TIME IS OF THE ESSENCE: MAKE THE BEST OF IT

Presented by:
Sonia Hartley, Pam Thomas and Danielle Cole
Professional School Counselors

Together we make a difference.
WHAT KEEPS YOU FROM DOING YOUR JOB AS A SCHOOL COUNSELOR?

- Coordinating paperwork and data entry of all new students
- Coordinating cognitive, aptitude and achievement testing programs
- Signing excuses for students who are tardy or absent
- Performing disciplinary actions or assigning discipline consequences
- Sending students home who are not appropriately dressed
- Teaching classes when teachers are absent
- Computing grade-point averages
- Maintaining student records
- Supervising classrooms or common areas
- Keeping clerical records
- Assisting with duty in the principal’s office
- Providing therapy or long-term counseling in schools to address psychological disorders
- Coordinating school-wide individual education plans, student study teams and school attendance review boards
- Serving as a data entry clerk
What is Time Management?

- **Time management** is the act or process of planning and exercising conscious control over the amount of time spent on specific activities.

  “On Mondays, I get ready to plan my week. On Tuesdays, I plan my week. On Wednesdays, I revise my plan for the week. On Thursdays, I put my plan for the week into my computer. On Fridays, I think about starting my plan for next week.”
**Why is it important that we are in charge of our time?**

- If we don’t plan how we will spend our time during the school day, someone else will!
**So...how do you do it?**

1. Set your counseling program goals.
2. Plan the yearly calendar with activities to achieve those goals.
3. Make a counselor’s daily schedule and make sure your time is meeting ASCA recommendations.
4. Make a monthly calendar with specifics each month.
5. Post schedule & calendars outside your office, give copies to the principal and secretary.
YEARLY CALENDAR

Counseling Department Master Calendar

SITE: J. Wallace James
SCHOOL YEAR: 2013-14

August
Lessons: Introducing the counselor.
PBIS Expectations Lessons
Parents: PK & K orientation.
Students: Meet with all of the new students.
Assist in gathering cumulative records for the new students.
Curriculum Meetings weekly
Administrative Leadership meetings monthly
PBIS Meetings monthly
Lighthouse Meetings
Counselors' Monthly Meeting
Starlight Cafe
Transfer 504 Records
Counselors Website
Counselors Planning weekly
Faculty Meeting
Leader in Me Training

January
Lessons: Tolerance/Respecting Differences/Think Win-Win
Parents: Middle School Information
Meetings: 5th grade/Parent Test
Talks
L.J. Allenman, Tour 5th grade
Starlight Cafe
Grade level data meeting for behavior
Test Talks for 6th grade
PBIS Expectations lessons
New Parent School Tours
Curriculum Meetings weekly
Administrative Leadership meetings monthly
Lighthouse Meetings
Faculty Meeting
Counselors Newsletter monthly
Health and Wellness

September
Lessons: Getting to know your Proactive Parents:
Introduction of 7 habits
Give teachers a needs assessment.
Begin Groups.
Starlight Cafe
Curriculum Meetings weekly
Administrative Leadership meetings monthly
PBIS Meetings monthly
Lighthouse Team Meetings
Health and Wellness
Faculty Meeting
Counselors' Meeting
Open House
L.O.P.
Counselors Planning weekly
Student Test Talks – 3rd grade
Counselors Newsletter monthly

February
Lessons: Empathy/respect/Seek First to Understand, Then to Be Understood
Starlight Cafe
Promote School Counseling Program during National School Counselor's Week.
ELDA testing
Curriculum Meetings weekly
Administrative Leadership meetings monthly
Lighthouse Meetings
Parent Meeting
Mardi Gras Parade
Symposium
Counselors Newsletter monthly
Health and Wellness

Mrs. Hartley’s Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-8:00 Individual Planning (CICO)</td>
<td>9:30-10:00 Responsive Services</td>
<td>9:30-10:00 Individual Planning (CICO)</td>
<td>9:30-10:00 Individual Planning (CICO)</td>
<td>9:30-10:00 Individual Planning (CICO)</td>
</tr>
<tr>
<td>9:30-10:00 6th Grade Study</td>
<td>10:00-10:30 Guidance Curriculum 4th grade lessons</td>
<td>10:00-10:30 Guidance Individual Counseling</td>
<td>10:00-10:30 Guidance Individual Counseling</td>
<td>10:00-10:30 Guidance Individual Counseling</td>
</tr>
<tr>
<td>11:00-11:30 Guidance Curriculum 4th grade lessons</td>
<td>11:00-11:30 Guidance Curriculum 4th grade lessons</td>
<td>11:00-11:30 Guidance Curriculum 4th grade lessons</td>
<td>11:00-11:30 Guidance Curriculum 4th grade lessons</td>
<td>11:00-11:30 Guidance Curriculum 4th grade lessons</td>
</tr>
<tr>
<td>12:00-12:30 Lunch</td>
<td>12:00-12:30 Lunch</td>
<td>12:00-12:30 Lunch</td>
<td>12:00-12:30 Lunch</td>
<td>12:00-12:30 Lunch</td>
</tr>
<tr>
<td>1:00-1:30 Guidance Curriculum groups</td>
<td>1:00-1:30 Guidance Curriculum groups</td>
<td>1:00-1:30 Guidance Curriculum groups</td>
<td>1:00-1:30 Guidance Curriculum groups</td>
<td>1:00-1:30 Guidance Curriculum groups</td>
</tr>
<tr>
<td>2:00-2:30 Guidance Curriculum 5th grade Class Lessons</td>
<td>2:00-2:30 Guidance Curriculum 5th grade Class Lessons</td>
<td>2:00-2:30 Guidance Curriculum 5th grade Class Lessons</td>
<td>2:00-2:30 Guidance Curriculum 5th grade Class Lessons</td>
<td>2:00-2:30 Guidance Curriculum 5th grade Class Lessons</td>
</tr>
<tr>
<td>3:45-4:00 Individual Planning CICO</td>
<td>3:45-4:00 Individual Planning CICO</td>
<td>3:45-4:00 Individual Planning CICO</td>
<td>3:45-4:00 Individual Planning CICO</td>
<td>3:45-4:00 Individual Planning CICO</td>
</tr>
</tbody>
</table>
## September 2013 Classroom Guidance Lessons

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3 Labor Day!</td>
<td>4 9:30 Broussard</td>
<td>5 9:30 Cantrell, Hegger</td>
<td>6 8:00 Leadership Meeting</td>
</tr>
<tr>
<td></td>
<td>9:30 Boyte, 11:00 Chultz</td>
<td>10 Health &amp; Wellness Meetings All Day</td>
<td>11 Health &amp; Wellness Meetings All Day</td>
<td>12 Big Brother/Big Sisters Meeting, 7:30-8:30</td>
</tr>
<tr>
<td></td>
<td>11:00 Davis</td>
<td></td>
<td></td>
<td>13 Curriculum Meeting, 2:30 Sinegal</td>
</tr>
<tr>
<td>16</td>
<td>17 Health &amp; Wellness Meetings All Day</td>
<td>18 9:30 Broussard, 2:30 Elender</td>
<td>19 9:30 Peschier, 2:30 Leatham</td>
<td>20 8:30 Cantrell, 2:30 Hegger</td>
</tr>
<tr>
<td></td>
<td>11:00 Thibodeaux</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>24 Health &amp; Wellness</td>
<td>25 9:30 Thibodeaux, 2:30 Taylor</td>
<td>26 Leadership Lunch (Starlight Cafe)</td>
<td>27 Counselor Meeting VCC</td>
</tr>
<tr>
<td></td>
<td>9:30 Boyte, 11:00 Chultz, 2:30 Davis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 Test Talks 8:00-11:00 3rd Grade</td>
<td>1 Test Talks 8:00-11:00 Health &amp; Wellness 12-4:00</td>
<td>2 Test Talks 8:00-11:00 Health &amp; Wellness 12-4:00</td>
<td>3 9:00 Leadership Meeting</td>
<td>4 9:00 Leadership Meeting</td>
</tr>
</tbody>
</table>

### American School Counselor Standards:
- **Standard A:** Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
- **PSA.1 Acquire Interpersonal Skills**
  - PSA.1.1 Recognize that everyone has rights and responsibilities
  - PSA.2.3 Recognize, accept, respect, and appreciate individual differences
  - PSA.2.4 Recognize, accept, and appreciate ethnic and cultural diversity

**Together we make a difference!**

*Sonia Hartley*
Track your time daily.

Why?
- It helps you to see how close you are to spending 80% of your time in direct and indirect student services.
- ASCA recommends we track at a minimum one week in the fall and one in the spring.

How?
- Google Calendar
- Microsoft Outlook Calendar
- ASCA Use of Time Tracking Form
- Lafayette Parish Time Assessment Form
Google Calendar

[Image of a Google Calendar page showing a week's schedule with various events and appointments.]
Microsoft Outlook Calendar

T.E.A.R.S. is Here!

The Time Elapsed Analysis & Reporting System (T.E.A.R.S.) is a Microsoft Excel add-in that automatically calculates the total amount of time that you have spent in different aspects of your work. After exporting your calendar data from Microsoft Outlook to Excel, this add-in extracts elapsed time, sums up the number of hours in each category, and then produces both a table and a chart. If you ever wondered where your time goes, you will want to use T.E.A.R.S. to learn more.

Advantages of using T.E.A.R.S.:

- For those who use Microsoft Office (Outlook and Excel), you don’t have to learn any other software.
- You can access your Outlook Calendar on your iPad, other tablet, or mobile device using Outlook Web Access (OWA) and keep track of your appointments or tasks in real time. Then, when you get back to your office, you can easily access the updated information to generate your time and task analysis results with your desktop or laptop.
- You can easily compare time/task time data across people in an organization.
- Using TASK is pretty simple and includes only three steps:
  - Make sure your Microsoft Outlook calendar appointments/tasks are each assigned a category;
  - Export your Outlook calendar data to Excel; and
  - Click on the TEARS add-in to automatically generate your chart and table.

NOTE: TEARS extracts the amount of time that you spend in different categories of your work using Microsoft Outlook and Excel. If you are a school counselor and need more sophisticated software such as
ASCA USE OF TIME ASSESSMENT FORM
# Lafayette Parish Time Assessment

## Time Assessment 2013-14

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Date</td>
<td>Minutes</td>
<td>School Counselling Curriculum</td>
<td>Direct Student Services</td>
<td>Responsive Services</td>
<td>Indirect Student Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1-1-14</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Group Activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Individual Student Planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Responsive Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Ind/Small Group Counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Ind/Small Group Counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Let’s Get the Program Started!

Look at school-wide data

- Attendance
- Behavior
- Academics
# Universal Behavior Screening

*Adapted from Student Risk Screening Scale (SRSS) (Drummond, 1994) and Student Internalizing Behavior Screening Scale (SIBSS)*

**Teacher:**

**Grade:**

**School:**

**Date:**

**Directions:**

1. List first and last name of each student in your class under student name.
2. In the first column, indicate students who are identified as SPED (Special Education and/or speech), 504 or LEP (Limited English Proficient).
3. Reflect on each student’s behavior during the past month. Then rate each student on each behavior using the following scale:
   
   0 = NEVER, 1 = RARELY, 2 = OCCASSIONALLY, 3 = FREQUENTLY

4. Total columns A-G and record in column after student name. Total columns G-M and record in last column. **Note-column G is included in both totals.**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
<th>M</th>
<th>Total A-G</th>
<th>Total G-M</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED</td>
<td>504</td>
<td>LEP</td>
<td>Student Name</td>
<td>Nervous or fearful</td>
<td>Bullied by peers</td>
<td>Spends time alone</td>
<td>Withdrawn</td>
<td>Sad or unhappy</td>
<td>Complaints about being sick or hurt</td>
<td>Low Academic Achievement</td>
<td>Stealing</td>
<td>Lying Cheating</td>
<td>Behavior Problems</td>
<td>Peer Rejection</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total A-G</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Column G is included in both totals.
Dear teachers,

Small group support and individual counseling is offered to students to support and enhance the development of personal and social skills and to promote educational success. As you get to know your students and specific needs arise, consider participation in a small group or individual counseling to meet these specific needs.

Your Name:_____________________

Times: Classroom___________________

Group ___________________________

Individual _________________________

Topics

- Anger Management
- Learning Styles
- Listening Skills
- Self Esteem
- Feelings
- Conflict Management
- Social Skills
- Stress Management
- Test Taking
- Dealing with Grief and Loss (covers several types of loss)
- Dealing with Divorce Families
- Fitting In Friendship
- Study Skills
- Bullying
- Respecting Differences in Others and One’s Self

I would love to have some feedback from you about the needs you see in these areas. Above you will find a needs assessment and your input would be very helpful for me in planning the year and “critical areas” of focus. If you could fill this out and return it to my box, email or my room, I would greatly appreciate it! Also, please list the times that would be convenient for you for a classroom lesson, individual, or group lesson.

I am looking forward to this year.

Your counselor,
Pam Thomas
J. Wallace James
Teacher Referral Form for Counseling

I would like you to set up an appointment with

_____________________________________________________

Brief description of the problem:
_____________________________________________________
_____________________________________________________

Interventions implemented prior to referral:

____Student-Teacher Conference
____Student-Administrator Conference
____Parent Conference
____Others (briefly describe)__________________________________________________________

______________________________
Teacher’s Signature
J. Wallace James
Teacher Referral Form for Counseling

Student: 

Referred by: 

Please check any of the following:

Academic Behaviors:

☐ Does not participate in class  ☐ Poor study habits  ☐ Does not complete homework  ☐ Does not complete class work  ☐ Anxious while taking tests  ☐ Disorganized  ☐ Does not follow directions  ☐ Does not pay attention

Self-understanding:

☐ Poor decision making skills  ☐ Lacks self-confidence  ☐ Negative communication skills  ☐ Lacks self-control  ☐ Poor anger management skills  ☐ Poor goal setting habits

Relationships with others:

☐ Poor social skills  ☐ Teased by others  ☐ Teases other students  ☐ Lack empathy  ☐ Negative family relationships  ☐ Poor problem-solving skills  ☐ Does not work well in groups

Check any behavior that the child frequently displays in class:

☐ Happy  ☐ Anxious  ☐ Sad  ☐ Withdrawn  ☐ Angry  ☐ Worry  ☐ Sleepy  ☐ Other

Please elaborate on any of the areas you marked, so I can have a fuller understanding.

One positive thing about this student:

When you finish this form, please drop in my mailbox. I will contact you to arrange a time for me to meet with this student. Thanks for all your help.

Pam Thomas
Counselor
Parent Permission for Counseling

I hereby grant permission for my child _____________________________ to participate in counseling activities.

Type of Session: Individual_________ Small Group_________
Length of each session____________________
Subject________________________________________________________________________
Goal_________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

*Students are responsible for completing all class work missed while participating in counseling activities.

_________________________________                   ________________________________
Signature of Parent                                                                               Date

Pam Thomas, Counselor
J. Wallace James Elementary
# Student Referral Form

<table>
<thead>
<tr>
<th>Student Request for Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong>: ____________________</td>
</tr>
</tbody>
</table>

I need counseling for the following reason(s).
A. Personal  B. Conflict with others.  C. Academic  D. Other

It is an emergency. ________yes ________no

Explain: ____________________________________________
__________________________________________________
__________________________________________________

Teacher__________________
Student Appointment Slip

Guidance Appointment

To: __________________________

From: Mrs. Thomas Counselor

Please send __________________________
to my office at __________ on ________________.

If this time is not convenient, please return this form to my box with your suggestions on it.

Thanks!!!

Student left the guidance office at __________________________.
School Counseling Core Curriculum

- Class Lessons
- Small Group Activities
- Parent Workshops
Class Lessons

- The counseling core curriculum is data driven and is delivered to every student.
- The curriculum promotes knowledge, attitudes and skills for students in three content areas: academic achievement, career development and personal/social growth.
Lesson Plan Template

School Counselor: Pam Thomas Date: October, 2012

Activity:
1. Read and discuss *The Very Busy Spider* by Eric Carle
2. Make a group spider web out of yarn

Grade(s): Pre-K

ASCA Student Standards (Domain/Standard/Competencies):
A1.5 Identify attitudes and behaviors that lead to successful learning
PS.10 Identify personal strengths & assets
PS.11 Use persistence & perseverance in acquiring knowledge & skills

Learning Objective(s):
1. Children will learn that spiders build webs to catch their food.
2. Children will discuss how, as the spider builds her web, she is following Habit 2: Begin with the End in Mind.
3. Children will discuss how, as the spider builds her web, she is following Habit 3: Put First Things First.
4. Children will make connections between the characters in the book and what they know about the 7 Habits.
5. Children will make connections as to how they can implement the 7 Habits in their day-to-day activities, just as the Busy Spider did in hers.

Materials:
1. *The Very Busy Spider*, Eric Carle
2. Chart paper and markers
3. Yarn

Procedure:
1. Activate prior knowledge about spiders and web-building.
2. Activate prior knowledge about Habits 2 and 3.
3. Read the story aloud. On each page, ask the children what the spider is doing. Is she running off to play with the other animal? Why not? Is she being a leader? How do you know?
4. Discuss times that we are distracted from our *work*, just as the spider was and what we did to stay on task. Make a thinking map of strategies.

5. Have the children sit in a circle. Roll a ball of yarn from person to person, each holding onto the yarn as they roll it to the next person. At the end, they will have a class spider web. Discuss how they had to be proactive, begin with the end in mind, and work before play. Take a picture of the class web to display.

Plan for Evaluation

Process Data:
22 Pre-K students were served in this classroom guidance lesson

Perception Data:
The students will answer questions during the discussion of the story to show understanding of the habits.

Outcome Data:
The PK students will begin to use the language of the 7 Habits in their daily conversations.

Follow Up:
The counselor will revisit Habit 3 with the students during following visits to see the habit in action and communicate with the classroom teacher on how the students are incorporating the habit into their daily tasks.
Name__________________________

**Student Search**

Fill in each box with the name of a **different** classmate.

- Has more than one pet.
- Went swimming over the summer
- Has a sister.
- Was born in June.
- Has been to another state.
- Plays on a sports team.
- Has a brother.
- Has never moved.
- Has gone camping.
The types of groups you start will be based on the data you collect.

Possible Topics:

- Better Ways of Getting Mad (anger management)
- School Survival and Success (Study Skills)
- Changing Families (divorce, new baby, step-parents)
- Friendship (social skills, making and keeping friends)
- Multi-Cultural (students from different cultures meet and share their culture with each other and then their classes)
- Grief (student who have experienced a recent loss or who are coping with a terminal illness of a family member)
- Hometown Heroes (for students with a family member in the military overseas)
Parent Workshops

- We do a parent workshop each 9 weeks during lunch time called “Lunch & Learn.”

---

Dear Parents,

We would like to invite you to bring a bag lunch to school for a lunch and learn workshop. Our staff and students have two great workshops planned. It is our goal to introduce you to the 7 Covey Habits. Having a working knowledge of these habits will help bridge the efforts of home, school, and community. Using a common language will reinforce the leadership model for all stakeholders. We will provide drink and cookies to go with your lunch. To best accommodate the crowd, we are asking you to make reservations. Please return the form to your child’s teacher.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Habits</th>
<th>Plan to attend</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 11</td>
<td>11:30 - 12:30</td>
<td>1-3</td>
<td>☐</td>
</tr>
<tr>
<td>October 17</td>
<td>11:30 - 12:30</td>
<td>4-7</td>
<td>☐</td>
</tr>
</tbody>
</table>

Name __________________________ Teacher __________________________

Parent’s email address __________________________
INDIVIDUAL COUNSELING & INDIVIDUAL PLANNING

- Individual counseling tends to be responsive services...responding to a need the student has at that time.
- Individual Planning is more proactive. You help the student to plan for success & set goals.
Behavior Plan Samples

Student Behavior Tracking Chart

Student: ___________________________ Teacher: ___________________________

Week Beginning: ____________ Week Ending: ____________

Target Behaviors:

1. ___________________________
2. ___________________________

<table>
<thead>
<tr>
<th>S = Satisfactory</th>
<th>N = Needs Improvement</th>
<th>U = Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject/Time</td>
<td>Monday</td>
<td>Tuesday</td>
</tr>
<tr>
<td>1. Homeroom</td>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>2. Art/Clubs</td>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>3. Science/Social Studies</td>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>4. ELA</td>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>5. Lunch</td>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>6. Math</td>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>7. French</td>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>8. PE</td>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>9. Dismissal</td>
<td>1.</td>
<td>2.</td>
</tr>
</tbody>
</table>

Comments From Teacher: ___________________________

Parent Signature: ___________________________

To earn a reward at the end of each day, a total of _____________ S’s must be earned.
### Students Track Their Own Data

#### My Grades 4th
9 Weeks

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### My AR Results

<table>
<thead>
<tr>
<th>Name</th>
<th>1st 9 Weeks</th>
<th>2nd 9 Weeks</th>
<th>3rd 9 Weeks</th>
<th>4th 9 Weeks</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Reading Level
- Points Earned
- %
- Did I make my goal?
- Am I at risk?
Advocacy at many levels...

- School
- District
- State
- National
Documenting and sharing what we do in our counseling program provides data that can be used to reduce the total number of inappropriate tasks assigned to counselors.

Less tasks equal more time for student needs.

Think in terms of PR... Students and schools are better because of Professional School Counseling Programs. We provide services to students, families and teachers that no one else on campus is qualified to do.
How Can You Share What You Do?

- Monthly Calendars with ASCA Standards for the lessons you will be teaching.
- Information on the back of a lesson worksheet for parents so they can follow up on skills you taught in their child’s class.
- Counseling Department brochure for parents and staff.
- Counseling Department website
- National School Counseling Week
- Share your results…SLT’s, school-wide goals…with all your stakeholders.
# January 2013 Classroom Guidance Schedule

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

**No School**

---

**September 2013 Classroom Guidance Lessons**

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Labor Day!</td>
<td>8 9:00 Brouillard 2:00 Elledge</td>
<td>4 9:30 Pochter 2:00 Leatham</td>
<td>5 9:30 Cantrell 2:00 Hegger</td>
<td>6 9:00 Leadership Meeting</td>
</tr>
<tr>
<td>2 9:30 Boyle 11:00 Chastain 2:30 Davis</td>
<td>9 9:30 Brouillard 2:00 Elledge</td>
<td>10 9:30 Pochter 2:00 Leatham</td>
<td>11 9:30 Cantrell 2:00 Hegger</td>
<td>12 9:00 Leadership Meeting</td>
</tr>
<tr>
<td>13 9:00 Boyle 11:00 Chastain 2:30 Davis</td>
<td>14 9:30 Brouillard 2:00 Elledge</td>
<td>15 9:30 Pochter 2:00 Leatham</td>
<td>16 9:30 Cantrell 2:00 Hegger</td>
<td>17 9:00 Leadership Meeting</td>
</tr>
<tr>
<td>18 9:30 Brouillard 2:00 Elledge</td>
<td>19 9:30 Pochter 2:00 Leatham</td>
<td>20 9:30 Cantrell 2:00 Hegger</td>
<td>21 9:00 Leadership Meeting</td>
<td>22 9:00 Brouillard 2:00 Elledge</td>
</tr>
<tr>
<td>23 9:30 Boyle 11:00 Chastain 2:30 Davis</td>
<td>24 9:30 Brouillard 2:00 Elledge</td>
<td>25 9:30 Pochter 2:00 Leatham</td>
<td>26 9:30 Cantrell 2:00 Hegger</td>
<td>27 9:00 Leadership Meeting</td>
</tr>
<tr>
<td>28 9:30 Brouillard 2:00 Elledge</td>
<td>29 9:30 Pochter 2:00 Leatham</td>
<td>30 9:30 Cantrell 2:00 Hegger</td>
<td>31 9:00 Leadership Meeting</td>
<td>32 9:00 Brouillard 2:00 Elledge</td>
</tr>
</tbody>
</table>

---

**American School Counselor Standards:**
- Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
- Standard B: Students will develop personal, social, and vocational skills to acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
- Standard C: Students will develop personal, social, and vocational skills to acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

---

Together we make a difference!

---

Sonia Hartley
Dear Family,

Today I talked to your child’s class about learning to identify our own and other’s feelings. We will also begin to practice how to show care to others. Together, these skills are called empathy.

We are starting with learning how to use clues to identify how someone else is feeling. The children are learning that faces, bodies, and what is happening are all clues that they can use. They are learning to identify important feelings and their “feelings words” – happy, sad, angry, scared, surprised, and disgusted. Ask your child to make these faces for you.

Learning to use clues to figure out how someone else is feeling is one step in developing empathy for other people. Here are some fun things you can do at home to help your child learn to recognize other’s feelings:

- When you are reading a book together, look carefully at the pictures and ask your child to figure out how the characters are feeling. Talk about what is happening in the story and how that can be a clue how someone is feeling.
- When watching movies, watch the faces and ask your child how the characters are feeling. To make it more fun, turn off the sound and just watch the faces and bodies.
- Cut out photos of people’s faces from magazines. Glue them to a piece of paper. Talk about the different feelings shown.
- Share your feelings with your child so that he or she can see your face and hear your words describing the feelings. This is an important way for children to learn. Don’t be afraid to use big words like frustrated, disappointed, and confused. These are all feelings your child has, and it helps to be able to name them.

As always, if you have any concerns or questions about your child, please call or e-mail me.

Thanks for sharing your child with me!

Senta Hartley
Professional School Counselor
shartley@lpsonline.com

The Counselor’s Spot

J. Wallace James Elementary, A School of Leadership

September 2012 Volume 1, Issue 1

Classroom Guidance Lessons

The month in classroom guidance lessons, Mrs. Usiel’s PK students along with 1st and 2nd graders, learned the role of the School Counselor. I visit classrooms twice a month for guidance lessons. In addition to learning what my role is, the students were engaged in activities that included the 7 Habits of Happy Kids focusing on: Hab 1: Be Proactive, Students learned that it is great to have a “can do” attitude. It’s important to choose their own actions, moods and attitudes. Being proactive also means that they strive to be responsible, and not blame others. It also means to do the right thing, even when no one is looking.

Activities that went along with The Little Engine That Could & The Berenstain Bears and the Truth helped to convey this message.

Together We Make A Difference!

Upcoming Events

Leadership Call will be held on September 27th
Parent Workshop will be held on October 12th

Role of the School Counselor

My role as a School Counselor is to be an advocate for the children. I work to help address the academic, personal/social, and career needs of all students by collaborating with school staff and parents. I also meet with students individually and in small group settings on topics like study skills, social skills, self-esteem, and grief.

If I can be of assistance to you, I can be reached at 337-351-7700. You may also email me at dhartley@lpsonline.com

Donna L. Carter, Professional School Counselor

JPC - A School of Leadership, J. Wallace James Elementary
A School Counselor:
- Helps students set academic and career goals
- Works with students to help them make good choices
- Works with students in small groups and individually
- Respects the privacy of others

J. W. Nixon Mission Statement:
Academic excellence through, with, and in the arts and technology.

J. W. Nixon Counseling Department Mission Statement:
The mission of the J. W. Nixon Counseling Program is to collaborate with all stakeholders to promote students who are:
- Living the 7 Habits: Becoming each other
- Achieving personal, social, academic, and career goals
- Developing good decision-making skills: Empowering others to be successful

Who are Professional School Counselors?
J. W. Nixon High has 3 full-time Professional School Counselors. The school counseling program at J. W. Nixon follows the American School Counselor Association Model. Through the model, we provide all students with opportunities to learn about career, personal, and social development.

The Leader in Me:
In the 2020-21 school year, J. W. Nixon High implemented the Leader in Me program with Stephen Covey. The 7 habits are:
- Habit 1: Be Proactive
- Habit 2: Begin With the End in Mind
- Habit 3: Put First Things First
- Habit 4: Think Win-Win
- Habit 5: Seek First to Understand
- Habit 6: Synergize
- Habit 7: Sharpen the Saw

Parent Corner:
As professional school counselors, we strive to provide helpful information to parents and guardians between school and home. To do this, the following tips are available:
- Use & Discover Parent Workshops
- Access with Parent/Teacher Conferences
- Health & Wellness Measures

You can help by:
- Making sure your child arrives promptly daily and on time
- Encouraging your child to follow school procedures and rules
- Promoting homework and organization daily

Together we make a difference.
National School Counseling Week Ideas
ANNUAL AGREEMENT

Annual Agreement

School Counselor: Danielle Cole
Year: 2013-2014

School Counseling Program Mission Statement
The mission of the J. Wallace James counseling program is to address the needs of the whole child, which includes their social, emotional, academic, spiritual, and physical development. Thus, the J. Wallace James Elementary School Counselors will promote leadership skills by encouraging independent thinking, cooperation, initiative, and prepare students to become lifelong learners to meet the global demands of the twenty-first century.

School Counseling Program Goals
The School Counseling Program will focus on the following achievement, attendance, behavior and/or school safety goals this year. Details of activities promoting these goals are found in the curriculum, small-group and closing the gap action plans.

1. Decrease the number of students written up for disrespect by 3% this school year.
   School counselors will present school wide bi-monthly classroom guidance lessons and target small groups.

2. Increase parent involvement by 1% by facilitating and supporting opportunities for parents to learn about school activities, expectations and functions.

3. Students with 10 or more absences last year will have fewer than 10 absences this year.

Use of Time
I plan to spend the following percentage of my time delivering the components of the School Counseling Program. All components are required for a comprehensive School Counseling Program.

<table>
<thead>
<tr>
<th>Direct Services to Students</th>
<th>Planned Use</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>40% of time delivering school counseling core curriculum</td>
<td>Provides developmental curriculum in a systematic way to all students</td>
<td>80% or more</td>
</tr>
<tr>
<td>10% of time with individual student planning</td>
<td>Assists students in developing educational, career and personal plans</td>
<td></td>
</tr>
<tr>
<td>20% of time with responsive services</td>
<td>Addresses the immediate concerns of students</td>
<td></td>
</tr>
</tbody>
</table>

| Indirect Services for Students | Planned Use | |
|-------------------------------|-------------| |
| 15% of time providing referrals, consultation and collaboration | Integrates with others to provide support for student |

| Program | Planning and School Support | 12% of time with foundation, management and accountability and school support includes planning and evaluating the school counseling program and school support activities | 20% or less |

Advisory Council
The school counseling advisory council will meet on the following dates.
First Wednesday of each month

Planning and Results Documents
The following documents have been developed for the school counseling program.

- Annual Calendar
- Curriculum Action Plan
- Results Reports (from last year’s action plans)

Professional Development
I plan to participate in the following professional development based on school counseling program goals and my school counselor competencies self-assessment.

Louisiana Counseling Association Annual conference; Professional development provided by the Lafayette Parish School Counselors Association; Professional development provided by LEAP Student Services.

Professional Collaboration and Responsibilities
Choose all that apply.

<table>
<thead>
<tr>
<th>Group</th>
<th>Weekly/Monthly</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. School Counseling Team Meetings</td>
<td>Weekly</td>
<td>All counselors</td>
</tr>
<tr>
<td>B. Administration/School Counseling Meetings</td>
<td>Monthly</td>
<td>D. Schmeelk</td>
</tr>
<tr>
<td>C. Student Support Team Meetings (H &amp; W)</td>
<td>Weekly</td>
<td>S. Hartley</td>
</tr>
<tr>
<td>D. Curriculum Meetings</td>
<td>Weekly</td>
<td>C. Wright</td>
</tr>
<tr>
<td>E. School Improvement Team Meetings</td>
<td>Weekly</td>
<td>B. Breau</td>
</tr>
<tr>
<td>F. District School Counseling Meetings</td>
<td>Monthly</td>
<td>M. Land</td>
</tr>
<tr>
<td>G. Leader in Me/High School Meetings</td>
<td>Weekly</td>
<td>D. Cohen</td>
</tr>
</tbody>
</table>

Budget Materials and Supplies
Annual Budget $____ Materials and supplies wish list:
Supplies for parent workshops, orientation, and Starlight Café

School Counselor Availability/Office Organization
The school counseling office will be open for students/parents/teachers from 8:15 to 4:15.
My hours will be from ________ to ________ (if flexible scheduling is used)
The career center will be open from ________ to ________

Role and Responsibilities of Other Staff and Volunteers
# Closing the Gap Action Plan

**School Name:** J. Wallace James  
**Year:** 2013-2014  
**Goal:** To help students who are struggling adjusting to a new school in Kindergarten by decreasing classroom disruptions (crying, getting up out of area)  
**Target Group:** 10 Kindergarten students who are having difficulties adjusting  

<table>
<thead>
<tr>
<th>Teacher surveys</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>School Counselor(s)</th>
<th>ASCDA Domain, Standard and Student Competency</th>
<th>Type of Activities to be Delivered in What Manner?</th>
<th>Resources Needed</th>
<th>Process Data (Projected number of students affected)</th>
<th>Perception Data (Type of surveys to be used)</th>
<th>Outcome Data (Achievement, attendance and/or behavior data to be collected)</th>
<th>Project Start/End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danielle Cole</td>
<td>A: A1.2, A: A1.5, PS: A1.5, PS: A2.6, PS: C1.2, PS: C1.6</td>
<td>Role Play &amp; lessons delivered in the form of Small Group activities</td>
<td>Materials for Small Group activities - books, crayons, paper</td>
<td>10</td>
<td>Smiley, Straight, &amp; Sad faces for students</td>
<td>The number of classroom disruptions (crying, getting up out of area) will decrease over the period the small groups meet</td>
<td>8/29/13-10/10/13</td>
</tr>
</tbody>
</table>
# Closing The Gap Results Report

## School Name
J. Wallace James

## Year
2012-13

## Goal
Seven out of the ten retained students in 4th and 5th grade will score a GPA of 75% or higher in core subjects.

## Target Group
Retained students in 4th and 5th grade.

### Data to Identify Students
- Report cards and promotion/retention lists.

### ASCA Domain, Standard and Student Competency

<table>
<thead>
<tr>
<th>School Counselor(s)</th>
<th>ASCA Domain, Standard and Student Competency</th>
<th>Type of Activities to be Delivered in What Manner?</th>
<th>Resources Needed</th>
<th>Process Data (Number of students affected)</th>
<th>Perception Data (data from surveys used)</th>
<th>Outcome Data (Achievement, attendance and/or behavior data collected)</th>
<th>Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sonia Hartley</td>
<td>Personal/Social Standard A; PS.A1, PS.A1, 4 PS.A2</td>
<td>Small group counseling sessions, individual planning sessions, student-led parent conferences.</td>
<td>Small group lessons on study skills, data tracking, printed graded each week, time to meet with these students on a regular basis.</td>
<td>10 students had a grade point average of 75% in core subjects for the 2011-12 school year.</td>
<td>9 out of the 10 students ended the year with a grade point average of 75% or better in core subjects for the 2012-13 school year.</td>
<td>Students who use good study habits are successful learners. Students that have been retained often lack these skills. Through counselor lessons and a lot of individual attention, these students were more successful in school and gained confidence and knowledge that can be applied in future school.</td>
<td></td>
</tr>
</tbody>
</table>
State & National Advocacy

Get to know your senator and representative
- Go to campaign and political events
- Be aware of their voting history

Be aware of current bills
- Identify yourself, let them know if you are a constituent
- Let them know the bill number you are advocating for
- Briefly explain how this will benefit students and schools
- Ask them to consider voting for/against the bill
- Thank them for their time and support

If we don’t educate our politicians on how important we are to the success of students, no one will.
ADVOCATE FOR YOUR STUDENTS

- Parent conferences
- Teacher conferences
- IEP meetings
- Expulsion hearings
- School Building Level Meetings
- With your administrators
Questions?
OUR CONTACT INFORMATION

- Danielle Cole, PK-1st grade  
  dtcole@lpssonline.com
- Pam Thomas, 2nd-3rd grades  
  pbthomas@lpssonline.com
- Sonia Hartley, 4th-5th grades  
  sshartley@lpssonline.com

School Number: (337) 521-7700