

To be a School Counselor

Maine the way life should be

- Maine schools do a good job at a 76% graduation rate when compared to the nations schools but
- We could be great!
- We have talented and inspired students, staff and most of all dynamic school counselors

The Realities of Youth in Maine

- 21 Students in grades 9 through 12 drop out of Maine schools daily during the academic year
- 4,000 Maine teens were not in school or not working (6%) (2007)

Did you know...

- 15,000 young people ages 18-24 not attending school, not working, and no degree beyond high school (13%) (2006)
- 196 youth aged out of foster care with no permanent family(2004) and in 2008 21% of youth in care aged out without a permanent family

Hard Facts....

- 210 youth in juvenile detention and correctional facilities (2006); 7,767 juvenile arrests (2006)
- Out of 644 schools reporting, there were 9,754 student prohibitive behavior incidents during the 2006-2007 school year

Poverty and Maine Students

- 39.1% of Maine students qualify for free/reduced lunch (2008)
- 18,000 children under 18 years old in extreme poverty(2007) low-income youth have an average of 10% dropout rate, 21,000 18-24 year olds in poverty (2007)
- 1336 youth reported homeless by school liaisons, 2,187 youth in Department of Health and Human Services care/custody (2008)

With this information

- A traditional school counseling program asks

Who Gets School Counseling?

A standards based program asks

- What are the knowledge and skills that all students need to be successful?

Defining School Counseling

- A profession that focuses on the relations and interactions between students and their school environment with the expressed purpose of reducing the effect of environmental and institutional barriers that impede student academic success.
- The Education Trust

What it takes

- Credentials get you the job
- Ethical behavior maintains the trusting relationship that does the work

School Counselors have got what it takes

- The ASCA model
- Maine Comprehensive School Counseling Program Model K-12
- www.maine.gov/education/tdae/schoolcounselors/htm
- Academic, Career and Personal/Social Standards

Guiding All Kids: Systemic School Counseling

- For All Kids
- Data-Driven
- Curriculum
- Delivered Systemically
- Aligned with Achievement Goals

Comprehensive School Counseling Program Survey

- Yes No 1. **Statement of Philosophy** - Does your school counseling program have a statement of philosophy that includes an agreed-upon belief system about the ability of every student to achieve and includes ethical guidelines and standards?
- Yes No 2. **Mission Statement** - Does your school counseling program have a mission statement that is tied to your school's mission statement and clearly reflects students' growth and developmental needs in the areas of academic, career and personal/social development.

Survey (continued)

- Yes No 3. **Competencies and Indicators** - Have developmentally appropriate and measurable competencies and indicators been identified for each applicable grade level and directly linked to your school counseling program's mission, goals and school's needs?
- Yes No 4. **School Counseling Program Goals** - Have school counseling program goals that reflect prioritized ASCA National Standards and the school's goals been established for the current academic year?

Survey (continued)

- Yes No 5. **Management Agreement** - Has a management agreement been developed for all counselors at your school that reflects the scope of work of each counselor and aligns closely with ASCA's suggested use of time?
- Yes No 6. **Advisory Council** - Does your program have a school counseling advisory committee made up of representatives from core stakeholder groups?

Survey (continued)

- Yes No 7. **Calendar** - Has a master calendar been developed for the current academic year that reflects prioritized ASCA National Standards and delivery system as outlined in the management agreement and school counseling program goals?
- Yes No 8. **Classroom Curriculum** - Have lesson plans been developed for your school counseling program that directly link to ASCA's school competencies/indicators and your schools counseling program goals?
- Yes No 9. **Small-Group Curriculum** - Have plans for small group curriculum been developed that are comprehensive in scope and enables student to master the appropriate standards and

Survey (continued)

- Yes No 10. **Guidance Curriculum Results Report** – Do you plan to complete a curriculum results report for all guidance curriculum activities that includes: guidance lesson content, number of lessons delivered and how they were delivered, start and end dates, and relevant perception, process and the end of the school clear and results data prior to year?
- Yes No 11. **Closing the Gap Results Report** – Do you plan to complete a closing the gap result report that addresses a particular need in your school and includes: the target group, the types of services delivered and in what manner, start and end dates, and clear and relevant perception, process and results data prior to the end of the school year?

What's Needed is Leadership

- Create an environment supportive of high achievement for all students
- Promote positive relationships
- Identify students who are “left behind”
- Ask the hard questions
- Collaborate to create programs, services, and policies needed

You are not alone

- Here are just a few resources

Students experiencing education disruption due to

- Homelessness
- Foster Care Placement
- In Patient Psychiatric Hospitalization
- In Youth Development Center

Public Law 451

-Education Disruption

- *Key Components of Public Law 451*
- Definition of Educational Disruption
- 5 Day Transmittal of Education Records
- School work Recognition Plan
- Academic Programming Waiver
- Statewide Review Team
- Department of Education Diploma

Homeless Youth

- Primary Night Time Residence of 1,336 Homeless Children and youth in Public Schools in Maine 2007-2008

Hotels/Motels

-83 children and youth

Unknown

-35 children and youth

Shelters

564 children and youth

Doubled-up

-597 children and youth

Unsheltered

-47 children and youth

The FAFSA question 56

Keeping Maine's Children Connected

- www.maine.gov/education/speced/kmcc/index.htm
- School districts and state agencies have an appointed liaison who serves as a point of contact as children and youth move in and out of systems
- Regional meetings are held in the fall and spring with the Homeless Liaisons
- Trainings are held in the fall of each year

Military Deployment

- From September to June of 2009-2010
2000 soldiers will be deployed-fathers, mothers, siblings
- Operation Military Kids-trainings, camps, hero backpacks, computer labs
- www.operationmilitarykids.org/getinvolvedBy.aspx?state=Maine
- Interstate Compact on Educational Opportunity for Military Children-helping to make transitions

Dropout Prevention Summit Action Plan

- The next time you hear the word dropout
- Think of the person
- Think of the situation
- Do what ever it takes
- The compilation is on its way to becoming the living, breathing action plan
- In the works-creating regional structures to provide for collaboration and sharing
- www.maine.gov/cabinet/syv/index.htm

Reintegration from Youth Development Centers

- Every school unit by state statute must have a reintegration team which meets with Long Creek and Mountain View staff to share information and build a plan for reintegration
- Project Impact staff are your partners in communication between school and facility
- Susan Pettingill-LC; Elizabeth Beaulieu-MV

Afterschool Network

- www.maineafterschool.net/ASN/asn_index.html
- Contact Deb Chase
- Increase student engagement through out of school and summer learning opportunities
- Quality programs make a difference

Kids Legal Aid

- www.kidslegalaid.org
- Offers student and family advice on a range of topics: attendance, truancy, rights and responsibilities, what to wear to court, emancipation, special education, expulsion and suspension

The Under-Resourced Learner

The learner who does not have the resources to address a particular situation or negotiate a particular environment: Dr. Ruby Payne

- Financial-having the money to purchase goods and services
- Language-being able to speak and use formal register in writing and in speech

Under-Resourced Learner

- Emotional-being able to choose and control emotional responses, particularly to negative situations, without engaging in self-destructive behavior.
- Mental-having the mental abilities and acquired skills to deal with daily life.
- Spiritual-Believing in divine purpose and guidance.

Under-Resourced Learner

- Physical-having physical health and mobility.
- Support Systems-having friends, family, and backup resources available to access in times of need.

Under-Resourced Learner

- Relationships/Role models-having frequent access to adult (s) who are appropriate, nurturing, and who do not engage in self-destructive behavior.
- Knowledge of Hidden Rules-knowing the unspoken cues and habits of a group.
- Under-Resourced Learners: 8 Strategies to Boost Student Achievement
2008 by aha!Process,Inc.

- Giving up on students is not a productive solution for anyone-

Robert Balfanz

- If we knew what to do to support our youth would we do it?

The Outliers, Malcom Getwell

Will we do it?

Thank You

- For your passion
- For your commitment
- For having faith and patience when the evidence of success takes time to see

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