>Provide extensive training and support from the Project Director</u> and the Principal Investigator to the new counselors, community liaison as well as staff at three target schools to ensure the creation and delivery of a comprehensive counseling program that addresses the developmental needs of all students, systematically screens, assesses, and provides appropriate preventive services for students with various risk factors, provides effective interventions for students experiencing problems, and regularly assesses program results.	<ul style="list-style-type: none"> SMUSD will extensively recruit applicants with extra efforts to seek out bilingual candidates. New counselors will receive extensive training in Second Step, effective teaching pedagogy and classroom practices, results-based counseling, data collection and evaluation. Project Director will meet with counselors and school staff at a minimum of 2 days each month. The Principal Investigator will meet regularly with program staff. 	Employment records. Records of trainings and meetings. Staff and/or student surveys of services and perceived benefits.
Goal 2 Increase the social and emotional competencies and academic achievement of all students at target schools	1. 10% increase over a three year period in scores measuring empathy/problem solving and positive school environment factors on California Healthy Kids Survey (CHKS). 2. 10% increase over a three year period in number of students receiving positive evaluations on the Work Habits and Social Skills section of report cards. 3. 9% increase over a three year period in number of students who score proficient and above on the California Standards Test (CST).	<i>School Counselors will:</i> <ul style="list-style-type: none"> Ensure all teachers receive direct instruction in Second Step Program curriculum. Assist teachers in implementing Second Step practices/structures: i.e. peace corners and classroom meetings Train/work with student leaders and student mediators. Provide parent trainings and in-service for other staff members 	CST Test Scores CHKS results Report Cards Discipline Records Training and in-service evaluations
Goal 3 Minimize barriers and increase resilience in students who are at higher risk of school failure.	1. 10% decrease over a three-year period in discipline referrals at three target schools. 2. 10% decrease over a three-year period in truancy rates at three schools. 3. 10% decrease over a three-year period in number of students receiving U's or N's on the Work Habits and Social Skills section of report cards.	<i>School Counselors will:</i> <ul style="list-style-type: none"> Become a part of SST meetings. Create action plans for all students: a) referred for discipline; b) identified as at-risk academically c) receiving one or more U's on the Work Habits and Social Skills section of report cards. Work with indiv./small groups for identified needs. Work with parents of all students receiving indiv. or group interventions, making referrals to outside resources when appropriate. 	Discipline Records Attendance Records Report Cards

Implementation: Hiring a Highly Qualified Team

Sylvia Stowers

ESSCG Project Director for SMUSD &
Paloma School Counselor

Judy Day

School Social Worker (all sites)

Pedro Caro

Joli Ann Leichtag School Counselor

Danielle Duarte

Alvin Dunn School Counselor



From left: Pedro, Judy, Sylvia, & Danielle



Implementation: Analyzing Preliminary Data

WHERE TO START?

Implementing an Elementary School Counseling Program

BY DANIELLE DUARTE WITH CONTRIBUTIONS FROM SYLVIA STOWERS, PEDRO CARD AND JUDY DAY

Thirteen school districts in California were awarded the Federal Elementary and Secondary School Counseling (ESSC) Programs Grant beginning in the 2010-11 school year. After completing a successful first year implementing an elementary school counseling program, the **Elementary & Secondary School Counseling Grant Team of San Marcos Unified School District** shared some of their accomplishments they had with these new programs and with other elementary school counseling programs throughout the state. While not exhaustive, special successes are highlighted, as the grant team used the American School Counselor Association National Model to create a comprehensive school counseling program.

FOUNDATION PRE-YEAR PLANNING

Prior to beginning their first year, the grant team met in the summer to discuss program beliefs and philosophies and create a mission statement. The team also discussed the ASCA National Standards domains and competencies, and worked collaboratively to decide which areas to focus on during their first year of implementation. They discussed ways to increase the academic, career and personal/social development for all students based on the specific needs. Establishing this solid foundation early on set the stage for the entire year and directed the development of the program.

GAINING ADMINISTRATOR SUPPORT

Another important piece in creating a solid foundation was collaboration with and gaining support from school administrators at the beginning of the first year. Each school counselor met with the principal and assistant principal, along with the project director, to discuss the program's mission, goals and gain buy-in. While not typically thought of as part of the foundation, these early meetings developed solid lines of communication between both parties and ensured the grant mission and administrators support of the objective.

MANAGEMENT SYSTEM ESTABLISHING DATA SYSTEMS

Early in the year the grant coordinator worked with the district's IT department to have an online system created that tabulates the life skills and work habits section on student report cards by trimester and grade level. This information allowed for easy monitoring of school-wide trends, helping school counselors identify specific grade levels that need additional support and/or certain life skills and work habits that need additional focus (such as observing playground rules or working without disturbing others). These general needs were addressed through consultation and classroom guidance programs. Additionally, through the data system school counselors could easily identify students with multiple areas for improvement and create an intentional guidance plan to support improvement.

ACTION PLANS & BIWEEKLY PLANNING

The grant teams met every other week to check in about program implementation, create action plans, review data and consult about ethical situations. Working together, the grant team created school-specific classroom guidance action plans early in the year. Once referral, attendance and report card data were available and analyzed the grant team identified specific needs and designed intentional guidance action plans to address them. School counselors also made yearly calendars for each school site, incorporating events like Red Ribbon Week, Stand Up to Bullying Day and College and Career Week throughout the year. Through the biweekly planning meetings the grant team continually reviewed each school's action plans and yearly calendars, helping ensure goals were met.

SPARC

To help promote the mission and goals of the school counseling program, each school counselor created a Support Personnel Accountability Report Card (SPARC) for their school site. School

counselors worked with support personnel to complete each section and highlight positive data from the current year. Copies of the SPARC were passed out to school staff and community partners to publicize the new program and highlight the positive results to date.

DELIVERY SYSTEM CLASSROOM GUIDANCE PROGRAM

School counselors at each site set up a comprehensive classroom guidance plan for the year based on the school's identified needs and developmental level of the students at each grade. The Second Step Violence Prevention Program was written into the grant as the schoolwide, evidence-based preventative program to be implemented. During the first year of the grant counselors started teaching weekly lessons to kindergarten, first and second grades, with plans to expand to all grades in the future. Third-, fourth- and fifth-grade students received lessons on such topics as problem solving, anger management, test taking, dealing with worries, diversity and bullying. School counselors used pre/post tests for some of the lessons to track changes to students' attitudes, knowledge and skills of the material presented.

PARENT EDUCATION

The school counselors and school social worker created a list of topics based on identified needs and worked with local agencies to get bilingual presenters on a wide range of subjects. Presentations included Positive Parenting, through Jewish Family Services; Gang Prevention, through North County Office of Education; and Affordable Housing information, through Community Housing Works. The school social worker also conducted attendance workshops with parents, targeting families of students identified as having many tardies or absences, to provide them with information and services to decrease absenteeism. The schools received positive feedback about the programs and additional presentations are scheduled this year.

Table 7.1

External and Internal Asset Scores (High, Moderate, and Low)

Percent of students scoring High, Moderate, and Low in Assets (%)	Grade 5		
	H	M	L
Total External Assets	75	25	0
Caring Relationships	78	19	3
High Expectations	89	11	0
Meaningful Participation	22	72	7
School Environment	51	46	3
Caring Relationships: Adults in School *	65	31	4
High Expectations: Adults in School *	62	35	3
Meaningful Participation *	11	65	24
Home Environment	81	19	0
Caring Relationships: Adults in Home	73	25	2
High Expectations: Adults in Home	94	6	0
Meaningful Participation	21	75	5
Personal School Connectedness*	63	35	2
Peer Environment			
High Expectations: Pro-social peers	58	42	0
Total Internal Assets	61	38	1
Empathy	35	59	6
Problem Solving	34	53	12
Goals and Aspirations	84	16	0

* = CDE-Recommended SDFSC/TUPE Performance Indicator

Implementation: Obtaining Principal & Staff Support

School Counseling &
Student Support Services
Presentation



Progress Update

January 19, 2011

**Pedro Caro, Judy Day,
Danielle Duarte, & Sylvia Stowers**



2010-2011

Alvin Dunn Elementary
School

School Counseling &
Student Support Services
Presentation



Implementation: Creating Action Plans

Grade Level	Guidance Lesson Content	American School Counselor Association (ASCA) Domain/Standard		Curriculum and Materials	Projected Start/Projected End	Projected Number of Students Impacted	Time of Lesson	Evaluation Methods How will the results be measured?
K	Second Step: Empathy	Academic	A	Second Step Violence Prevention Program	September – January	100	Every other week @ 12:15	Teacher feedback
	Second Step: Impulses & Problem Solving	Career	A	Second Step Violence Prevention Program	February - June		Burkey - Mon Hernandez - Tues Wurster - Thurs	
1	Second Step: Empathy	Academic	AB	Second Step Violence Prevention Program	September – January	110	Weekly:	Monitoring N's & U's on Report Cards & Teacher Feedback
	Second Step: Impulses & Problem Solving	Career	A	Second Step Violence Prevention Program	February – April		Ray/Colburn: Mon @ 2:45	
	Second Step: Anger Management	Personal/Social	ABC	Second Step Violence Prevention Program	May - June		Kincaid: Thurs @ 2:20	
	Appreciating Differences	Academic	AB	Book: <i>It's Okay to be Different</i>	September		Cruz: Tues @ 2:40	
	College & Career Awareness	Career	A	Books: <i>L M N O Peas & Lookout College, Here I Come!</i>	January		Cerda: Thurs @ 2:40	
	Anti-Bullying	Personal/Social	ABC	Book: <i>Stop Picking on Me</i>	March		Reynolds: Thurs @ 11:35	
2	Second Step: Empathy	Academic	AB	Second Step Violence Prevention Program	September – January	100	Every other week @ 11:05 DeMarco – Mon Nicolai – Tues Hernandez – Wed Navarro - Thurs	Monitoring N's & U's on Report Cards & Teacher Feedback
	Second Step: Impulses & Problem Solving	Career	A	Second Step Violence Prevention Program	February – April			
	Second Step: Anger Management	Personal/Social	ABC	Second Step Violence Prevention Program	May - June			
	College & Career Awareness	Career	ABC	Books: <i>L M N O Peas & Lookout College, Here I Come!</i>	January			n/a
	Anti-Bullying	Personal/Social	ABC	Book: <i>Stop Picking on Me</i>	March			Behavior Referral Rates

Implementation: Creating Action Plans

School Counselor Or other Student Services Professional	ASCA Standards	Type of Service to be Delivered in What Manner?	Resources Needed	Projected Start/End	Projected Number of Students Impacted	Evaluation Method (How will you measure results?)		Intended Effect on Academics, Behavior, or Attendance?
						Perception Data (ASK examples)	Results Data	
Ms. Duarte, School Counselor	<p>A:A1.5 identify attitudes and behaviors which lead to successful learning</p> <p>A:A2.2 demonstrate how effort and persistence positively affect learning</p> <p>PS:A1.6 distinguish between appropriate and inappropriate behavior</p> <p>A:B1.7 become a self-directed and independent learner</p>	<p>Meet with students individually prior to group starting & administer pre-test</p> <p>8-week intentional guidance lessons in small groups (beginning in January)</p> <p>Parent and teacher notification</p> <p>Additional support and referrals to outside resources as needed</p>	<p>Disaggregated data from report reports</p> <p>Counselor-generated curriculum</p> <p>Student incentives</p> <p>Collaboration with teachers (present to staff & attend PLC meetings)</p> <p>Pre/Post Tests</p> <p>Collaboration with teachers to coordinate group times</p>	<p>December 2011- March 2012</p> <p>Repeated 3rd Trimester (starting mid-March)</p>	<p>3rd: 20</p> <p>4th: 20</p> <p>5th: 15</p>	<p>Attitude: % of students who think setting goals/checking progress helps them do better in school</p> <p>% of students who believe there is an adult at school who cares about them</p> <p>Skills: % of students who can write a school-related goal & explain ways they can achieve their goal</p> <p>Knowledge: % of students who can list one thing they can do to practice self-control in the classroom</p> <p>% of students who try to work out problems by talking or writing</p>	<p>Achievement Related: Decrease in the number of Ns and Us on this group of students' 2nd and 3rd Trimester Report Cards</p> <p>Decrease in the number of behavior referrals</p> <p>Achievement (A): Increase in number of 3s and 4s on 2nd and 3rd trimester report cards</p> <p>Increase in scores of proficient and above on CST scores</p>	<p>Students will have a better attitude toward school, peers, and teachers which will decrease the number of referrals and decrease the number of Ns and Us on report cards.</p> <p>Improved student behavior will contribute to increased academic achievement.</p>

Implementation: Collecting, Analyzing, & Presenting Data



ALVIN DUNN ELEMENTARY SCHOOL

SPARC

Support Personnel Accountability Report Card 2009-2010

A continuous improvement document sponsored by the California Department of Education and the Los Angeles County Office of Education



3697 La Mirada Drive, San Marcos, CA 92078
Tel: (760) 290-2000 • Fax: (760) 598-5727 • www.smusd.org/ad
District: San Marcos Unified School District
Grades: K-5th • Enrollment: 619 • School Year: Traditional • Principal: Mrs. Whitney DeSantis

Principal's Message



Alvin Dunn Elementary School, part of the San Marcos Unified School District (SMUSD), is a caring place that supports the academic success and personal/social development of all students. Student awards foster achievement, kindness, and citizenship. Safety Patrol provides older children the opportunity to develop responsibility for their younger peers. Students at Alvin Dunn are encouraged to check their behavior with the Three Personal Standards of 1) Making Good Choices, 2) Being Respectful and 3) Solving Problems. Our Student Support Personnel Team (SSPT) plays an integral role in promoting the academic, social, and emotional well-being of each student and helps maintain a safe school environment.

Our comprehensive Student Support Personnel Team

ensures individualized review of student performance in all areas focusing on the whole child. Through the implementation of the American School Counseling Association (ASCA) National Standards for School Counseling, our staff provides support services to promote student success focusing on academic support. The SPARC is included in our Safe Schools Plan and distributed to our school community to highlight our SSPT's work.

Our plans for improvement next year include increasing student attendance and improving student work habits and social skills grades on their report cards. We will review our California Healthy Kids Survey (CHKS) results to reduce bullying and increase the feeling of safety and of the well being of all students. As a comprehensive team we are promoting "learning, achieving, succeeding...TOGETHER!"

-Whitney DeSantis, Principal

Student Support Personnel Team

Alvin Dunn's SSPT is made up of highly experienced and educated members, all committed to promoting learning and success. Our entire school focuses on the whole child and provides students and families with a variety of support to increase academic achievement and social development.

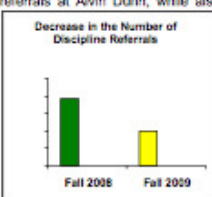
Our Counseling Center develops and implements equitable support systems to meet the varying needs of all students. All members of the team hold appropriate credentials which meet No Child Left Behind guidelines for highly qualified staff. Additionally, team members belong to a variety of organizations based on their areas of expertise, including the American School Counselor Association and the Association of California School Administrators. These memberships provide continued professional growth and development to staff, to ensure innovative practices and student interventions.

TEAM MEMBERS	
Principal • MS, Admin, Teaching	School Counselor • MS, PPS
Assistant Principal • BS, Admin, Teaching	School Social Worker (.3 fte) • MSW, PPS
Intervention Specialist • BS, Admin, Teaching	School Psychologist (1.2 fte) • MA, PPS
Office Manager	Attendance Clerk
Resource Specialist • BS, Teaching	Read to Succeed Team (6) • BS, MS, Teaching
Speech & RSP Aids	Health Clerk
Library Media Tech • AA & Certification	Speech & Language Pathologists (2 fte) • MA, CCC-SLP

School Climate and Safety

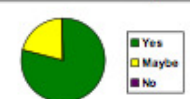
A sense of personal safety combined with a positive school climate helps create a foundation for successful learning and personal/social growth. Our Student Support Personnel Team works with our entire staff to continuously meet the needs of each individual student and maintain a positive and safe school climate. The SST was involved in the creation and structure of our school's updated School Safety Plan, which has been reviewed and approved by the School Safety Committee and SMUSD Board of Education.

One focus of the SSPT is to reduce the number of discipline referrals at Alvin Dunn, while also teaching students about character. The school-wide character education program has supported this effort with counselor classroom guidance lessons on appreciating diversity and making good choices. Since these programs began there has been a marked decrease in the number of referrals.



Year	Referrals
Fall 2008	~12
Fall 2009	~5

The Second Step Violence Prevention Curriculum is being implemented by the school counselor to kindergarten, 1st, and 2nd grade students. Weekly lessons help students learn to manage their emotions and solve problems with other students. As a result, nearly 80% of 2nd graders at Alvin Dunn believe it is important to solve problems with other kids on their own, a skill they can use throughout their lives.

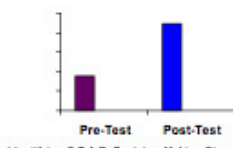


Response	Percentage
Yes	~80%
Maybe	~15%
No	~5%

Student Results

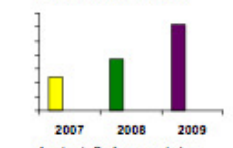
Alvin Dunn's SSPT believes in collecting and analyzing data to create and modify school programs to best fit student needs. Through evaluating students' knowledge, attitudes, and skills we continually assess the impact of our programs on the academic, career, and personal/social development of students, as recommended by ASCA.

Personal/Social Domain - Standard A
Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.




Test	Score
Pre-Test	~2
Post-Test	~8

Academic Domain - Standard A
Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.



Year	Score
2007	~2
2008	~4
2009	~6

Career Domain - Standard B
Students will employ strategies to achieve future career goals with success and satisfaction.



Test	Score
Pre-Test	~2
Post-Test	~8

During Red Ribbon Week all 3rd, 4th, and 5th grade students received classroom guidance presentations on the S.T.A.R. (Stop, Think, Act, Review) Decision Making Process. This lesson teaches students to think about choices and consequences before making decisions. After the lesson, nearly 90% of the 4th grade students could correctly identify the steps for solving problems.

Alvin Dunn's API has improved over the last three years due to increased California Standardized Test Scores. In addition to the hard work from teachers and administrators, the Read to Succeed Staff works with small groups of students. Using standards based lessons and research-based programs the team helps each individual child make as much growth as possible.

The SSPT has created a college-going culture at Alvin Dunn, including weekly assemblies with classroom presentations about various colleges. Prior to creating their college presentation, 77% of Ms. Altieri's 4th grade class could identify at least one way to pay for college. After learning about their college and presenting 90% identified one or more ways to finance college.

Community Partnerships & Resources

Alvin Dunn's community partnerships and resources are extremely important to our school, as they provide counseling, food and clothes, mentorship, and tutoring to our students and families. Our parents are involved in the Parent Teacher Organization with raises money to support student programs like Peace Patrol, Chorus, and Student Council. This year Jewish Family Services of San Diego led free parent workshops in English and Spanish on Positive Parenting, available to all our families.

For **volunteer opportunities** with our student support services program, please contact Silvia Jacobsen, Assistant Principal, at silvia.jacobsen@smusd.org or 760-290-2000.

Academic: California State University, San Marcos; Boys & Girls Club; Kiwanis Club Tutors; San Marcos High School; Literature Comes to Life

Personal/Social Domain: Rady Children's Hospital Outpatient Psychiatry; Jewish Family Service of San Diego; North County Health Services; San Diego Food Bank's Food 4 Kids; San Marcos High School Knights of the Round Table; Operation School Bell & Shoddy Shoes; Leitchtag Family Foundation; San Diego Kids Health Assurance Network;

Career Domain: California State University, San Marcos; Kid's College

Sustainability?

- ◆ Fall of 3rd year, project director met with Assistant Superintendent about grant program
- ◆ Grant staff *presented* to Assistant Superintendent, Director of Pupil & Personnel Services, Director of Curriculum & Instruction, & Principals

Elementary & Secondary School Counseling Grant Program Presentation

Progress Update, Fall 2011

Sylvia Stowers – Project Director & School Counselor (Paloma)

Pedro Caro – School Counselor (Joli Ann Leichtag)

Danielle Duarte – School Counselor (Alvin Dunn)

Judy Day – School Social Worker (all sites)

Christopher Espinoza – Panther Paws Coordinator

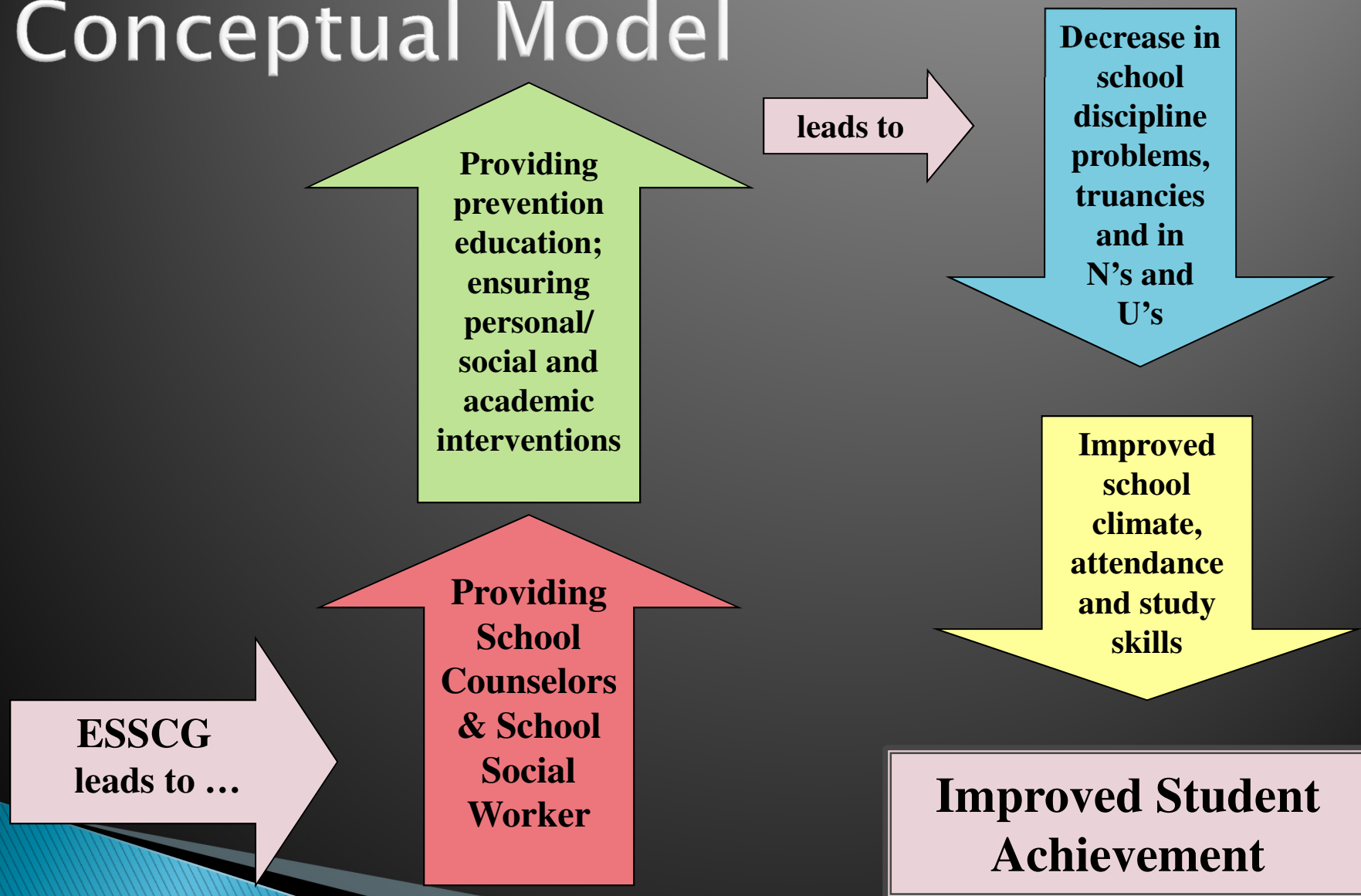
Dr. Trish Hatch, External Evaluator

Grant Program Description

- ▶ Federal Elementary & Secondary School Counseling Grant
- ▶ \$400,000 yearly, 1.2 million over 3 years
- ▶ Grant funding for:
 - Three school counselors & one school social worker
 - Second Step Violence Prevention Curriculum
 - School counseling materials including games, books, & technology
 - Program Evaluation



Grant Program Description: Conceptual Model



Delivery of Services

(Few Students)

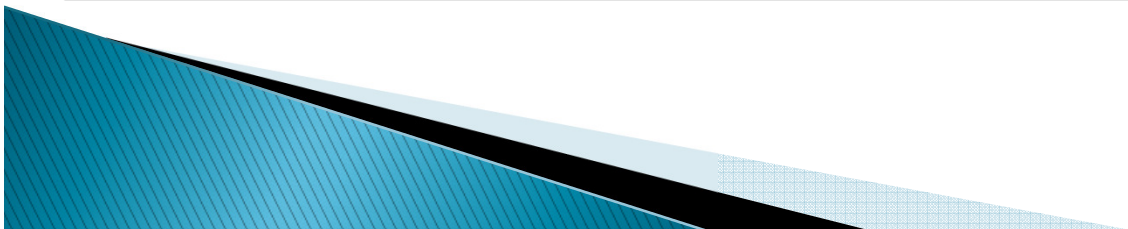
Individual/Referral

(Some Students)

Intentional Guidance

(All Students)

Guidance Curriculum



School-Wide Guidance Program Goal

- ▶ Goal: Increase *social & emotional competencies & academic achievement* of all students
- ▶ Objectives: *Increases* in:
 - S's & E's
 - Empathy/problem solving skills¹
 - Students who score proficient & above on CSTs



¹As reported by 5th graders on California Healthy Kid's Survey

School-Wide Guidance Program: Activities Addressing Goal



Classroom Guidance

- Second Step Lessons (empathy, problem solving, impulse control & anger management)
- Prevention Weeks (Red Ribbon, Stand UP to Bullying, College & Career, Ability Awareness)
- Lessons on diversity, study skills & peer pressure

Ancillary Programs

- Peace Patrol & Student Council
- Recess Programs (Intramural Sports Leagues, Jag Games, Dragon Club, Good Sports, Room 43 Free Play, Jaguar, Panther, & Dragon Jams)

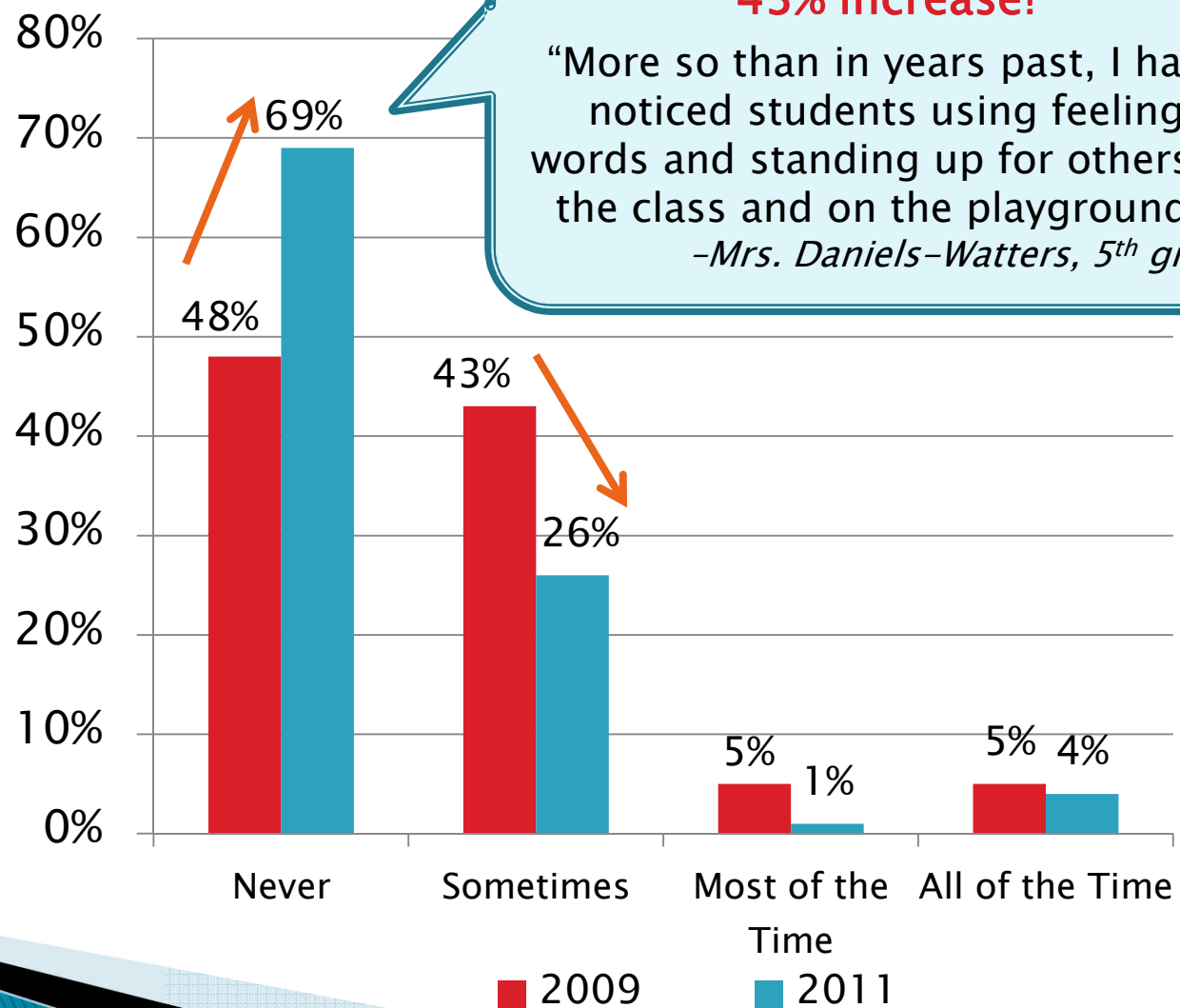
Parent Programs

- Parent Academy & Family Workshops



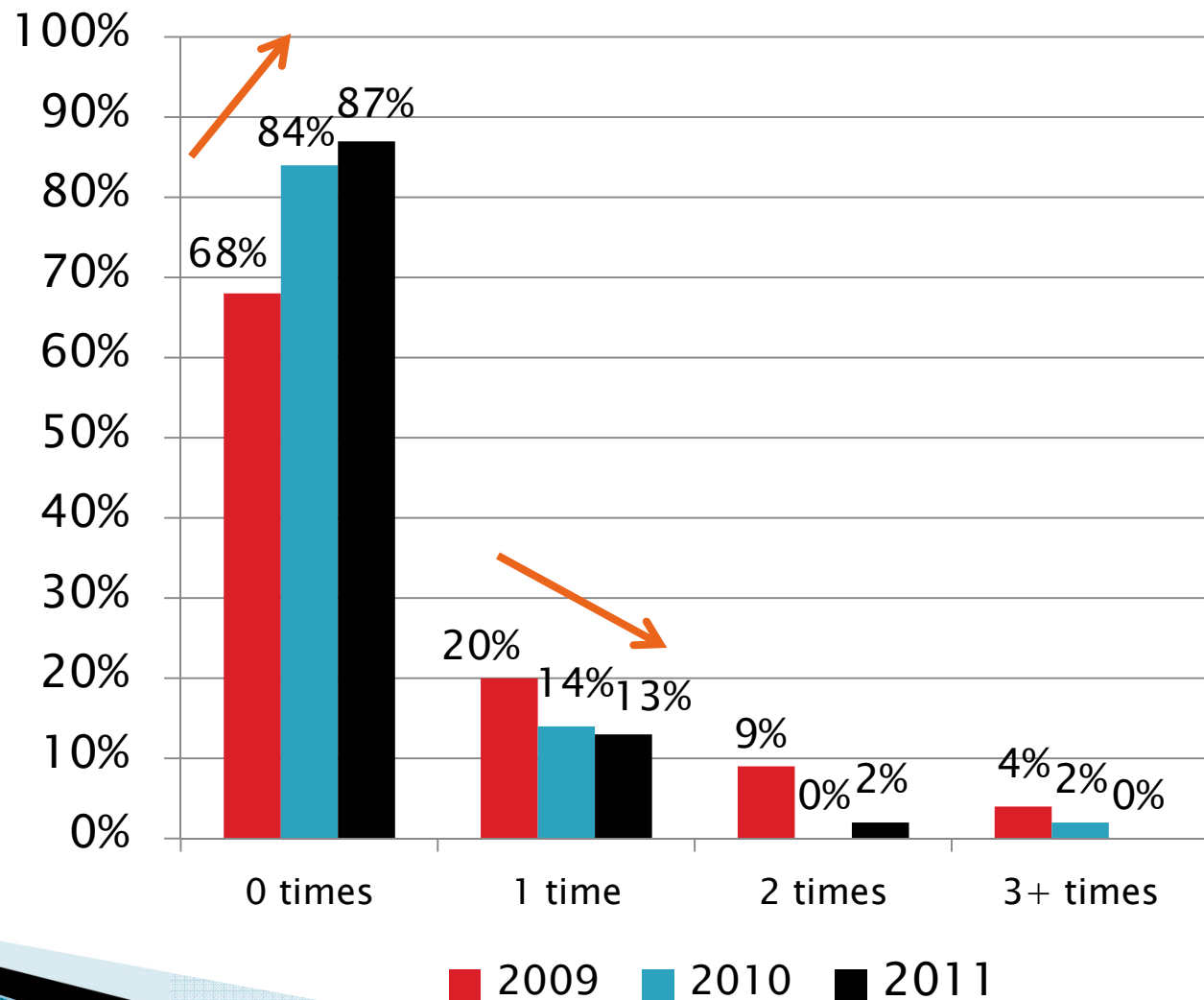
Classroom Guidance Program Impact: Effects on Behavior at Alvin Dunn

Do other
kids hit or
push you
at school
when they
are not just
playing
around?

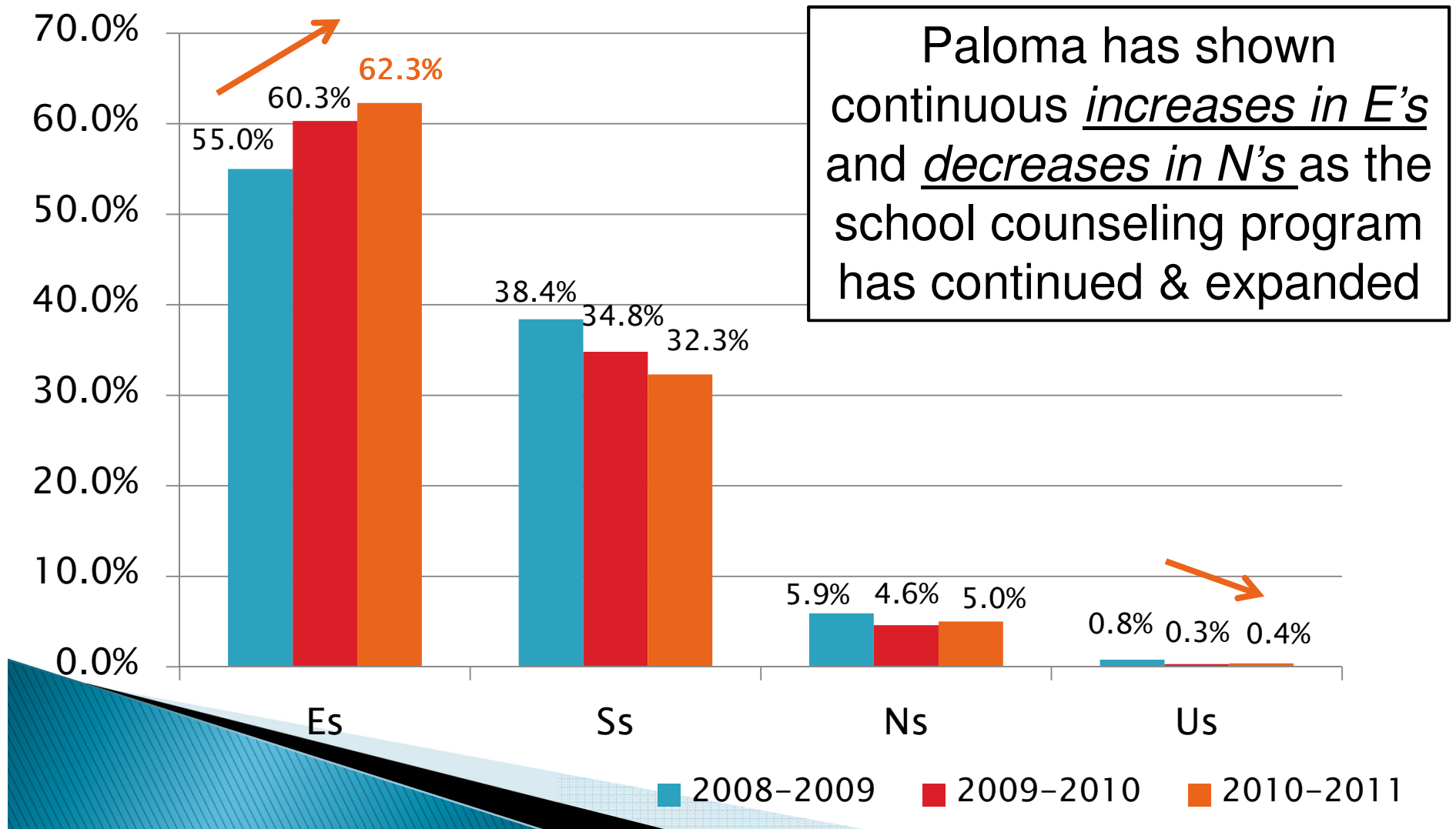


Classroom Guidance Program Impact: Effects on Behavior at Paloma

During the past school year, how many times have you spread mean rumors or lies about other kids at school?

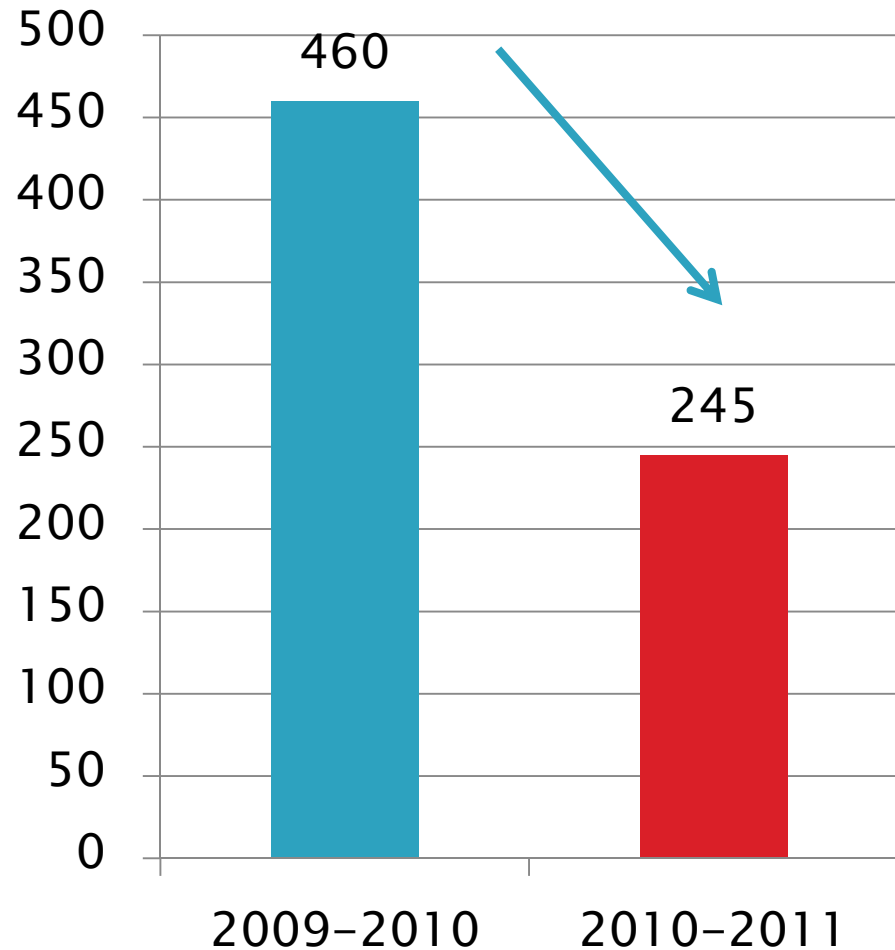


Classroom Guidance Program Impact: School-Wide Effects on Behavior



Classroom Guidance Program Impact: Paloma's Responsibility Room

Comparing 2009–2010
to 2010–2011 the
number of
referrals to the
Responsibility Room
decreased by
nearly 50%

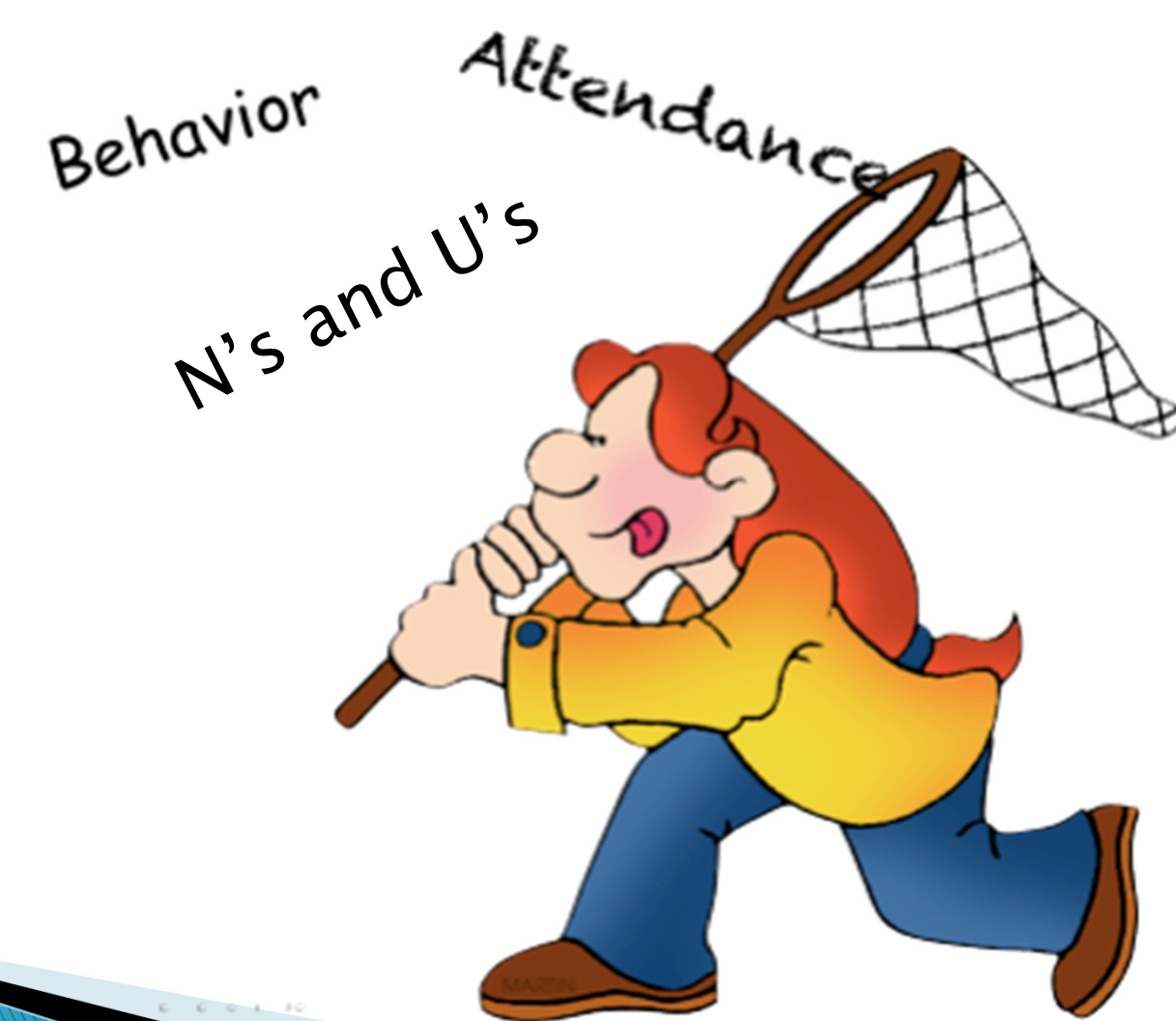


Intentional Guidance Goal: “Some Kids Need More”

- ▶ Goal: Minimize barriers & *increase resilience* in students who are at *higher risk* of school failure.
- ▶ Objectives: *Decreases* in:
 - Discipline referrals & suspensions
 - N's or U's on *Life Skills & Work Habits* section of report cards
 - Unexcused Absences & Truancy Rates



Collecting Data by Need



Intentional Guidance Program: Activities Addressing Goal

▶ Small Group Interventions

- Counseling Groups (students with 5+ N's/U's and/or discipline referrals)
- JAL Pals & Panther Paws

▶ Individual Support

- Individual counseling
- Behavior contracts/behavior support plans
- Participating in PLC/SST/IEP meetings
- Responsibility Room

▶ Attendance Interventions

- Parent contact (calls, letters, home visits)
- Student contracts & incentives
- Connecting families to resources



Intentional Guidance Program: Summary of 2010–2011 Activities

▶ Alvin Dunn

- 51 students participated in counseling groups
- 31 students participated in social skills groups

▶ Joli Ann

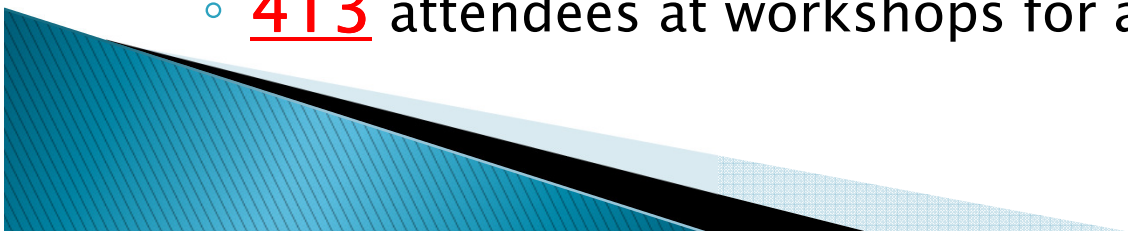
- 19 students participated in counseling groups
- 26 students participated in *JAL Pals* friendship groups

▶ Paloma

- 50 students participated in counseling groups
- 65 students participated in *Panther Paws*

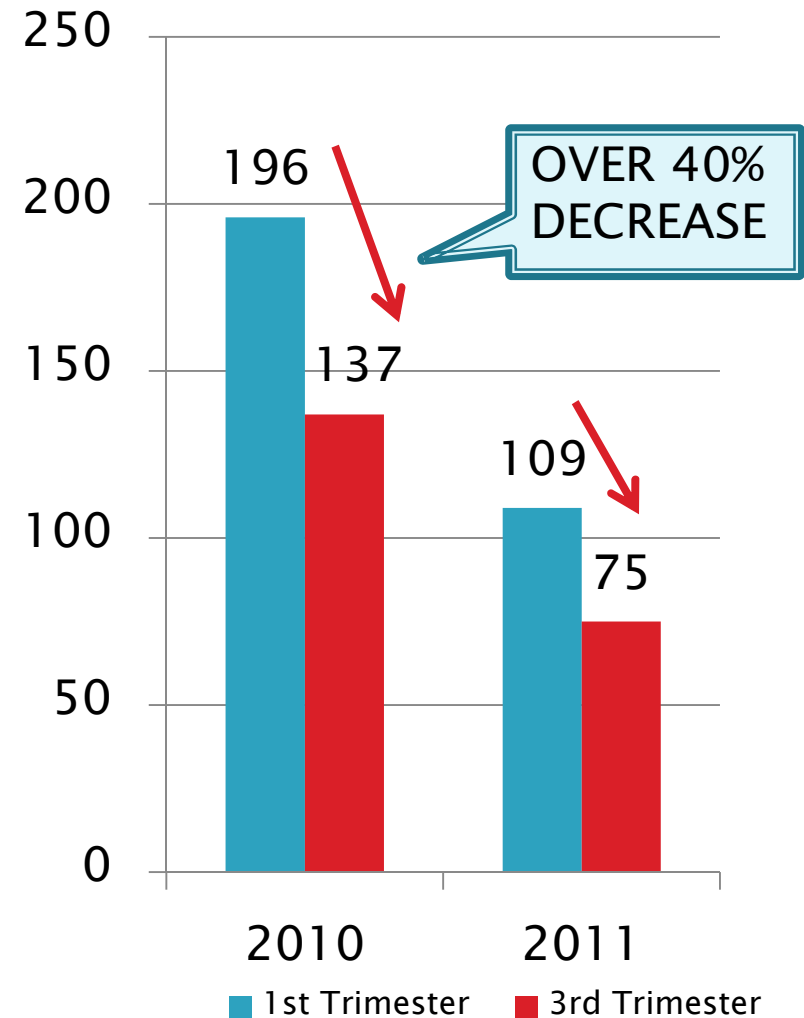
▶ Parent Workshops

- 413 attendees at workshops for all three sites!!!



Intentional Guidance: JAL Highlights 2010 & 2011

- ▶ Decreases in N's & U's for students in 2nd – 5th grade
 - 35 students 2010
 - 19 students in 2011
- ▶ Eight week group
 - Self Control
 - Following Directions
 - Academic Skill-Building

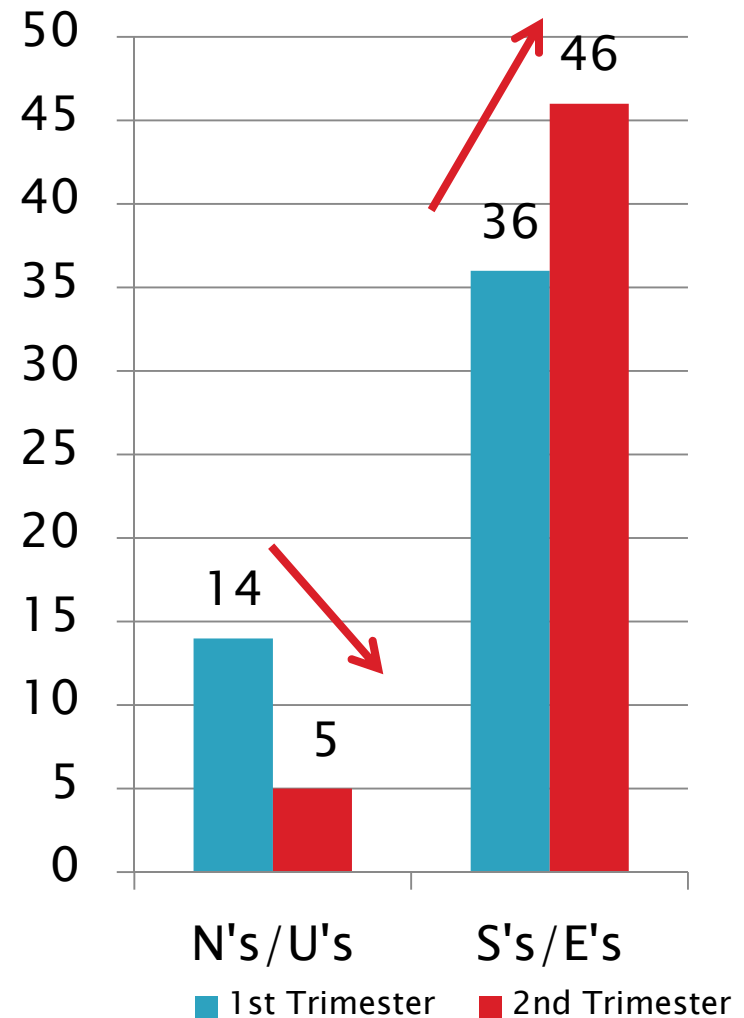


Intentional Guidance: JAL Highlights 2010 & 2011

In 2011 14/19 students had
IMPROVED EFFORT grades
on report cards, moving
from N's/U's to S's/E's

*"Being in the Chargers Group
was cool because it helped
me with school, to make
good choices, and how to
ask my teacher for
help in math."*

–5th grade student

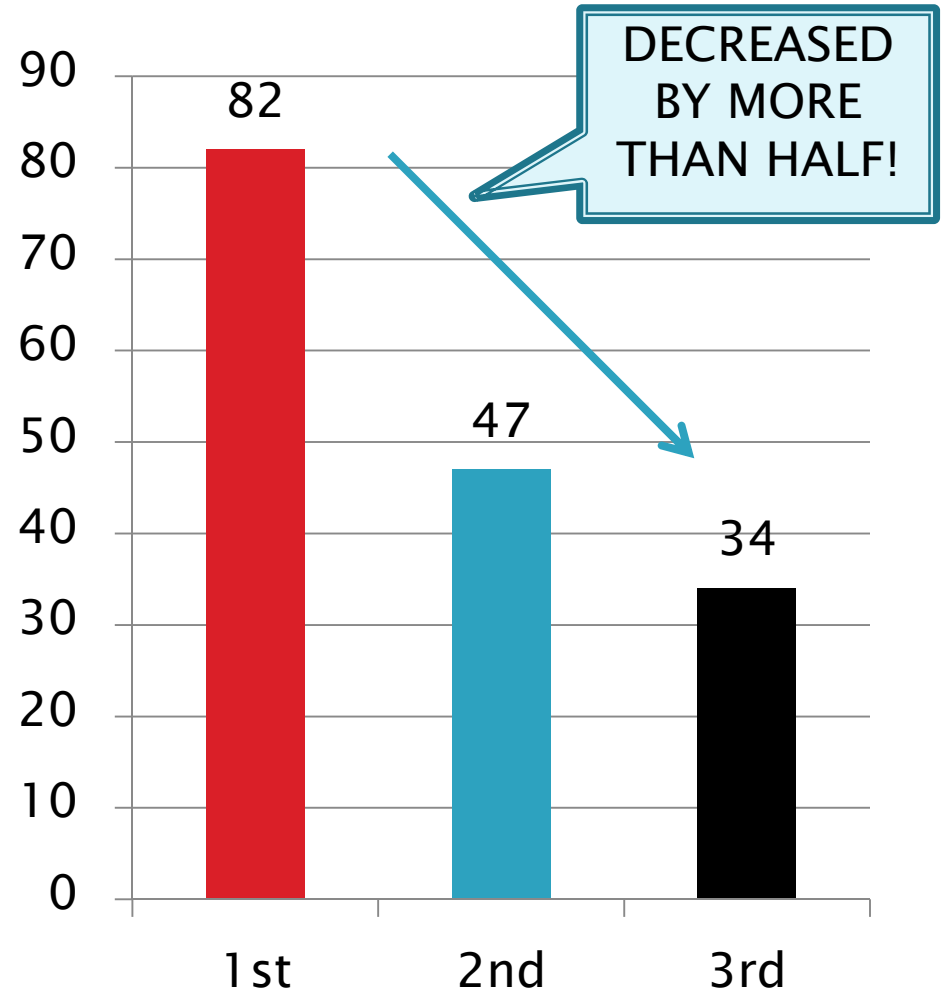


Intentional Guidance: Panther Paws

In 2010–2011 4th & 5th
grade students in
Panther Paws
decreased the N's and
U's on their report
cards throughout the
year

4th: Friendship Skills &
Impulse Control (5 students)

5th: Anger Management &
Impulse Control (5 students)

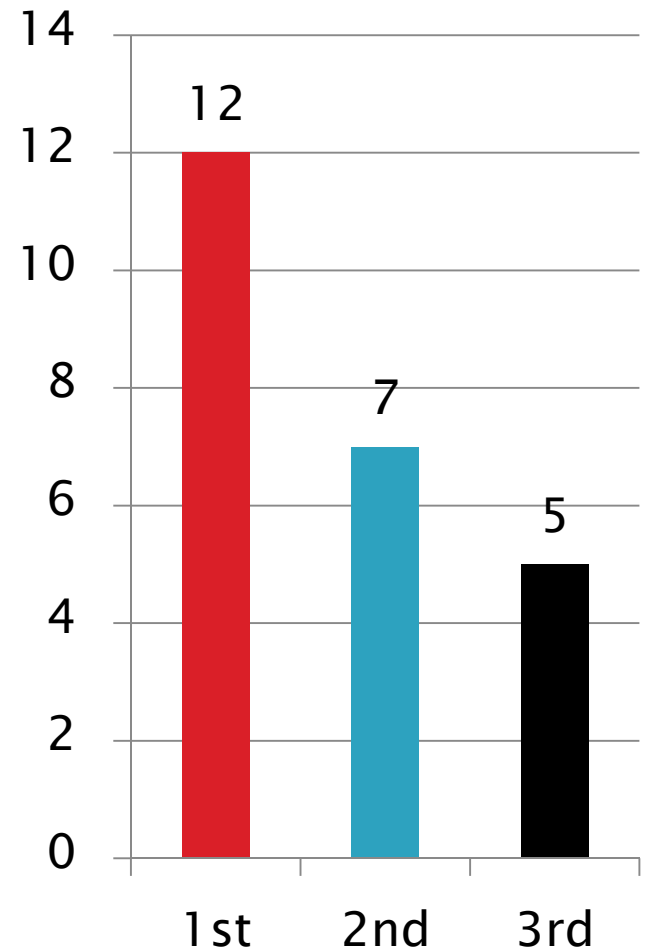


Intentional Guidance: Panther Paws Student Testimony

One example of a student with
markedly improved behavior:

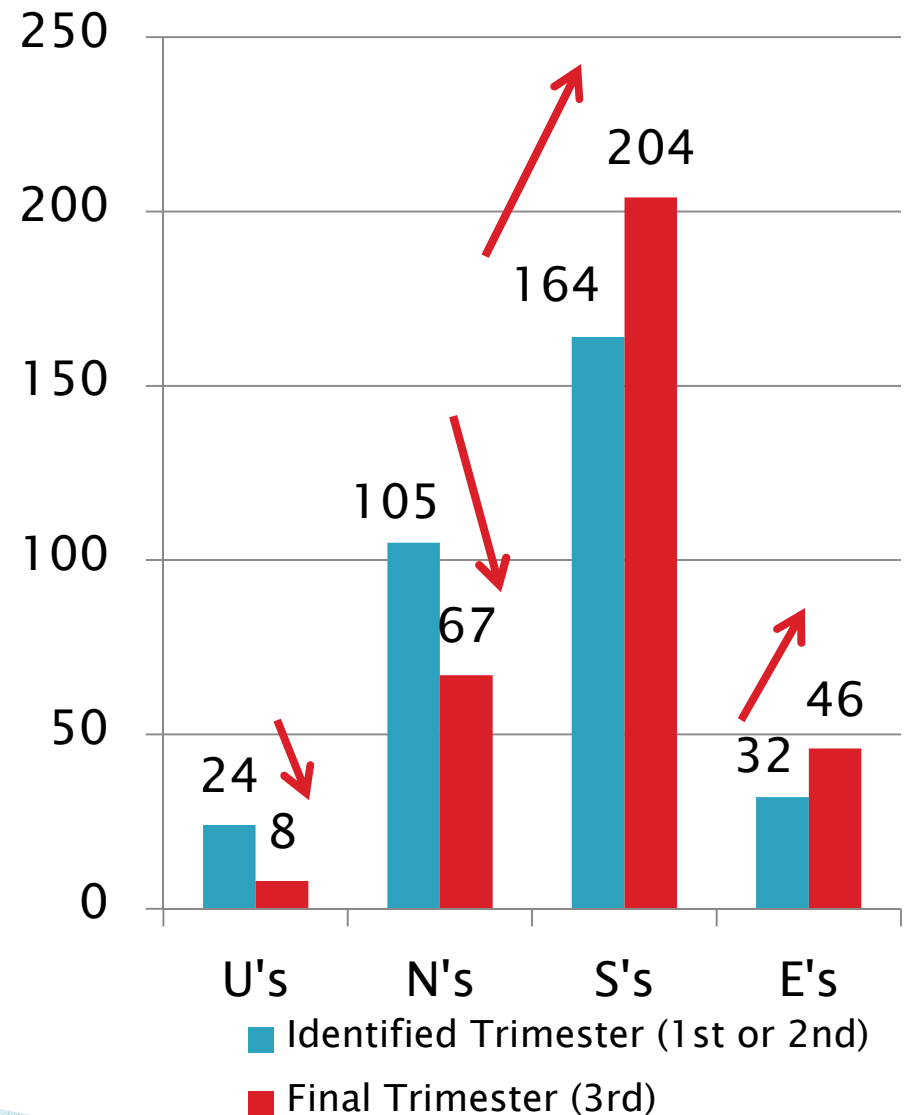
*“Before Panther Paws I felt terrible.
I felt like a loser. Now I feel a lot
better. My teacher likes me too.”*

–5th grader



Intentional Guidance: AD Highlights – Goal Setting Groups

- ▶ 25 4th & 5th grade students with 5 or more N's or U's
- ▶ Eight week group (40 min)
 - Goals & weekly progress checks
 - Self control
 - Solving problems
- ▶ N's and U's **DECREASED** from 129 to 75
- ▶ S's and E's **INCREASED** from 196 to 250

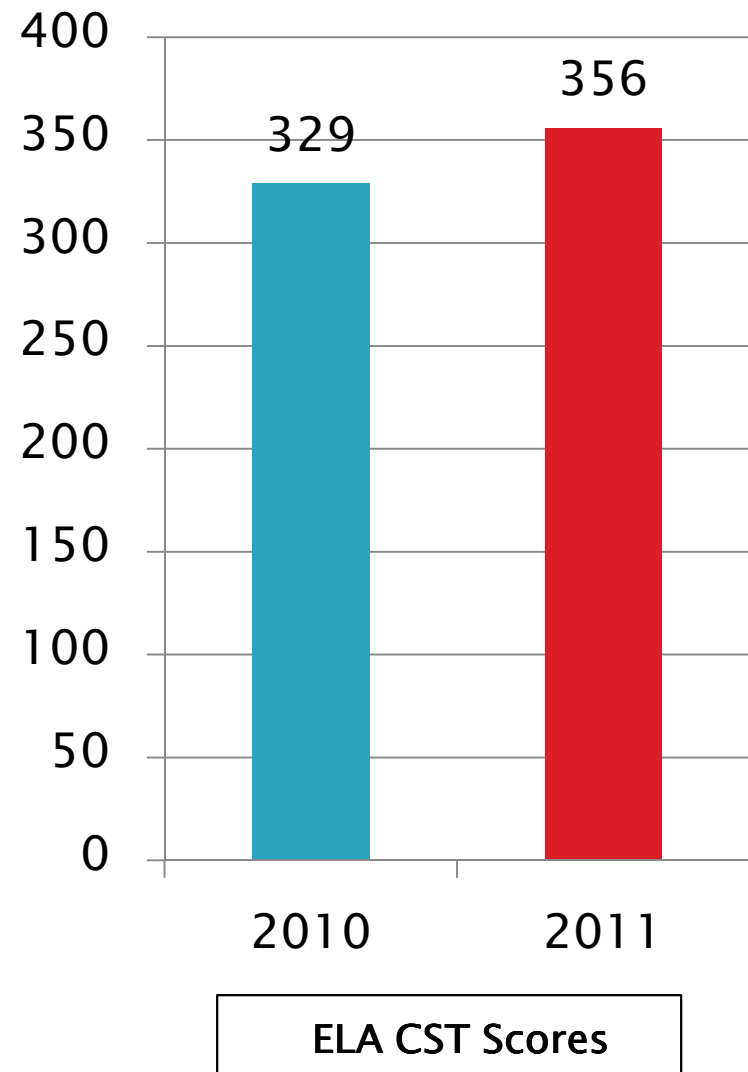


Intentional Guidance: AD Highlights 2011 – Goal Setting Groups

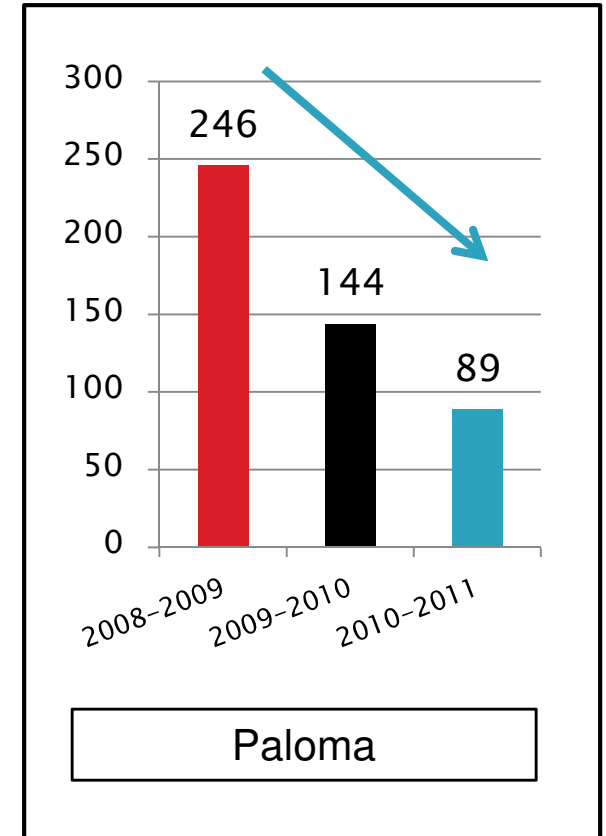
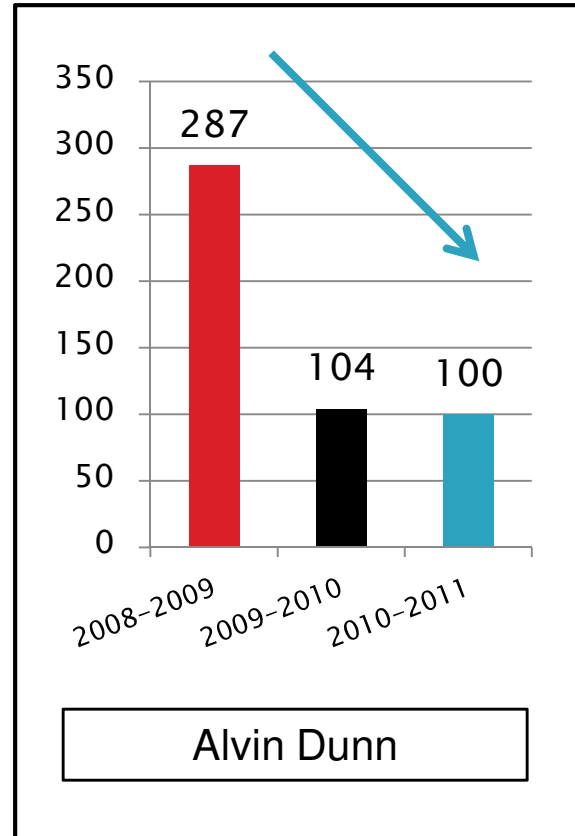
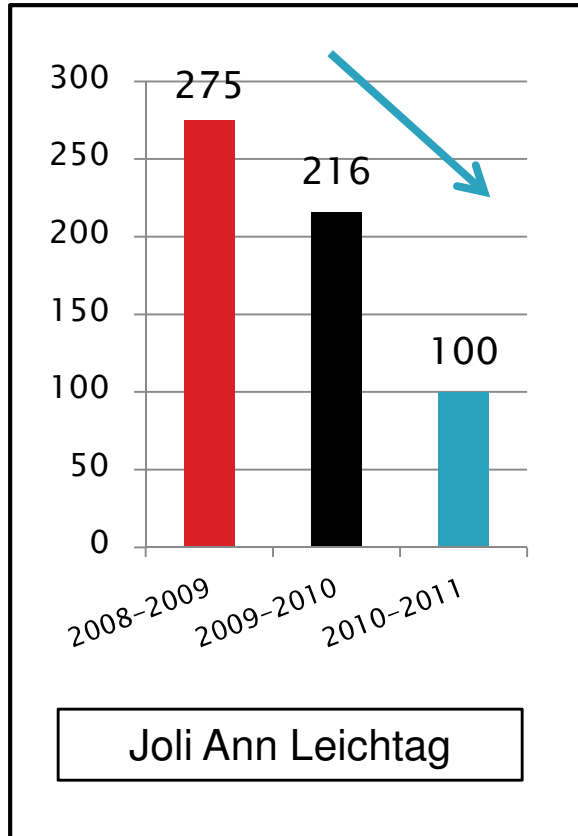
14/22* students showed *improvements* in their ELA CST scores compared to the previous year.

Of those students, their average improvement was more than 25 points!

*3 students did not have data from the previous year or received the CMA



Intentional Guidance: Reduction in Discipline Referrals



2008/2009 = **808**
2010/2011 = **289**

All three schools have
LESS BEHAVIOR REFERRALS
each year

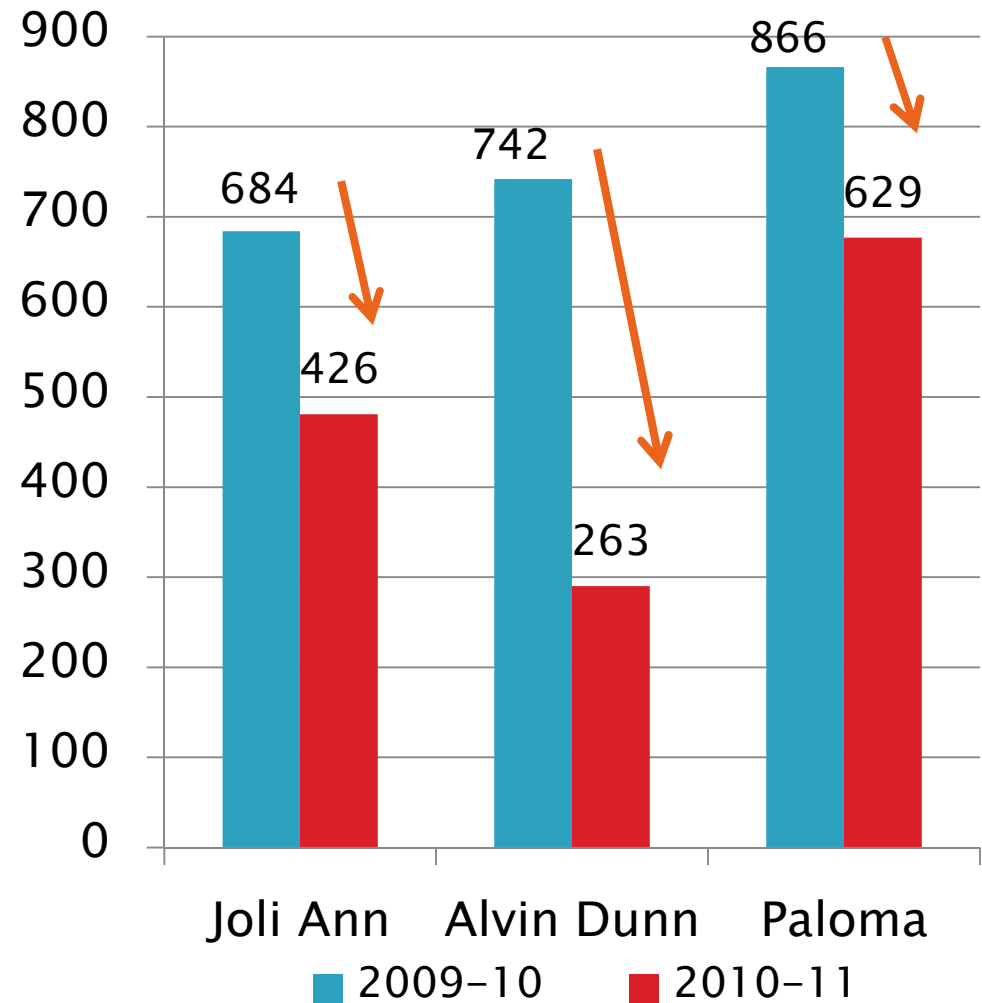
Intentional Guidance: Effects on Attendance

Significant decreases in
unexcused absences
comparing 2009–10 to
2010–11

Reduction of
974 absences
for all school sites

Decreased absences =
\$38,960 earned!!!

*Based on \$40 per day ADA



Intentional Guidance: Effects on Attendance

Large decreases in

TRUANCY

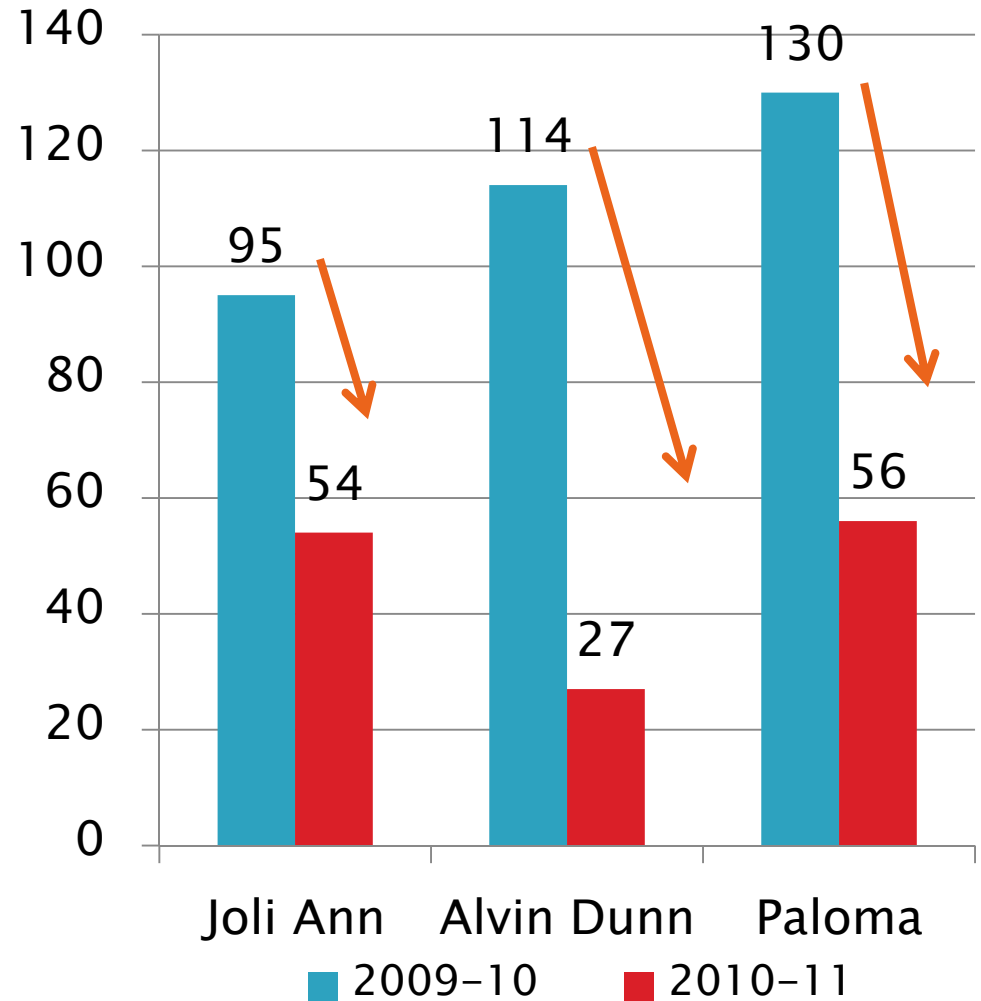
(students with 3+ unexcused absences)

comparing

2009–10 to 2010–11

“Coming to school every day makes me very happy. School is more fun now. I get to wake up and learn about things. I eat here every morning.”

–AD 2nd grader with chronic absences, who has missed no school this year



[illegible]

- [illegible]



Implications, Limitations & Recommendations

Limitations

- Joli Ann Leichtag is a new school and did not have baseline/comparative data
- High social worker to student ratio limits services

Recommendations

- Work with each school to ensure consistent Rtl process for all sites
- Continue to analyze data to determine which students and classes need extra support
- Train other support staff on **Second Step** (duty supervisors, aides, etc.) so entire school can speak the same language



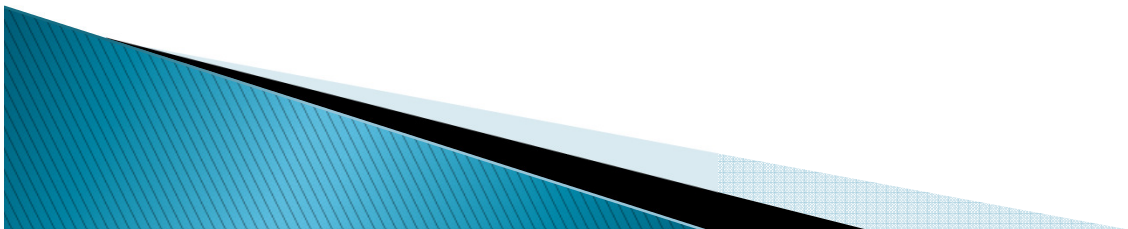
Future Vision

Continue and Expand Program

- Continue program with District funding at three schools
- Consider expanding to other schools

Apply for Future Grants

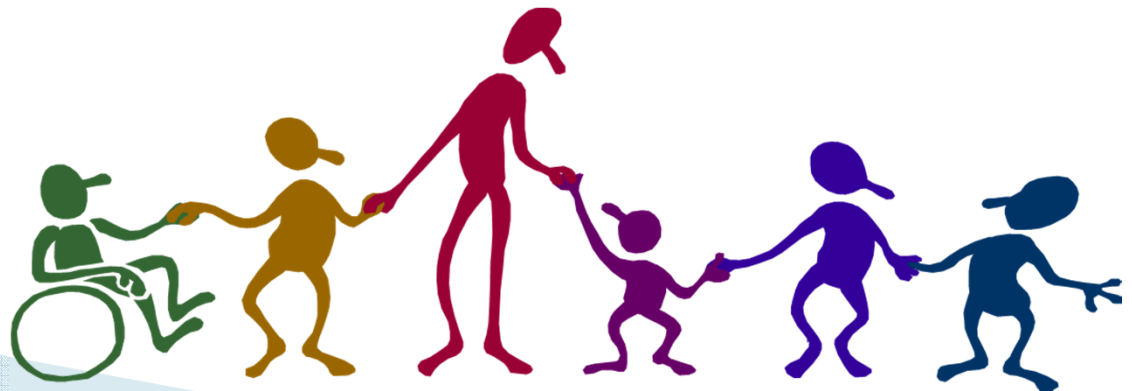
- Federal Safe Schools Healthy Kids Grant
 - Includes all 11 elementary schools
- Promise Neighborhoods
 - Matching funds



Questions?

The school counseling program is striving to guide all students to achieve their full potential and contributing to the academic success of all students.

Thank you to the teachers, administration, and other school staff for your support of the school counseling program!

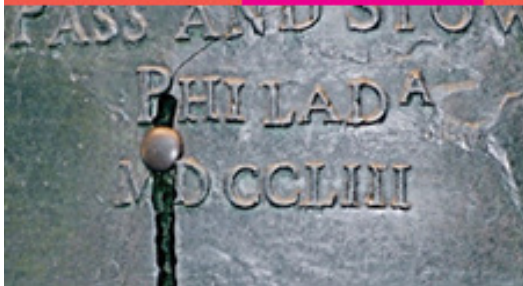


Sustainability?

- ◆ Fall of 3rd year, project director met with Assistant Superintendent about grant program
- ◆ Grant staff *presented* to Assistant Superintendent, Director of Pupil & Personnel Services, Director of Curriculum & Instruction, & Principals
- ◆ All four positions were funded through the district for 2012–13, plus an additional part-time position!!! 😊
- ◆ District sought to continue and expand program into middle school (still categorically funded)
- ◆ However, two of the grant hired SC's left (recruited)
- ◆ In 2012–13, the District hired two new school counselors
- ◆ Informal reports of inconsistent implementation of school counseling program...the district didn't reallocate funding for the positions for 2013–14 😞

ELEMENTARY SCHOOL COUNSELING GRANT

Tips and Tricks
Nicole Pablo

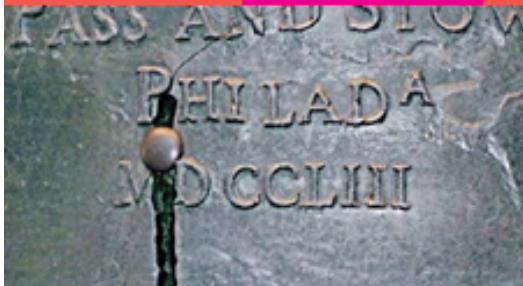


ASCA ANNUAL CONFERENCE
PHILADELPHIA JUNE 30-JULY 3



START UP KEYS

- Take the time to get to know your school & community
- Clear roles, grant requirements, boundaries
- Explore & understand systems
- Explore & get to know school culture/dynamics
- Regular collaboration with your counseling team
- Collaboration with teachers
- Leadership teams
- Little things count



ASCA ANNUAL CONFERENCE
PHILADELPHIA JUNE 30-JULY 3



SECOND STEP / CLASSROOM GUIDANCE LESSONS

- Challenges
 - Time/Buy-In
 - Consistency across school & teacher
 - Outdated materials
 - Lack of admin support in scheduling
 - Technology



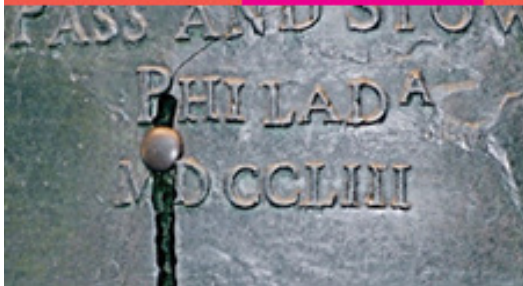
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SECOND STEP/ CLASSROOM GUIDANCE LESSONS

What worked...

- Focused on classes with most challenges
- Instructional time buy-in
 - Principal buy-in/support
 - Clarity of grant objectives
 - Start small (shorter lesson)
 - Framing
 - “prep” time
 - Intervention for high-needs kids in class
 - Blended counseling lesson



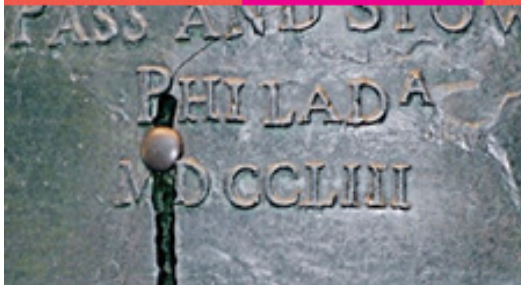
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GROUP COUNSELING PROCESS

- Collect data
 - Report cards/ Attendance/ Discipline
 - Analyze data
- Scheduling & collaboration with teachers
- Group curriculum creation/evaluation
 - Lessons based on report card learner responsibilities
- Group formation
- Facilitate groups
- Evaluate data

Learner Responsibilities			
E - Excellent	S - Satisfactory		
G - Good	N - Needs Improvement		
	U - Unacceptable		
	1st	2nd	3rd
Follows school and playground rules	N	S	N
Follows class rules	N	S	S
Follows directions/ Listens attentively	N	S	S
Demonstrates self-control	N	N	N
Works independently	S	S	S
Treats others with courtesy and respect	G	G	S
Demonstrates organizational skills	S	S	S
Starts and completes class work on time	S	S	S
Completes homework on time	S	S	S



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GROUP COUNSELING CHALLENGES

- Data collection & analyses challenges
- Instructional time challenges
- Group dynamics challenges
- Needs-based groups
 - Social? Study? Gender? Mixed grades?
- Curriculum challenges
 - Effective & engaging curriculum
 - Recycled students
 - Time



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GROUP COUNSELING

WHAT WORKED

- Working around teacher schedule
- Regular teacher communication
- Observation data to create group
 - Splitting up high-behavior students
- Organization
- Picking up vs. Pass system



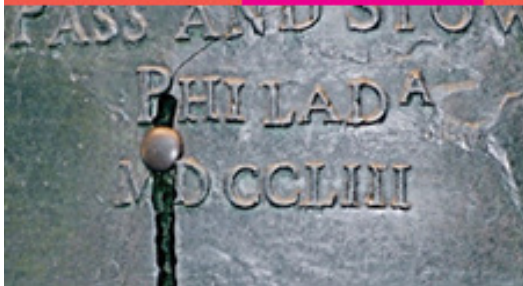
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GROUP COUNSELING

WHAT WORKED

- Visuals/ reminders/ signs for teachers & students
 - Passes
 - Silent name signs
- Pick up 5 mins before
- Training & reinforcing students of routine
- Parent consent/contact/collaboration
- Learning objectives



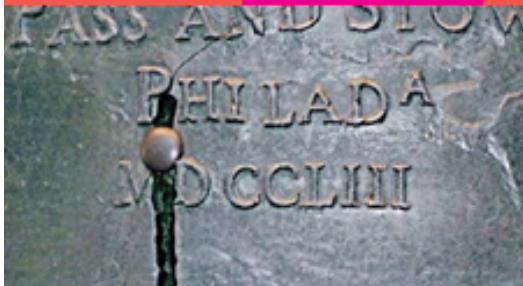
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GROUP COUNSELING

WHAT WORKED

- Curriculum that moves them
- Varied modalities of learning
- Relevant ice breakers
- Student/Peer teaching
- Video-taping lessons
- Pep talks/leadership roles/individualized plans w/challenging kids
- Pushing into classrooms to reinforce skills



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GROUP COUNSELING

WHAT WORKED

- Utilizing classroom guidance activities
- Turning everything into competition/game
- Activities that allow for their creativity
 - Raps, lyrics to current songs
- Limited use of paperwork activities from counseling intervention books; actual practice
- Incentives/positive reinforcements of free time after lesson
- Reviewing skills



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GROUP COUNSELING

WHAT WORKED

- Observations & classroom support with system already in place
 - Ie: SLP collaboration
- Accountability
 - Calendar
 - Informal check-ins
- Rapport & regular communication
 - Needs based lesson
 - Specifically picked or tailored



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DISCIPLINE CHALLENGES

- Blurred roles
- Lack of documentation
 - ie: staff not documenting
- Lack of communication
- Inappropriate discipline referrals
- School-wide data collection
 - ie: Aeries & paper trail
- Systemic definition of discipline
 - Across district
 - Across schools



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DISCIPLINE

WHAT WORKED

- Prevention
- Filtered in groups (typically)
- Rapport, rapport, rapport
 - Daily check-ins
- Team & family support
- School-wide incentives and assemblies (skits)
- School-wide Revamping discipline referral
 - Electronic referrals
 - Training staff
- Being part of discipline system
- Behavior reflections
- Leadership roles/school connectedness

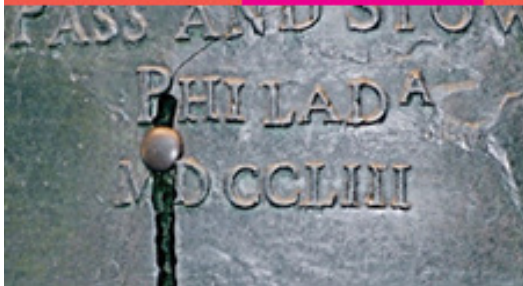


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DISCIPLINE WHAT WORKED...

- Empathy training
- Individualized behavior contracts
 - Daily goal cards
 - Reinforcements
- Positive approach (PBIS)
 - ‘What would it look like’ vs.
 - No _____! Don’t _____!

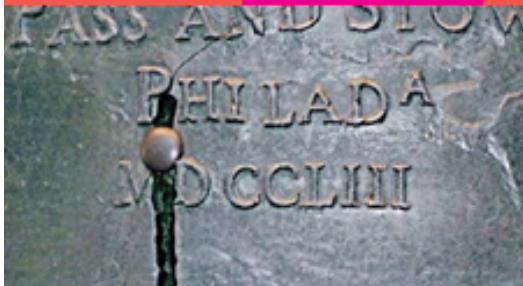


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DISCIPLINE WHAT WORKED

- Tough love
 - Supportive, but firm
- Acknowledging small successes
 - Teacher communication
 - Phone/letter/post card
- Second Step co-facilitators
- Staff communication/immediate follow-up



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ATTENDANCE CHALLENGES

- Transient families
- Homelessness
- Lack of:
 - Consistent knowledge (staff and families)
 - SART/SARB team/follow-up
 - Phone access
 - Parent/guardian buy-in



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ATTENDANCE WHAT WORKED

- Group/Individual counseling
- Collaborate w/ SARB team & nurse
- Regularly scheduled follow-ups
 - Weekly queries
- Friendly phone call follow-ups
- Home visits
- Supporting transitions
- Outside community referrals
 - ie: school resource officer
- Daily check-in calendar
- Goal setting
- Visual comparisons
- Big picture connection
- Creating routines
- Incentives
 - Free time
 - Special opportunities



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MARKETING YOUR PROGRAM

- Annual school-wide classroom presentations
- Staff presentations
- Regular staff contact
- Regular district supervisor contact
 - Standing meeting
 - Emails
- District & board invitations



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MARKETING YOUR PROGRAM

- Flyers
 - What Do Elementary SC's Do?
- Business cards
- Board presentations
- National School Counselor Week
- Website
- Newsletters
- Brochure

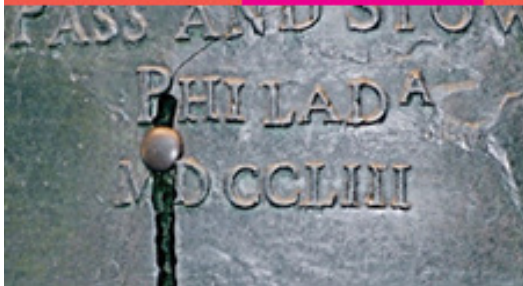


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COLLABORATION

- Staff
- Families
- Community
- Program collaboration
 - External Program Providers
 - Building Effective Schools Together (BEST) Federal Grant
 - SDSU Counseling Program
 - USC Military Grant (Social Work and School Counseling)
 - County Office of Education Americorps PASS Program

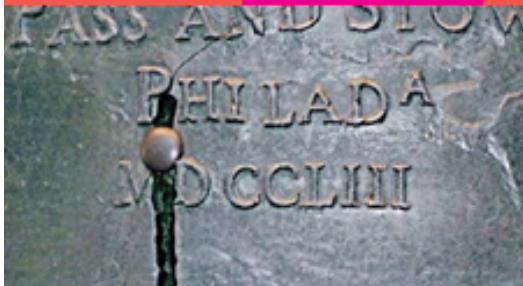


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LESSONS LEARNED

- Visibility is key
- Role in positive school culture
- Collaboration with grant counseling team
- Build rapport with classified staff
- Become well meshed in system
 - Leadership teams



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LESSONS LEARNED

- Remember the teachers
- Little things matter
- Planting seeds; don't get discouraged
- There is always going to be something else that needs to get done
- Everything is not an emergency
- Document regularly
- Don't be afraid of the data; it's there to help you
- Consult, consult, consult



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ELEMENTARY SCHOOL COUNSELING GRANT

School External Connectedness Services
Monica Loyce



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ONE STOP COUNSELING SERVICES (OSCS)

- School External Connectedness Services
 - Creating a one-stop-counseling
 - Family Partnership/Support
 - Community Partnership/Referrals



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ONE STOP COUNSELING SERVICES

- Includes
 - Investing in community
 - Spreading the service capacity boundaries beyond the school walls/traditional school day
 - Taking care of the whole child and family
 - Monitoring the needs of the school
 - Building sustainable relationships and partnerships that foster student and family resiliency
 - Supporting and targeting the overall needs of the grant

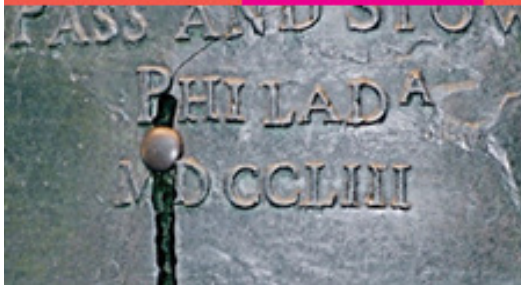
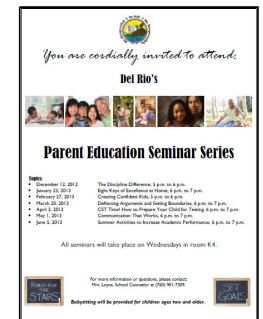


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PARENT PARTNERSHIPS/SUPPORT

- Includes but is not limited to....
 - Visibility
 - Linking parent seminars to monthly themes
 - Parent friendly counseling communication and consultations
 - Lending Library
 - Food drives
 - Food programs
- Referral services
 - Medi-Cal
 - Mental Health Related (ADHD, Counseling Referrals, Autism Etc.)
 - Legal
 - Housing
 - Employment
 - Military
 - Food
 - Clothing
 - Parent Support

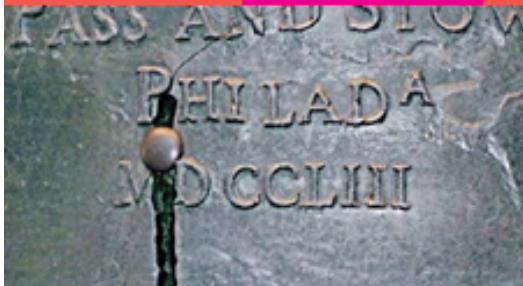


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COMMUNITY PARTNERSHIP

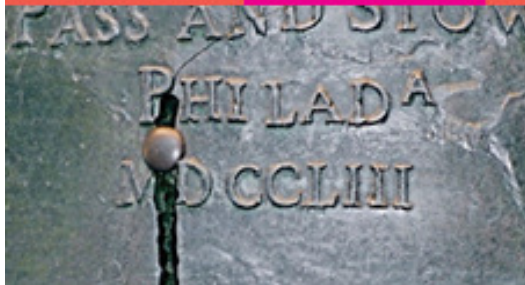
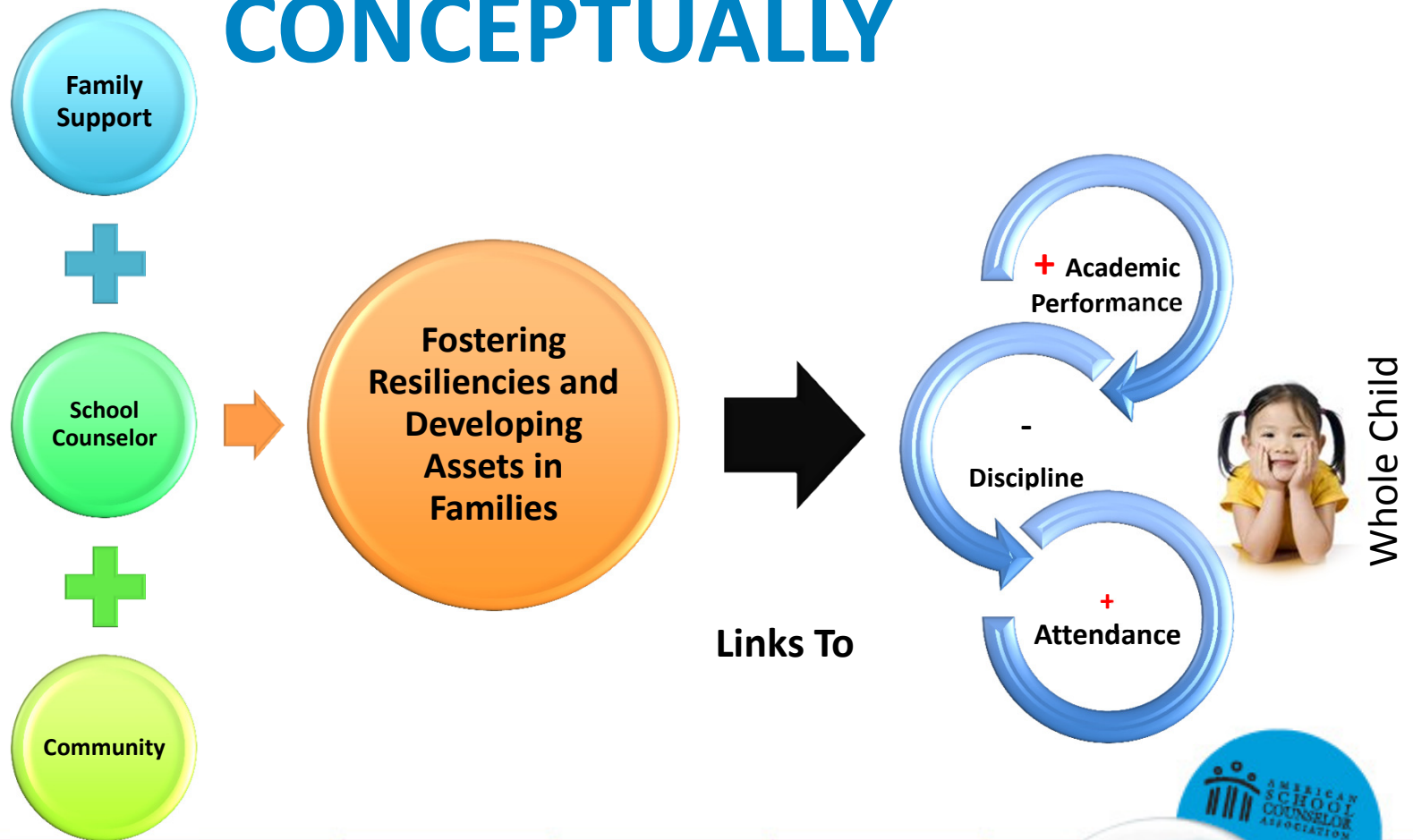
- Community Partnership
 - Networking in the community
 - Knowing your service area organizations/providers by industry
 - Exploring your community
 - Bringing needs based providers on-campus to support students/families
 - Communication with providers and staff
 - Invites to Back to School and Open House
 - University Programs (SDSU and USC)
 - Career and College Day
 - Military
 - District Staff and BOE



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CONCEPTUALLY



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ELEMENTARY SCHOOL COUNSELING GRANT

Vista Unified School District
Florence Y. Park and Heidi Mejia
Vista, CA



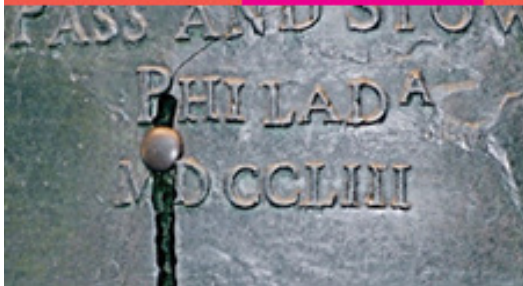
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ACTIVITY

- We are Looking for 1 volunteer from each: K5; MS; HS WHO Have...
 - Implemented a comprehensive school counseling program
 - AK-12 SC credential/certification
 - Only worked at THAT level

Any volunteers?



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QUESTION

- Imagine you were offered a permanent position at another level..
- Do you believe you are prepared to perform competently at that level? (YES/NO/NOT SURE)
 - Why do you think you are prepared?
 - Are there any ways in which you may not be prepared?
 - What (if any) training might you need?

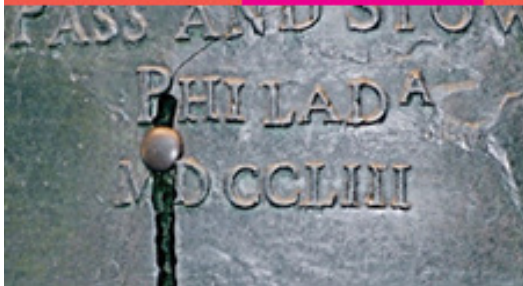


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VUSD ELEMENTARY SCHOOL COUNSELING HISTORY

- Prior to 2002, there were many elementary school counselors serving students
- When budget cuts arose, VUSD sought to eliminate K5 counselors
- K5 counselors with more seniority than secondary SC's would have “bumped” secondary counselors

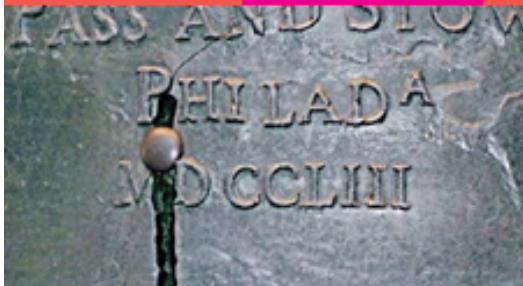


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VUSD ELEMENTARY SCHOOL COUNSELING HISTORY

- Secondary SC's did not want K-5 at 6-12
- Lawsuit filed to ensure separation of K-5 from 6-12
- Hearing was held and district's argument was a "previous K5 counselors who moved to HS was not "competent" to perform HS duties.
- Judge determined that EVEN THOUGH all SC's had k12 certificate....
- K-5 and 6-12 would be SEPARATE in VUSD
- Bledso vs. Biggs Unified



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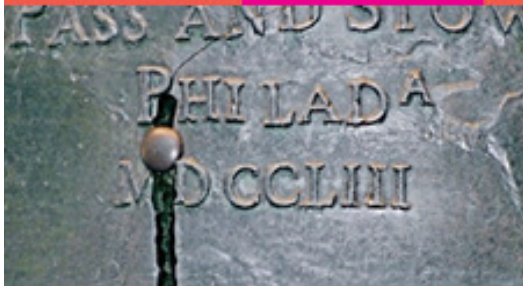


VUSD ELEMENTARY SCHOOL COUNSELING HISTORY

- *In 2002, in a pre-Bledsoe decision, the District determined that secondary school counseling was a distinct, particular kind of service, which permitted it to retain those employees over more senior employees who were elementary school counselors.*

(Before the Governing Board of the VUSD State of California
OAH No. 2013030317)

- After 2002, elementary school counselors were eliminated for 4 consecutive years.
- Until...



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VUSD APPLIED FOR AND GOT “PROJECT CONNECT” ESSC FED GRANT

- Four highly qualified school counselors were hired at two elementary schools within the district to reduce counselor to student ratio
- There were two counselors at each school (closer to the ASCA National 1:250)
- Written by Dr. Ken Breeding and Dr. Trish Hatch



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VUSD GRANT

- We MET all our goals (attendance, CHKS, discipline, CST's)
- We shared results with staff's
- Our Principals PROMOTED our results to all schools
- And our #'s INCREASED



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VUSD ADDED MORE OVER TIME ...

- 2006-2009 - ESSC Project Connect Grant
 - **4 school counselors at 2 schools**
- 2009-2010 - extension year of grant & use of categorical funds
 - **5 school counselors at 3 schools**
 - Economic Impact Aid (EIA); State Compensatory Education (SCE) and Limited English Proficient (LEP)
- 2010-2013 - counselors hired with categorical funding
- **7 school counselors at 7 schools**

**pink slipped each year because of categorical funding...*

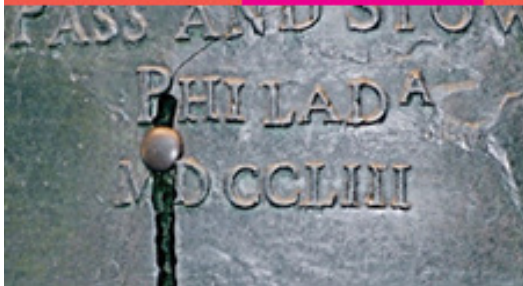


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UH OH PINK SLIPPED AGAIN!!!!

- March 15, 2013: ONLY K-5 school counselors were pink slipped (Yup! That's right! ONLY K-5!!!!!!) *What the heck?*
- Now.. We had a DIFFERENT story to tell!!!!
- WE WERE MAKING A DIFFERENCE
- WE COULD PROVE IT
- WE HAD DATA AND ACCOUNTABILITY
- WE HAD A GREAT REPUTATION
- Still DISTRICT THOUGHT they could eliminate JUST K5!
- We executed out RIGHTS

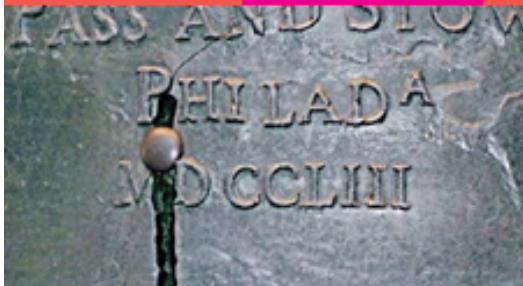


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VUSD COURT HEARING - ELEMENTARY SCHOOL VERSUS SECONDARY SCHOOL

- April 26, 2013 Hearing: Counselor Issue
- A seniority and competence issue (SHOW DOCUMENT)
- VUSD middle school principal testified against Elementary Counselors. He had previous secondary counseling experience at another district. His only experience regarding elementary school counseling was during an internship many years ago. . (SHOW DOCUMENT)
- VUSD elementary school counselor, Chelsea Sorich testified because she had prior secondary experience (SHOW DOCUMENT)



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BEFORE THE
GOVERNING BOARD OF THE
VISTA UNIFIED SCHOOL DISTRICT
STATE OF CALIFORNIA

In the Matter of the Reduction in Force
Involving the Respondents Identified in
Exhibit A.

OAH No. 2013030317

Respondents.

19. Education Code section 44955, subdivision (d)(1), authorizes the District to deviate from terminating a certificated employee in order of seniority if it demonstrates a specific need for personnel to teach a specific course or course of study and that the certificated employee has special training and experience necessary to teach that course or course of study or to provide those services, which others with more seniority do not possess.



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know the UC and California State University requirements, information regarding financial aid and “must be very well versed” in high school course requirements and exams. Villareal claimed that the district’s job descriptions are very specific about how the counselors are utilized in the District in order to best serve the students; the District would not be served by allowing elementary school counselors to be employed as secondary school counselors “at this time.”

Seriously?

and K-5 can't learn these?

Villareal acknowledged the “huge shift” in the changing of admission policies which secondary school counselors must know. There are also “quite extensive financial aid packets” that must be completed, financial aid information which must be provided, and vocational counseling/military service options which must be offered to students, all of which is the responsibility of secondary school counselors. Villareal agreed that there have been yearly changes in the school models based upon current, ongoing research.

On cross-examination Villareal admitted that he was unaware of any secondary school counselors being retained who had been hired by the district straight out of school. He did not know of any secondary school counselor who had been hired right from school and also did not know if any elementary school counselors who had secondary school experience. Villareal further acknowledged that the secondary school counselors who in the District’s middle schools are “in the middle,” as they “straddle the roles” elementary school and high school counselors play. When asked if an elementary school counselor could receive training and attend the UC conference so as to become a secondary school counselor, Villareal testified that he did not believe that would “best serve the students,” but did agree that elementary school counselors could learn from those conferences.

Further, he shared how he would do a lot of 'coloring' with his students ... and then chuckled...

Sorich testified that she was hired by SDUSD right out of school, she had no secondary school counselor experience, but she worked hard, worked closely with peers, and taught herself all she needed so that she could successfully counsel secondary school students. Sorich testified that it is the person, and not the training, that determines whether or not an individual will be a good or poor employee as a secondary school counselor. She described herself as very hands-on, as someone very concerned about the academic success of her students and that she worked very hard to ensure they achieved it. As a secondary school counselor, Sorich had a caseload of 500 students, she was responsible for all their transcripts, recommendation letters, scholarship applications, financial aid applications, hosting parent nights to inform parents of the application process, ensuring compliance with A-G requirements, providing vocational and technical education to students and providing all of the secondary school counseling services about which Villareal testified. No evidence refuted Sorich's assertion that she could provide secondary school counseling services to the District.

AFTER HEARING

- 4 weeks after the hearing, our union rep informed us we WON the case and our pink slips were rescinded
- Union attorney along with union rep admitted they were surprised that we won this case!!
- Union attorney had been at BOTH cases.
- In 2002 she represented K5 and LOST case
- In 2013 she represented K5 again and WON
- The judge determined that K5 and 6-12 are no longer distinct positions. All VUSD K-12 are equal
- In summary, testimony did not meet the burden of proof... non persuasive (SHOW DOCUMENT)



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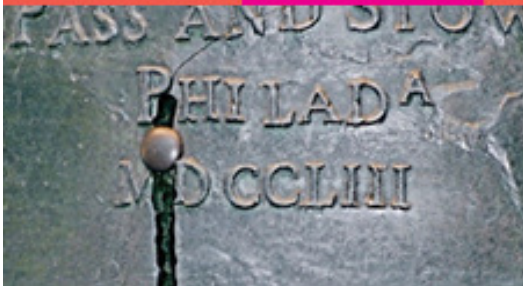


do not; not that one employee who made such a career move in the past did not work out.

27. The evidence regarding special training and experience, primarily offered by Villareal, was non-persuasive. Villareal's testimony was little more than a self-promoting recitation of his "preferences." His assertion that elementary school counselors could not obtain the requisite knowledge at the UC conference made no sense and he failed to provide any foundation for his belief that elementary school counselors could not apply information learned at the UC conference and be able to work as secondary school counselors, but that secondary school counselors could. That testimony was especially all the more unclear given that elementary school counselors must satisfy 12 assigned responsibilities identified in their job description, many of which presumably require the same skill set they would employ if permitted to attend a UC conference and thereafter apply that information at work. In sum, neither Villareal's testimony, nor that offered by Assistant Superintendent Vallely met the District's burden of proof. Moreover, the 2002 decision, although instructive, is not controlling. Different witnesses testified in that matter and in that case "persuasive testimony was elicited," as opposed to the non-persuasive testimony put forth here. Moreover, that matter was decided prior to *Bledsoe* which set forth the burden a district must meet, which did not occur here. Accordingly, the evidence established that the District's skip involved making a distinction without a difference, making the skip arbitrary and capricious.

NEXT STEPS FOR VUSD ELEMENTARY SC'S

- Educate administration & staff members about the role of a professional school counselor in the beginning of each school year (Proactive role)
- Always seek out union rep. support
- Stand up for yourself!
- Show and market DATA on results for why we are needed!
- (Florence is HEADED TO HIGH SCHOOL!) 😊



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ELEMENTARY SCHOOL COUNSELING GRANT VIDEO

Oceanside Unified School District
Oceanside, CA



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VIDEO

- Four Separate School Sites
- One full day at each school site
- Selected speakers (not all were represented)
- Videographer and producer (Director of Communication)
- Scripts
- 17 minutes of total



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OUSD SUSTAINABILITY

- Principals comments (El Camino) after presentation
- Accolades throughout district
- EVERYONE Looking for funding
- Two already assured – others pending funds this summer



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Executive Board

Terry Hart
Rosamaria Garcia
Charles Finn
Paula Orbaugh
Tiffany Ortega
Jennifer Skellett
Al Rawlins
Charney Riemer-Wilman
Tina DeLa Rosa
Serina West
Gayle Hamilton

CTA

Eliyahu Rabin

State Council

Rosa Maria Garcia
Michele Greene

Committee

John Connolly
Christine Etchen
Tina Garrison
Robert Ho
Paula Orbaugh
Dennis Smith
Cheryl Sullivan
Teresa Valente

Site Representatives

Abby Apolinar
Richene Bevilacqua
Sarah Carling Grooms
Nelson Cohen
Vernal Cole
Teresa Cross
Phil ElNad
Lisa Farrell
Al Gill
Lyan Gonzalez



OTA NEWS

Oceanside Teachers Association

February / March 2013

Volume 11, Issue 6

Security and Safety in schools are the topics that are really being discussed today in the media. Guns and shootings heat up debates, but more school counselors and more access to mental health services for students are necessary, *not debatable*. California ranks last in the nation in the number of counselors per student.

Teachers, administrators, and security personnel need joint training on how to respond to potential school violence. Cooperation and familiarity will increase trust in an emergency. Administration should make sure that teachers and security personnel know the safety procedures at each site. Unanswered phone calls to the school office by teachers are not acceptable.

When talking with family and friends you may find yourself in a controversial discussion on school violence. There is one point that everyone can agree upon. Students and teachers have to be safe for learning to happen. CTA president Dean Vogel has said, "What teachers should be armed with are resources and tools to help students."

School is still the safest place for our students according to the California Educator.

- >Approximately 300,000 Americans are injured each year by guns.
- >Approximately 30,000 Americans are killed each year by guns.
- >Approximately 15 to 30 students are killed in school or on school grounds each year by guns. The number has been steadily declining over the past decade.

>In other words, although children spend more than half of their waking hours at school, school deaths account for about one-half of 1 percent of gun-related children deaths in America.



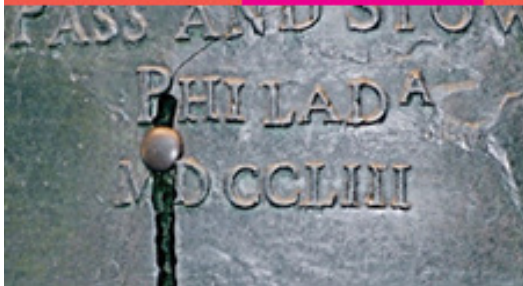
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THANK YOU

Q & A



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- Trish Hatch, Ph.D.
- San Diego State University →thatch@mail.sdsu.edu



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