

School Counseling Program – Advisory Council

Meeting Agenda November 27, 2018

Attendance: Scharen Collingwood
Jeff Sukut Carol Kestner
Tracy Boyer

Michaela Williams
Sarah Zeller

Betsy Sammons
Lynette Murray

Call to Order: 4:03 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
 - 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.

- Q1: 1 behavior referral, major offense - OSS
 - 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)
 - New data-driven approach with weekly meetings
- GMS
 - By the end of the 2018-2019 school year, students will have participated in a career fair at GMS.
 - By May 2018, 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
 - 4 students referrals only for tech use
 - 28 referrals total, May goal = 14 referrals
 - By May 2018, students who had 5 or more absences first semester will improve their attendance by 20% second semester.
 - 7 students so far
 - 3 individual planning
 - 4 haven't missed since their attendance letter went out
- GHS
 - 100% Class of 2019 Graduation Rate
 - Most current numbers are 97%
 - 90% Class of 2019 "Hathaway Scholarship" Recipients
 - 17-18 graduates 63%
 - 100 % Class of 2020 WY ACT Test Participation
 - Parent refusal impacts this number year to year
 - 100% Class of 2020 "Junior Interview Project" Participation
 - 100% Class of 2022 "6+ Carnegie Credit" Completion
 - 96-97% 17-18 school year
- Counseling Core Curriculum 2018/2019
 - GES
 - Each classroom weekly for 40 minutes
 - Second Step
 - PBIS Expectations
 - Skills for Learning
 - Bullying Prevention
 - Students consistently struggle K-8 with differentiating between rudeness/meanness and bullying
 - Empathy
 - Emotion Control

- Problem Solving
 - Advocacy
 - Monthly Themes and Schoolwide Collaborative Projects
 - Displayed on a bulletin board outside the library
 - Mindfulness on Fridays for 10 minutes using Mind Yeti from Second Step
 - Kids love it
 - No Name-Calling Week
 - National School Counseling Week - College and Career Readiness
 - World Kindness Day/Random Acts of Kindness Week (Nov. & Feb.)
- GMS
- Introduction to Middle School 6th Grade Program (summer 2018)
 - Goal: By the end of first quarter 2018, 6th-grade students who participated in summer school will decrease the number of D's and F's they receive from 4% of final grades in 2017 (N=11) to 3% of final grades in 2018 (N=8).

	Summer School Students	No Summer School
Number of D's and F's Earned	0	2

- Goal: By August 31, 2018, students who participated in summer school will report higher levels of confidence and lower levels of stress during their first week of 6th grade than students who did not participate in summer school.

	Summer School Students	No Summer School
Mean Confidence Rating	3.83	3.7
Mean Stress Rating	2.67	2.8

- New Second Step Curriculum
 - Student-driven instead of lecture-based
 - Web-based platform
 - 81 advocacy lessons
 - Positive anecdotal responses
 - It was helpful for teachers to have lessons provided by the counselor
 - They are quick and easy activities
- Hathaway Day
 - College Scorecard
- Media Literacy (Cyber Safety Consulting)

- Growth Mindset
 - 5th Grade Welcome to Middle School
 - 8th Grade Hathaway Unit of Study
- Small Groups
 - GES
 - Staff and Student Needs Assessment
 - Staff reported need for social skills and friendships
 - Students in 3, 4, 5 asked for social skills and self-esteem
 - Social skills - Kindergarten
 - 5 students currently
 - GMS
 - Student Needs Assessment
 - 12 students requested 4 or more small group topics
 - Quarter 2
 - 2 social skills groups at lunch serving 9 students
 - Universal Behavior Screening
 - Begin in January
 - GHS
 - Career Readiness is the main focus of small groups at the high school
 - Junior/Senior Planning Night In-Service
 - FAFSA In-Service/Workshop
 - Northwest College Planning Days
 - ACT Test Prep
 - Gear Up Program (Economically Disadvantaged)
 - TRIO Program (Economically Disadvantaged)
 - University of Wyoming “Young Latina Conference”
 - Well received by students
 - Junior Class “Self-Directed Search Career Personality Assessment”
 - Junior Class “Resume Building” Class Project
 - Armed Services Vocational Aptitude Test Battery (ASVAB)
 - Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT)
 - Sophomore Class “Northwest College Sophomore Career Fair
 - Freshmen Class “Career Personality Inventory Assessment”

GHS Individual Counseling

1st Semester Student Self-Referral/Staff Referral

Social/Personal

- Social Relationships
- Pregnancy
- Controlled Substance

Academics

- Parental Relations
 - Suicide Ideation
 - Social Media
 - Stress/Depression
 - Gender Identity
- Academic At-Risk
 - Carnegie Credit Requirements & Credit Recovery
 - Attendance
 - District #3 Graduation Requirements
 - Wyoming Hathaway Curriculum Requirements
 - Concurrent/Dual Enrollment Registration & Scheduling
- Suicide Prevention Accreditation
 - Prevention/Intervention/Postvention Procedures
 - Threat Assessment Training on Friday
 - Trauma-informed care is WySCA conference focus this year
 - Love and Logic - Fall 2018
 - 11 participants (all new participants this year)
 - Knowing when and how to use it is critical
 - Input from Stakeholders
 - What are the most beneficial services we provide?
 - Teaching of counseling lessons helps all students correct social behaviors and how to be more accepting
 - Reteaching is done throughout the year and teaching the things in new ways
 - Consistent language “meeting expectations”
 - Tools for teachers to use during advocacy
 - Teachers get downtime during lessons to catch up on work--it benefits teachers to hear the language we use during our lessons
 - Wide range of topics covered in core curriculum
 - What topics do you see a need for school counselors to cover this year?
 - Problem-solving for adversity--even minor issues
 - Kids are anxious--teach them what they can control versus what is out of their control--strategies to walk away
 - Purposeful behaviors versus accidents
 - Assertiveness with a backup plan

Dismissal: 4:47 PM