

School Counseling Program – Advisory Council

Meeting Agenda

May 7, 2019

Attendance: Michaela Williams
Heather Sanford

Scharen Collingwood
Carol Kestner

Betsy Sammons
Sarah Zeller

Call to Order: 4:02 PM

Mission Statement:

Greybull Public Schools' Counseling Program promotes college and career readiness for all students through the delivery of and access to a comprehensive school counseling program, which is preventative in nature and focuses on collaborating with all stakeholders to help students from all backgrounds overcome barriers to become productive and contributing citizens.

- Purpose of the Counseling Advisory Council
 - “An advisory council is a representative group of stakeholders selected to review and advise on the implementation of the school counseling program. The council meets at least twice a year and maintains an agenda and minutes for each meeting.” -ASCA National Model, Third Edition
 - Advisory councils assist school counselors by:
 - Advising on program goals
 - Reviewing program results
 - Making recommendations about the school counseling program
 - Advocating and engaging in public relations for the school counseling program
 - Advocating for funding and resources
- GPS School Counseling Goals 2018/2019
 - GES
 - By May 2019, students with 10 or more absences will decrease their absences by 25% from the first quarter to second quarter.
 - Q1: No students have had 10 or more absences, but will continue to monitor for Q2 and Q3
 - There has been one student (under the age of 7) with 10 or more absences in the second semester. Individual counseling, attendance letter, and principal phone contact
 - By May 2019, the number of students referred for aggressive and disruptive behavior will decrease by 10% from 25 referrals in the

2017-2018 school year to 22 or less referrals, by the end of the 2018-2019 school year.

- 2 major behavioral referrals for the school year, 1 OSS, 1 ISS
- Good systems in places and teachers are handling things in their own rooms
- By May 2019, 100% of students referred to the Building Intervention Team (BIT), will be matched with the appropriate services to increase student success and wellness, measured through individualized success plans.
 - 7 referrals (as of 11/13/18)
 - 24 total referrals (as of 4/30/19)
 - Building/District input and review system
 - Every other week building meetings
 - Intervention grid: academic, behavior
 - Weekly monitoring
 - Progress monitoring
 - Outside agencies measure some of this, which is difficult to keep data on
 - Excellent outcomes for 1st year
- GMS
 - By the end of the 2018-2019 school year, students will have participated in a career fair at GMS.
 - May 17th 8:00-9:00 AM
 - 11 Speakers Confirmed
 - Speaking to assigned advocacy groups to present to cross section of student body. Next year, same kids will see different speakers.
 - By May 2019, students who earned two or more discipline referrals first quarter will reduce the number of office referrals by 50% fourth quarter.
 - 11 students earned 2 or more referrals Q1 for a total of 28 referrals
 - May goal = 14 referrals
 - As of 4/30/19 Q4 Referrals for previously identified 11 students= 2 Referrals (1 for technology)
 - Behavior Matrix and Personal Accountability
 - Small Group Morning Meetings
 - By May 2018, students who had 5 or more absences first semester will improve their attendance by 20% second semester.
 - 27 students 1st semester with 5 or more absences
 - 5 students with 5 or more absences end of Q3 (60% Decrease in Days Absent)
- GHS
 - 100% Class of 2019 Graduation Rate

- As of 5/6/19 100% projected
 - 90% Class of 2019 “Hathaway Scholarship” Recipients
 - As of 5/6/19 95% qualify for one of the four levels for next year if they decide to stay in Wyoming
 - 100% Class of 2020 “Junior Interview Project” Participation
 - 100% participation
 - Positive feedback on the quality of resumes and student interview skills from community interviewers
- Counseling Core Curriculum 2018/2019
 - GES
 - Second Step
 - PBIS Expectations - JK-5th
 - Skills for Learning - JK-5th
 - Bullying Prevention - JK-5th
 - Empathy - JK-5th
 - Emotion Control - JK-5th
 - Problem Solving - K-5th
 - Advocacy
 - Monthly Themes and Schoolwide Collaborative Projects: Community, Bullying Prevention, Gratitude, Growth Mindset, Character Traits, Kindness, Wellness/Self-Care, Positivity/Happiness, Reflection
 - Mindfulness: Fridays and during weekly lessons
 - Using Mind Yeti
 - National School Counseling Week - College and Career Readiness JK-5th
 - World Kindness Day/Random Acts of Kindness Week JK-5th
 - Second Step Program Assessments May 6th-May 10th, K-5th
 - Good outcomes so far
 - GMS
 - Bullying Prevention (3 weeks 6th grade; 4 weeks 7th and 8th grades) modified old Second Step Curriculum
 - Signs of Suicide--Suicide Prevention Training for Students
 - Friday classes are too short, look at a M-H core class instead donation for next year
 - New Second Step Curriculum
 - 6th and 7th-grade Emotion Management and Conflict Resolution
 - Hathaway Day
 - College Scorecard
 - Growth Mindset
 - 6th Grade
 - College and Career Units
 - Work Values, Holland Career Codes,

- Additional Bullying Prevention
 - 6th Grade Tolerance Escape Room
 - 7th Grade Prejudice
 - 8th Grade Hate Speech
 - 5th Grade Welcome to Middle School
 - May 15th at GES
 - May 21st at GMS
 - Mrs. Kestner wants to join us for lunch :)
 - 8th Grade Hathaway Unit of Study
 - Completed on May 3rd
 - High School Orientation was 4/29/19
- Small Groups
 - GES
 - Staff and Student Needs Assessment - for next school year, class placement/Strengths and Difficulties Questionnaire as well
 - Teacher referral/BIT team referral/IEP team referrals:
 - Kindergarten - 3 friendship groups
 - 1st grade - 1 social skills group
 - 2nd grade - 2 social skills group
 - 3rd grade - 1 social skills group
 - 4th grade - 1 social skills group
 - 5th grade - 3 groups: preparing for middle school, social skills, and attendance
 - GMS
 - Universal Behavior Screening
 - Results did not indicate a need for any small groups
 - Spring Leadership Group
 - 5 6th grade students
 - Bringing back the student ambassador program
 - Spring Self-Esteem Group
 - 5 female students
 - Difficulty getting kids to participate during lunch, next year schedule during tutorial time
- District-Wide School Counseling PLC
 - Bi-Weekly meetings at the district office on Thursday
 - Focus on threat assessment training for district leadership
 - Developing threat assessment procedures
 - Next focus on training staff in procedures
- Love and Logic - Spring 2019
 - 8 participants

- Input from Stakeholders
 - What are the most beneficial services we provide?
 - Amazed by the scope of things our counselors cover throughout the year
 - Student feedback, “I look forward to going to see the counselor”
 - Kids love Mind Yeti, there’s so much anxiety it really helps
 - Last year’s setup for core curriculum allowed teachers to learn the language Michaela was using and reinforce her strategies with students during the rest of the week
 - Advocacy support is helpful with counselors sending lessons and suggestions
 - It helps with the sense of belonging
 - Kids enjoy it
 - The relationship component is important
 - “When my student was at the middle school I really appreciated everything provided”
 - What topics do you see a need for school counselors to cover next year?
 - Teacher trainings
 - ADHD/Executive Functioning
 - Trauma Informed
 - Love and Logic in the classroom
 - Training for students on working with individuals with differing abilities and backgrounds
 - “The school counseling program provides so many services, I’m learning more every day about what you do. I’m not sure how you could fit more into the year.”

Adjourn: 4:46 PM