



Elementary Counselor Presentation

May 2, 2019

Meet Our Counselors

Erica Green – South and Compass

Amy Hauer – East and North

Brecka Russo – West and Central

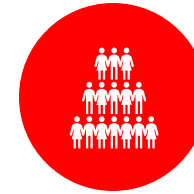
On Any Given Day You Can Find Our Counselors...



Collaborating with teachers, administrators, school psychologists, liaisons, nurses, and families



Consulting with outside agencies



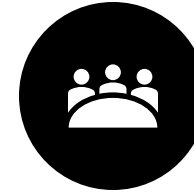
Working as a **member of a crisis team**



Planning whole school events such as unity day, character education, No One Eats Alone, Red Ribbon Week, Start with Hello, Celebrating Differences



Visiting classrooms to provide whole group lessons on topics such as social media, character education and anti-bullying



Meeting with small, needs-based groups to work on social skills, making friends, anger, anxiety, dealing with divorce, etc.



Counseling individual students dealing with peer conflicts, struggles at home, self-harm and anything else on their mind

Primary Concerns

Peer Conflicts

Behavior

Anger/Stress

Grief

Anxiety

Changes in
Family
Dynamics

Self-Harm

Social Skills

Ways to Access Counseling

Staff member referral (teacher or administrator)

Student self-referral

Parent referral

Partner Organizations

The counselors act as liaisons between outside counseling services & school. This year, we have worked with these agencies:

- Butler County Success
- St. Joe's
- City and Township Police – Handle with Care
- Primary Health Solutions
- Butler Behavioral
- Access Counseling
- Mind Peace
- Children's Hospital
- Envision Partnerships
- Fernside
- Lindner Center
- 1N5
- Center for Family Solutions
- Access Counseling



#EachChildOurFuture

In Ohio, each child is *challenged*, *prepared* and *empowered*.



Vision

In Ohio, each child is **challenged** to discover and learn, **prepared** to pursue a fulfilling post-high school path and **empowered** to become a resilient, lifelong learner who contributes to society.

Four Learning Domains



Foundational Knowledge & Skills

Literacy, numeracy and technology



Well-Rounded Content

Social studies, sciences, languages, health, arts, physical education, etc.



Leadership & Reasoning

Problem-solving, design thinking, creativity, information analytics



Social-Emotional Learning

Self-awareness & management, social awareness, relationship skills, responsible decision-making



One Goal



Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:

- Enrolled and succeeding in a post-high school learning experience, including an adult career-technical education program, an apprenticeship and/or a two-year or four-year college program;
- Serving in a military branch;
- Earning a living wage; or
- Engaged in a meaningful, self-sustaining vocation.

Three Core Principles



Equity



Partnerships



Quality Schools

10 Priority Strategies

- 1 Highly effective teachers & leaders
- 2 Principal support
- 3 Teacher & instructional support
- 4 Standards reflect all learning domains
- 5 Assessments gauge all learning domains
- 6 Accountability system honors all learning domains
- 7 Meet needs of whole child
- 8 Expand quality early learning
- 9 Develop literacy skills
- 10 Transform high school/provide more paths to graduation

Ohio Strategic Plan For Education: 2019-2024



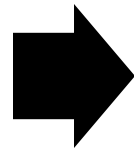
Social Emotional Learning

- Children lacking in this area tend to have difficulty with:
 - Motivation
 - Organization
 - Self-management
 - Focus
 - Cooperation
 - Social Skills
 - Problem Solving



Social Emotional Screeners

There is a significant need in schools to improve efforts at screening and identification of students with emotional and behavioral problems, just as we routinely screen for academic deficits.



Here's why: 15-17% of U.S. children have a developmental disability and about 20% have a mental health disorder at any given time. By 16 years, 37-39% will have been diagnosed with a mental health disorder.



Furthermore, children exposed to multiple adverse childhood experiences disproportionately require special education, drop out of school, get addicted to substances of abuse, and have suicidal ideation or attempts. Early intervention greatly benefits those with adverse childhood experiences and emerging disorders.

Fairfield's Screener



- Consists of a series of surveys (students, family and/or staff) to collect valid and reliable feedback about a wide range of topics that measure the critical social-emotional skills and mindsets that enable success in school and life;
- Has the ability to illustrate a complete picture of students' progress;
- Maintains a bank of research-based lessons and interventions to meet the needs identified by the SEL surveys.

Data Summary - Counselor Impact

- In just 2.5 days in each building per week, our counselors have...
 - Supported a total of about **4300** students in grades K-5 this year;
 - Visited more than **170** classrooms for large group lessons;
 - Counseled approximately **461** students in small groups;
 - Conducted roughly **1715** individual counseling sessions.

Impact on Student Discipline Data

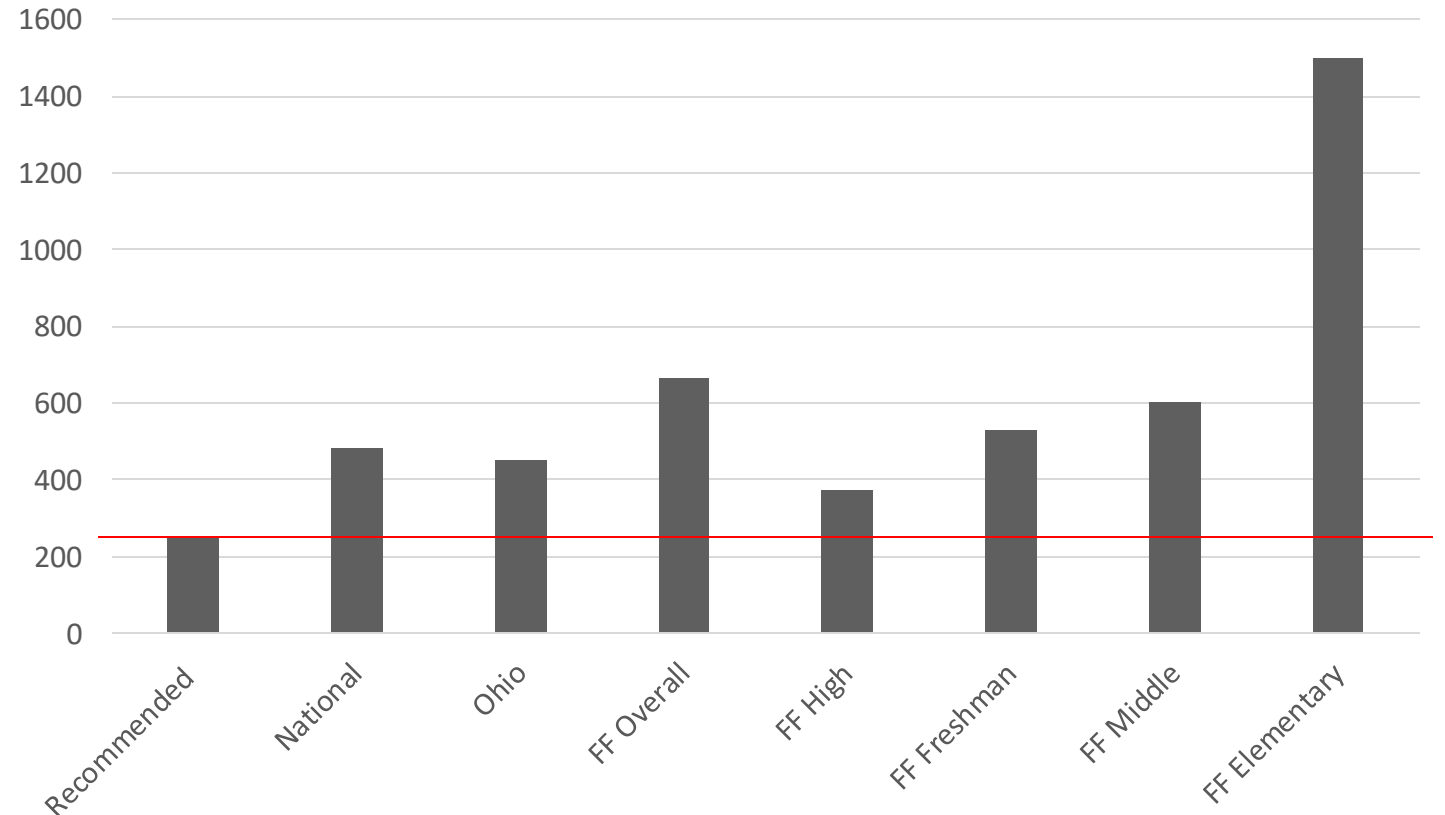
	2018-2019	2017-2018	Difference
Number of Referrals	1900	2686	-786
Number of Students Referred	771	931	-160
Number of Out of School Suspensions	262	319	-57
Number of Students Suspended	167	191	-24

All areas have decreased, with the greatest impact on students having multiple referrals. This illustrates that interventions are working better with help of school counselor.

Counselor to Student Ratios - How does Fairfield Compare...

*Information provided by the American School Counselor Association.

Recommended*	National*	Ohio*	Fairfield - Overall	Fairfield - High School	Fairfield - Freshman School	Fairfield - Middle Schools	Fairfield - Elementary Schools
1:250	1:482	1:453	1:667	1:375	1:532	1:604	1:1500



What do our staff and students have to say?

