



*CPS School Counselors*  
*Supporting the Whole Child*

Elementary Comprehensive School Counseling  
Annual Program Report  
2017-2018

**Program + Personnel = Results**

# High Quality Programming



Columbia Public Schools  
Comprehensive School Counseling  
K-5



# CPS School Counselors

Supporting the Whole Child

## Program Mission

To be an essential part of the overall educational process, enhancing the social, emotional, academic and career development of all students.

## Program Vision

Students will possess the skills needed to be emotionally healthy, productive, lifelong learners and citizens who are post-secondary training/education or career ready.

## Program Goals

As determined by our completion of the MO Internal Improvement Review tool during August of 2017, the following program goals were chosen:

**Objective 1: We will have a solid school counseling program framework**

*Goal #1: By May 2018, a committee will be formed and the program Mission, Vision & Values will be created, vetted through the department and added to the department website and program manual.*

**Objective 2: We will use data to determine program needs and effectiveness of interventions.**

*Goal #2: By May 2018, a committee will be formed to determine program evaluation methods and timelines. Perceptual surveys will be administered and 17-18 data will be collected.*

**Objective 3: We will use a calendar to guide program activities and expectations for more efficient use of time.**

*Goal #3: By May 2018, a program calendar will be created and uploaded to the internal school counseling website.*

**Objective 4: We will have a well-developed Responsive Services component of the Comprehensive School Counseling Program.**

*Goal #4: By May 2018, the death protocol will be updated and posted on the internal webpage.*

*Goal #5: By May 2018, the CPS Mental Health Provider Directory will be updated and posted to the internal & external department webpages.*

**Objective 5: We will have a well-developed Curriculum component of the Comprehensive School Counseling Program**

*Goal #6: By May 2018, the curriculum map will be revised for a three-year use.*

*Goal #7: By May 2018, sample lessons will be created for each essential curriculum objective on the curriculum map.*

*Goal #8: By December 2018, the ASCA Mindsets & Behaviors will be presented to the school board for adoption.*

*Goal #9: By May 2019, the sample lessons will be uploaded to Schoology and mapped with both ASCA Mindsets & Behaviors and other district curriculum.*

**Objective 6: We will advocate to increase awareness of program services and need for reduction of ratios and non-school counseling responsibilities across elementary schools.**

*Goal #10: By May 2018, a plan for communication will be developed.*

*Goal #11: By May 2018, a plan for advocacy will be developed*

*Goal #12: By July 1 of each year, the coordinator will develop and submit a Year-End Report to stakeholders*

*Goal #13: Beginning August 2018, the coordinator will send out communication to parents and community members, as designated by the communication and advocacy plans.*

# Staffing

## Building Ratios

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The State of Missouri and American School Counseling Association recommend a school counselor to student ratio of 1:250. We are currently meeting or exceeding this recommendation in 4 of 21 elementary schools.

School	School Counselor to Student Ratio
Alpha Hart	338
Battle	440
Benton	305
Beulah Ralph	501
Blue Ridge	373
<b>Cedar Ridge</b>	<b>205</b>
Derby Ridge	367
Fairview	491
Grant	297
Lee	348
<b>Midway</b>	<b>222</b>
Mill Creek	475
New Haven	260
Parkade	436
Paxton	496
<b>Ridgeway</b>	<b>238</b>
Rock Bridge	517
Russell	390
Shepard	381
<b>Two Mile</b>	<b>163</b>
W. Boulevard	317

## Program Accomplishments

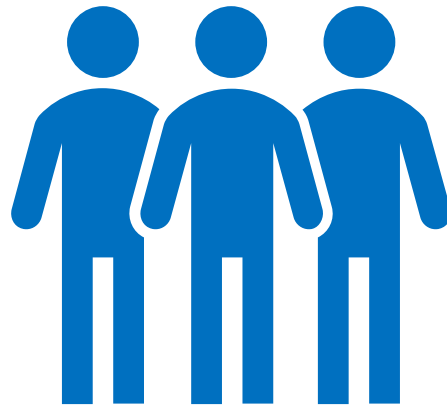
### One Full-Time School Counselor per Building

In 2011, the CPS School Board approved staffing additions which supported the initiative of a minimum of ONE full-time school counselor for every elementary school building. This initiative provides elementary buildings with immediate and continuous access to school counselors for the purpose of assessing suicidal ideation or attempt, threats to others, child abuse or neglect and the handling of other significant and immediate mental health needs.

### Flexible Classroom Scheduling

In 2014, the CPS School Board removed the elementary school counseling program from the state-required teacher release-time schedule. This means that CPS elementary school counselors are no longer required to deliver the school counseling curriculum during a teacher's release-time. As a result, school counselors began delivering the school counseling curriculum in partnership with classroom teachers using a one-teach, one-assist method. This program change not only provided classroom teachers with the language and tools to reinforce social and emotional learning in the classroom, but also provided school counselors with more flexibility in responding to immediate student needs. In a recent teacher survey, 88% of respondents agreed that co-teaching lessons is an effective way to deliver counseling concepts to students.

# High Quality Personnel



**Columbia Public Schools  
Comprehensive School Counseling  
K-5**

## Experience & Training

School Counselors hold a Masters in Counseling with an emphasis in Schools. Every Elementary School Counselor within Columbia Public Schools holds a Pupil Personnel Certificate with the Missouri Department of Elementary & Secondary Education (DESE).

### School Counselor Experience

Approximately 30% of staff members are new to the profession and 43% of staff members have served in the field between 5 and 10 years. Only 26% of our staff are school counseling veterans.

- 7 staff members have less than 5 years of school counseling experience
- 10 staff members have 5-10 years of school counseling experience
- 6 staff members have 11-20 years of school counseling experience

### School Counselor Clinical Licensure

6 elementary school counselors hold credentials in addition to the DESE Pupil Personnel Services Certificate:

School Counselor	Clinical License
Jennifer Boyer	National Certified Counselor (NCC)
Jeanine Davison	Licensed Professional Counselor (LPC)
Karen Eagle	Masters in Social Work (MSW)
Joel Harris	Licensed Clinical Social Worker (LCSW)
Beth Ryberg	Licensed Professional Counselor (LPC)
Lena Sheets	Provisionally Licensed Professional Counselor (PLPC)

### Specializations Received

3 elementary school counselors hold specialists through ASCA.

School Counselor	Specialization	Certifier
Terry Baker	Trauma & Crisis Management Specialist	ASCA
Terry Baker	Anxiety & Stress Management Specialist	ASCA
Terry Baker	Ethical & Legal Specialist	ASCA
Mary Carroll	Bully Prevention Specialists	ASCA
Lillian Hoell	Bully Prevention Specialist	ASCA



# Professional Development

## Out-of-District Training Opportunities

The following professional development opportunities were attended by school counselors:

# of School Counselors Attending	Event	Location
1	Sand Tray Therapy Workshop	St. Louis, MO
1	Books & Games in Play Therapy	St. Louis, MO
1	Grief & Play Therapy	Columbia, MO
1	Yoga & Mindfulness in the Classroom	Columbia, MO
14	Missouri School Counselor Association Fall Conference	Lake Ozark, MO
1	MU School of Social Work Fall Conference: Bullying & Factors Associated with Suicidal Behaviors	Columbia, MO
1	Emotional Freedom Technique	Columbia, MO
1	Missouri Association for Play Therapy Annual Conference: Kids, Court & Play Therapy	Lake Ozark, MO
1	Play Therapy & Sensory Processing	Kansas City, MO
1	Keys to Effective Use of Play Therapy in the School Setting	St. Louis, MO

The following funds were used to pay for the above PD opportunities:

District Funds	Personal Counselor Funds
\$3899.13	\$734.88

## In-District Training Opportunities

The following professional development opportunities were provided to school counselors during monthly meeting times:

# of School Counselors Attending	Workshop	Monthly Meeting
23	Practicing Self-Care: Rachel Jones, Director of BBH	September 25 <sup>th</sup>
19	Housing 101: Sara Stone, Columbia Housing Authority	November 3 <sup>rd</sup>
23	Oppositional, Defiant & Disruptive Children & Adolescents: Non-Medication Approaches to Handling Difficult Behaviors, by Jeanine Davison, CPS	December 8th
22	Emotional Coaching: Kate Weir & Colleen Colaner	February 2 <sup>nd</sup>

## Professional Organization Memberships

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School counselors are encouraged to join professional organizations to further development and learning in the field of school counseling. This year, 57% of school counselors within the elementary program not only were members of MSCA, but also took part in the MSCA Fall Conference. 65% of elementary school counseling staff were **active** members of the regional professional organization, MMSCA, 78% were affiliated with MSCA and 87% were members of the national organization, ASCA.

# of School Counselors	Professional Organization
20	American School Counselor Association (ASCA)
18	Missouri School Counselor Association (MSCA)
17	Mid-Missouri School Counselor Association (MMSCA)
3	American Counseling Association (ACA)
1	Association for Play Therapy (APT)
1	Missouri Association for Play Therapy (MAPT)

## Professional Organization Leadership Roles

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School Counselor	Organization	Role
Jeanine Davison	MMSCA	President, Bylaws & Procedural Handbook Co-Chair
Jennifer Boyer	MMSCA	Treasurer, Membership Chair, Bylaws & Procedural Handbook Co-Chair
Karen Eagle	MMSCA	Secretary & Student Representative
Heather Gastler	MMSCA	Social Media Co-Chair
Lillian Hoell	MMSCA	VP of Elementary
Susan Perkins	MMSCA	Technology Chair
Sarah Sadewhite	MMSCA	Critical Incident Response Chair
Lena Sheets	MAPT	Secretary

## Presentations

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School Counselor	Organization or Group	Topic
Lena Sheets	MSCA	Mindfulness in the Schools

## 2017 Summer Book Study

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- ***Reaching & Teaching Children Who Hurt: Strategies for Your Classroom by Susan E. Craig***  
7 elementary school counselors participated in this five-week book study during the first half of summer break. During this learning opportunity, we discussed classroom and school-wide strategies for supporting students suffering from trauma. We also brainstormed ways to get this information to classroom teachers.
- ***Help for Billy by Heather Forbes***  
4 elementary school counselors participated in this five-week book study during the second half of summer break. This learning focused on strategies for helping students beyond providing consequences. Focus was on motivation, transitions, homework and social/emotional issues.

## Supervision: Giving Back to the Profession

5 University of Missouri Graduate Level School Counseling Practicum Students, 4 Stephens College Graduate Level School Counseling Practicum Students and 1 University of Missouri Graduate Level Social Work Practicum Students were supervised by six certified elementary school counselors over the course of the 17-18 school year for one semester each. Under District counseling supervision, each University/College practicum student worked approximately 300 hours per semester, for a total of 2700 hours of school support.

# High Quality Results



**Columbia Public Schools  
Comprehensive School Counseling  
K-5**

# Curriculum

The Missouri School Counseling Curriculum is a Tier One service delivered to all students grades K-5 in all elementary schools. On average, a total of 16 lessons were delivered district-wide to each classroom through the co-teaching model of one teach, one assist throughout the 17-18 school year. The essential curriculum was determined using the results from the 2016-2017 Boone County Schools Mental Health Coalition (BCSMHC) Teacher Checklist. Teachers indicated students need support with emotional regulation, self-regulation, empathy & cooperation. Additionally, the elementary school counseling team standardized the Bully Prevention Curriculum to increase consistency of delivery across schools. A decision was made to continue to deliver the Abuse Prevention Curriculum district-wide through two lessons in February and March, with a Parent Preview Night prior to curriculum delivery.

## Abuse Prevention Curriculum

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Since the 1980's, CPS has delivered a Sexual Abuse Prevention Curriculum to students grades K-5. In 2011, the State of Missouri passed [Erin's Law](#) which requires public schools to implement a prevention oriented child sexual abuse program.

Last school year, our department updated our Sexual Abuse Prevention Curriculum and adopted the Second Step Child Protection Unit to deliver the personal safety objectives for K-5. The Abuse Prevention Curriculum was delivered over a two-lesson span during the months of February & March.

We held the annual Abuse Prevention Parent Preview Night on Thursday, February 1<sup>st</sup> from 6:30 p.m. to 8:00 p.m. School counselors representing 14 school buildings delivered the six presentations. 39 parents from 13 elementary schools attended the event. The feedback was extremely positive. 100% of parents evaluating the presentation and materials believed the curriculum materials are both grade-level appropriate and will give students the necessary information about staying safe.

"I am grateful for the special attention you are giving on this topic. Thanks for all you do!"  
—K-2 Parent

## Bully Prevention Curriculum

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Last year school year several elementary school counselors worked together to create bully prevention lessons to deliver the K-5 curriculum grade-level expectations (GLEs). It was decided that the GLEs would be delivered through the same two classroom lessons district-wide at grades K-5. The purpose of this requirement is to provide consistent bully prevention efforts across the district to align with the 2017 changes in bullying law [Section 160.775 RSMo](#).

## K-5 Social & Emotional School Counseling Curriculum

In a recent teacher survey, respondents identified emotional regulation and bully prevention as the most valuable topics within the school counseling curriculum. The following curriculum calendar outlines the topics covered which align with the Missouri Comprehensive School Counseling Curriculum Grade-Level Expectations.

2017-2018 School Counseling Curriculum Map								
Lesson	Focus	Kindergarten	First	Second	Third	Fourth	Fifth	Suggested Week
0	Brief Counselor Introduction	Spend approximately 10 minutes per class introducing yourself, explaining the role of the counselor and ways to access the counselor						August 15 <sup>th</sup> through August 25 <sup>th</sup>
1	Personal Safety	Second Steps Child Protection Lesson Lesson #1: The 3 R's: Recognize, Refuse & Report						August 28 <sup>th</sup> through September 8 <sup>th</sup>
2	Bully Prevention Part One: Nuts & Bolts	Identifying and Responding to Bullying						September 11 <sup>th</sup> through September 22 <sup>nd</sup>
3	Emotional Regulation	Recognize Basic Feelings	Recognize Basic Feelings	Identify a Variety of Feelings	Identify Emotions	Identify Emotions	Identify Emotions	September 25 <sup>th</sup> through October 6 <sup>th</sup>
4	Emotional Regulation	Identify Basic Feelings	Express Basic Feelings	Express a Variety of Feelings	Manage Emotions	Manage Emotions	Manage Emotions	October 9 <sup>th</sup> through October 20 <sup>th</sup>
5	Empathy	Identify Feelings of Others	Identify Feelings of Others	Respond Appropriately to Feelings of Others	Respond Appropriately to Feelings of Others	Recognize & Validate Multiple Perspectives	Recognize & Validate Multiple Perspectives	October 23 <sup>rd</sup> through November 3 <sup>rd</sup>
6	Cooperation	I, We, They Decisions	Sharing Friends & Including others	Compromise & Who Goes First	Win/Win Solutions	Ripple Effect	Gossip & Rumors	November 6 <sup>th</sup> through November 17 <sup>th</sup>
7	Respect & Acceptance (Diversity)	Identify Similarities & Differences	Identify Similarities & Differences	Identify Similarities & Differences	Recognize & Demonstrate Respect	Recognize & Demonstrate Respect	Recognize & Demonstrate Respect	November 27 <sup>th</sup> through December 8 <sup>th</sup>

8	Coping/ Guided Imagery	Resiliency: Relaxation & Guided Imagery	Resiliency: Relaxation & Guided Imagery	Resiliency: Relaxation & Guided Imagery	Resiliency: Relaxation & Guided Imagery	Resiliency: Relaxation & Guided Imagery	Resiliency: Relaxation & Guided Imagery	December 11 <sup>th</sup> through December 22 <sup>nd</sup>
9	Self-Concept & Growth Mindset	The Growing Brain	The Growing Brain	The Growing Brain	The Growing Brain	The Growing Brain	The Growing Brain	January 8 <sup>th</sup> through January 19 <sup>th</sup>
10		How Am I Smart	How Am I Smart	How Am I Smart	How Am I Smart	How Am I Smart	How Am I Smart	January 22 <sup>nd</sup> through February 2 <sup>nd</sup>
11	Abuse Prevention	Abuse Prevention 1	Abuse Prevention 1	Abuse Prevention 1	Abuse Prevention 1	Abuse Prevention 1	Abuse Prevention 1	February 5 <sup>th</sup> through February 16 <sup>th</sup>
12		Abuse Prevention 2	Abuse Prevention 2	Abuse Prevention 2	Abuse Prevention 2	Abuse Prevention 2	Abuse Prevention 2	February 19 <sup>th</sup> through March 2 <sup>nd</sup>
13	Bully Prevention Part 2	Responding to Bullying: Being Assertive & Asking for Help						March 5 <sup>th</sup> through March 16 <sup>th</sup>
14	Careers & Transitions	Career exploration	Career exploration	Career exploration	Strengths and Interests	Strengths and Interests	Strengths and Interests	March 19 <sup>th</sup> through April 6 <sup>th</sup>
15		Career exploration	Career exploration	Career exploration	Career Paths	Career Paths	Career Paths	April 9 <sup>th</sup> through April 20 <sup>th</sup>
16	Transition Lessons	Identify Various Transitions & Changes	Recognize the Effects of Transitions & Changes	Recognize the Effects of Transitions & Changes	Identify Ways to Cope with Transitions	Utilize Ways to Cope with Transitions	Identify & Utilize Ways to Cope with Transition to Middle School	April 23 <sup>rd</sup> through May 4 <sup>th</sup>
17	No Classes	No Classes the Last Few Weeks of School Due to School-Wide Events						May 7 <sup>th</sup> through May 18 <sup>th</sup>

# Individual Student Planning

## Boundary Changes

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Next school year, approximately 280 students will be affected by school district boundary changes due to the opening of the new Cedar Ridge Elementary. To prepare for this transition, school counselors at Benton, Lee and Rock Bridge Elementary accompanied students changing schools for the 18-19 school year on a visit to their new school. During this event, students had the opportunity to meet their new school counselor, administration and other available staff, as well as take a tour of their new school.

## Middle School Transition

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Elementary School Counselors collaborated with Middle School Counselors the afternoon of April 6<sup>th</sup> to exchange student information to assist with the 5<sup>th</sup> grade transition from elementary to middle school.

Elementary School Counselors in all elementary schools also collaborated with 5<sup>th</sup> grade teams during the month of April to gather necessary student information to assist Middle School Counselors with the formation on 6<sup>th</sup> grade teams.



## Responsive Services

Responsive Services consists of activities designed to meet the immediate mental health and wellness needs and concerns of students by providing counseling, consultation, or referral. School counseling services are available to all students. Identification of students in need of services can be via parent, teacher or student self-referral. Available data, as well as knowledge of the student population also informs counselor identification of students who may require intervention or referral. This school year, school counselors across the district provided direct responsive services to over half of elementary students. During the 2017-2018 school year, **school counselors provided triage, individual counseling, group counseling, crisis counseling to approximately 53% of the total elementary population.**

### Individual & Group Counseling

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Using individual and group counseling methodology, school counselors provided services to **1,498 students** this school year. This constitutes **18%** of the total elementary population. Individual and group school counseling services focused on Tier 2 or 3 skill development in the areas of and comprised an average of 12% of the school counselor's time district-wide:

- Executive Functioning (organization, focus, etc.)
- Anxiety and School Refusal
- Conflict Resolution
- Coping & Resiliency
- Emotional Regulation
- Grief and Loss
- Adjustment
- Self-Esteem
- Socialization

Each school counseling group provided was comprised of approximately 4 students, and lasted an average of 6 sessions. Elementary school counselors district-wide conducted a total of approximately **400 groups** during the 17-18 school year.

All 21 elementary schools utilized the Cool School Bully Prevention Curriculum in partnership with Dr. Chad Rose at the University of Missouri to deliver pro-social skills to groups of students identified by the BCSMHC teacher checklist.

For the 3<sup>rd</sup> year in a row, 12 elementary schools participated in the delivery of the STARS curriculum to small groups of 5<sup>th</sup> grade students identified as needing assistance with self-regulation skills. These efforts were in partnership with Dr. Aaron Thompson at the University of Missouri.

Approximately 82% of teachers agree that students benefited from the individual and group counseling services provided. For those teachers who did not believe counseling services were beneficial, reasons such as lack of consistency due to crises and high school counselor ratios were cited.

## Crisis Counseling

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Crisis counseling services were provided to students with unexpected and unscheduled needs. Because a crisis is different for every child, services provided in the area fall within a large continuum and may include response to the following:

- Abuse
- Anxiety or School Refusal
- Conflict Resolution
- De-escalation
- Grief & Loss
- Neglect
- Socialization
- Suicidal Ideation
- Threatening Harm to Others

On average, crisis counseling services comprised approximately 8% of the school counselor's time, with a range of 2% to 17%

Elementary school counselors across the district handled the following:

- 275 Suicide Assessments
- 55 MUPC Referrals
- 176 Children's Division Interviews

## Referrals

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Within CPS, Elementary School Counselors refer students and families to school and community resources for assistance with mental or physical health, basic needs, extracurricular activities, parenting and other social services. Elementary School Counselors across the district made a total of 743 referrals during the 17-18 school year.

### Mental Health Referrals

School Counselors work closely with parents to connect students with necessary community mental health supports. During the 2017-2018 school year, elementary school counselors across our district referrals to mental health providers such as Burrell Behavioral Health, University of Missouri Psychiatric Center, Family Counseling Center, as well as other individually licensed professionals.

### Resource Referrals

Although typically the work of a school social worker, elementary school counselors without access to a school social worker spend countless hours connecting families with community resources which provide assistance with basic needs and other social services. During the 2017-2018 school year, elementary school counselors across CPS made referrals for social services supports including food, clothing, housing, utilities, insurance and childcare.

### School Mental Health Program Coordination

Elementary School Counselors across the district coordinated school-based mental health programs including Family Counseling Center School-Based Therapy and The Bridge Program (school-based psychiatry). In addition to referring students for these services, school counselors worked with parents to obtain consent, as well as collaborate with teachers and service providers regarding scheduling, assessment and follow-up.

## Consultation & Collaboration

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School counselors work closely with teachers, administration and families to support student needs and success. Approximately 13% of the school counselor's time was spent collaborating and consulting with administrators, faculty, parents and outside agencies. Collaboration and consultation topics focus around classroom support strategies, parenting strategies, and education related to mental health topics and illnesses. Additionally, School counselors are an essential member of each school's Problem-Solving Team and attend grade-level team meetings to provide behavior consultation and support.

## Student Triage

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School counselors provide students with ongoing and regular triage support in an effort to monitor student needs and provide support before problems develop within the school environment. This type of support is delivered using formal methods such as Check-in/Check-out (CICO) or informal methods such as morning hallway check-ins, lunch bunch or a visit to the child's classroom. On average during the 17-18 school year, 10% of the Elementary School Counselor's time was spent providing this service to students.

## System Support

System Support consists of the program foundation, staff and school support activities necessary to effectively support and deliver a comprehensive school counseling program. The System Support component is implemented through activities such as program management, professional development, staff and community relations, consultation, committee participation, community outreach, and evaluation.

### Program Foundation & Management

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During the 17-18 school year, Elementary School Counselors participated in a variety of activities which further developed the CPS Comprehensive School Counseling Program, as well as each individual elementary school:

- Collected and Analyzed Program Data
- Provided Staff Development
- Lead School-Wide Initiatives (PBIS, Conscious Discipline, Mindfulness, Bully Prevention)
- Participated in Professional Development (see page 9)
- Collaborated Monthly with Counseling Department

### School Support

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School Counselors, like every other employee, take on additional responsibilities as necessary. School Counselors spent approximately 8% of their time providing building support through before/after school supervision, committee work, emergency operations or other duties. These responsibilities are equivalent to what is expected of all other school staff.

## Non-School Counseling Tasks

Non-School Counseling Tasks comprise activities which are outside the scope of the school counseling program. This school year, Elementary School Counselors spent approximately 3% of their time involved in the following non-school counseling tasks:

- 504 Coordination
- Standardized Testing & Coordination
- Disciplinary Investigations

Within this area, Elementary School Counselors provided support to the Gifted Center, coordinating and administering the NNAT3 during two different windows this school year. Students grades 1-5 were given the NNAT3 in the fall, and all Kindergarten students were given the assessment in the spring. Students whose parents or teachers advocated for additional screening were added to both the fall and spring testing pools.

# Program Evaluation

## Time Task Analysis

Elementary School Counselors keep track of time spent in each area of the Comprehensive School Counseling Program. The following chart compares percentage of time spent within each program component to the Missouri Department of Elementary & Secondary Education and American School Counselor Association\*.

Program Component	CPS %	MO & ASCA* Recommended %
School Counseling Curriculum	19%	35-45%
Individual Student Planning	1%	5-10%
Responsive Services	59%	30-40%
Individual, Group & Crisis Counseling, as well as other Response Services	35%	
Referrals, Consultation & Collaboration	24%	
System Support	18%	10-15%
Program Foundation & Management	10%	
School Support	8%	
Non-School Counseling Tasks	3%	0%

## Activities at a Glance

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Classroom Lessons, Consultation/Collaboration, Individual/Group Counseling and Triage comprised approximately 50% of the services provided by the elementary school counselors. The following chart illustrates the main activities provided through the program.

Program Activity	% of Time
Classroom Lessons	14%
Consultation & Collaboration	13%
Individual or Group Counseling	12%
Student Triage	10%
Program Management	10%
Crisis Intervention	8%
In-District Professional Development	5%
Non-School Counseling Responsibilities: 504's, Standardized Testing, Disciplinary Investigations	3%
Behavior Planning	2%

## Program Perceptions

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### Parent Survey

771 CPS K-5 parents completed the annual program survey distributed via Parent Link in May 2018. Overall, the results were very positive. However, survey results indicate a need for increased parent communication regarding the delivery and effectiveness of program services.

Parent Survey Data			
Statement	Agree	Unsure	Disagree
I know who the school counselor is in my child's school.	70%	13%	17%
I am aware of the services provided by the school counselor at my child's school.	54%	29%	17%
My child receives regular classroom counseling lessons provided by the school counselor.	60%	29%	7%
If I have a concern, I feel I can contact my child's school counselor.	77%	14%	9%
My child's school counselor keeps parents and guardians informed.	49%	27%	20%
My child's school counselor is aware of student needs.	49%	41%	6%
My child has a positive relationship with the school counselor.	64%	30%	4%
The school counselor helps my child cope with a variety of experiences.	44%	36%	9%
The school counseling program at my child's school is valuable.	70%	24%	5%



### Teacher Survey

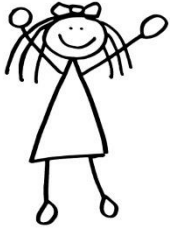
157 CPS K-5 classroom teachers completed the annual program survey distributed via email in May 2018. The results indicated that teachers understand the school counselor role and believe these services are important and beneficial to students and families. Survey results also indicated a need for increased teacher communication regarding the delivery and effectiveness of program services.

Teacher Survey Data	
Statement	Agree
Teachers are informed about the school counseling program.	93%
I have a clear understanding of the School Counselor's role in the school.	94%
School Counselors provide important services to students.	97%
School Counselors provide important services to families.	96%
I seek assistance from the School Counselor(s) when I have concerns about students in my class.	85%
The classroom counseling lessons address the needs of my students.	91%
Co-teaching (one-teach, one-assist) lessons with the School Counselor is an effective way to deliver counseling concepts to my students.	88%
Within the school counseling program, INDIVIDUAL COUNSELING has been beneficial for my students.	66% (21% n/a)
Within the school counseling program, SMALL GROUP COUNSELING has been beneficial for my students.	53% (33% n/a)
I receive timely follow-up when I refer a student for school counseling services.	85%
I am provided an appropriate amount of follow-up information when my students participate in school counseling program services.	81%

## Program Results

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Elementary School Counselors were trained in Emotional Coaching this school year, including the A-C-T method of limit setting. First the adult acknowledges the feeling of the child. Next the adult communicates the limit and targets the alternative. Emotion Coaching also emphasizes feelings validation and identifying emotions. Implementation of this concept resulted in great gains for students, teachers and parents.



### Student Gains

Student J struggled with disruptive behavior, staying on task and getting along with others. The counselor met with Student J both individually and in a small group setting to help Student J with emotional labeling and self-regulation, as well as positive social skills. Student J's pre and post teacher survey jumped from a 67% to 92%. Student J consistently had friends in the classroom, used friendly behaviors and problem-solved common friendship issues; something Student J was only able to exhibit some of the time.



### Teacher Gains

One district elementary school counselor taught the A-C-T method to a team of teachers who worked directly with a student exhibiting characteristics of oppositional defiance. The purpose of sharing this information was to increase the consistency of the way the adults interacted with the child. Because of this instruction, those working with the student learned to acknowledge the child's feelings, communicate the limit and target the desired behavior. Thus, the student's behavior improved drastically. He moved from visiting the buddy room several times a day, being restrained and having to be picked up by his parents to remaining in his classroom the entire day with minimal support.



### Parent Gains

Another district elementary school counselor used the Emotional Coaching Skills Training with a parent of a kindergarten boy. This student mainly struggled with behavior at home, exhibiting impulsivity, highly emotional and attention-seeking behavior. The school counselor provided the parent with the A-C-T steps, and worked through examples of responding to certain behaviors. The parent reported better understanding of how to respond to her son's behavior and realized the need to be the thermostat and not the thermometer. Mom reported an effort to incorporate the material provided by the school counselor in her current parenting practices.

Another district Elementary School Counselor conducted a 6-week group focused on identifying and managing strong feelings of anger and frustration. Four 3<sup>rd</sup> and 4<sup>th</sup> grade students met for 30 minutes each week. After the 6 weeks of intervention, the students self-reported an overall 55% growth in managing frustration.

## Year in Review

The Elementary School Counseling Program experienced great success this school year. School counselors collaborated to create a shared program mission and vision to support clear understanding of the program purpose and role of the school counselor. Additionally, several program goals were identified and accomplished during monthly collaboration work within the department.

The program was delivered by 23 highly qualified certified school counselors, 70% with 5 or more years of experience, who participated in a variety of professional development opportunities to increase knowledge of mental health, therapy techniques and impacts of trauma. Elementary school counselors across the district were involved in professional organizations at the regional, state and national levels.

Elementary school counselors developed and implemented a bully prevention curriculum which promoted consistent delivery of this topic across the district. Additionally, the curriculum calendar was revised to meet the needs of students as identified by the Boone County Schools Mental Health Checklist and other relevant data.

School counselors provided triage, individual counseling, group counseling and crisis counseling to approximately 53% of the total elementary population. Approximately 18% of all students received more focused Tier 2 or 3 counseling support either individually or within a group. On average, Responsive Services comprised almost 2/3 of the elementary school counselor's time. Of that time, 35% was spent delivering individual, group & crisis counseling, and other responsive services and 24% was spent providing referrals, as well as consulting and collaborating with families and colleagues.

Approximately 10% of the school counselor's time was used to provide building-wide support, with 3% of this time applied to non-school counseling tasks including 504 coordination, standardized testing and disciplinary investigations. Monthly collaboration with the elementary school counseling department allowed for growth both professionally and as a program.

Overall perceptions of the program are positive. Almost all elementary teachers believe school counselors provide important services to students and families, and the school counseling curriculum addresses the developmental needs of students. The majority of parents are pleased with the program services, but it is evident there is a need for increased communication between school and home.

Finally, the program results indicate students, teachers and parents have benefited from the work of the school counselor and Comprehensive School Counseling Program. Through perceptual, qualitative and quantitative data the impact is evident. CPS's Comprehensive School Counseling Program works!