

REC ●

School Counselor Advisory Council (SCAC)

March 25, 2021
3-4 p.m. ET

Jason E. Glass, KDE Commissioner of Education
Damien Sweeney, Program Coordinator for Comprehensive School
Counseling

**Please share video if possible and mute audio unless speaking
to avoid background noise.**

I. Welcome



Jason E. Glass, Commissioner, Kentucky Department of Education

Agenda

Please unmute your microphone and enable your camera to introduce yourself.

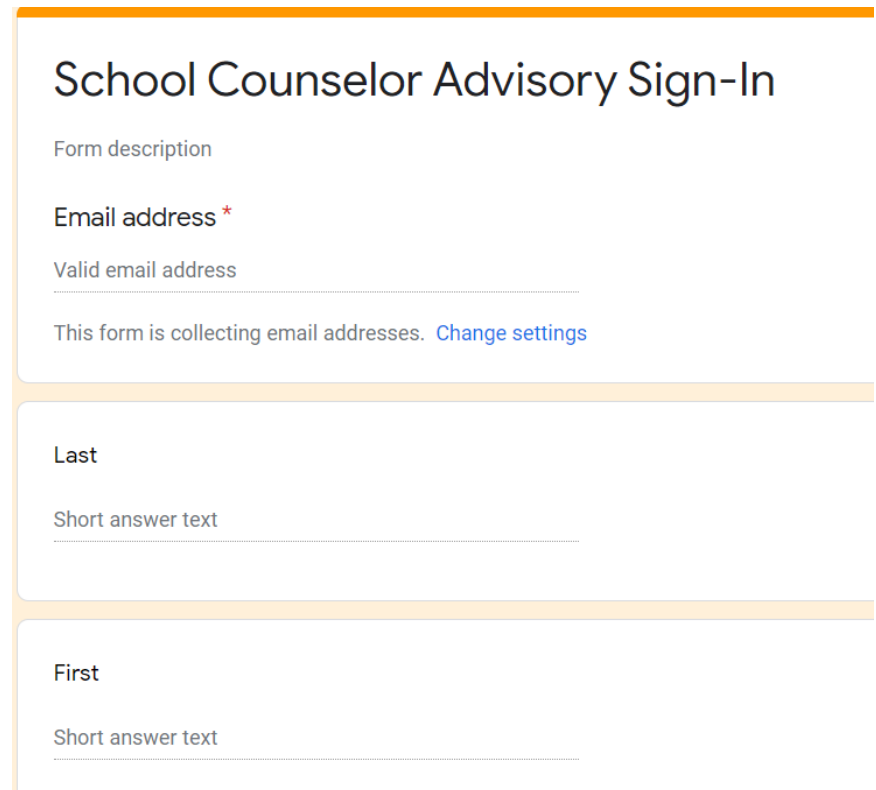
Roll Call of Members

Damien Sweeney
Office of Teaching and Learning
Kentucky Department of Education

Digital Sign-In

1. Please access the digital sign-in by using the provided link posted in chat or the link below.

1. Select today's date and sign in.



The image shows a digital sign-in form with the following sections:

- School Counselor Advisory Sign-In**
- Form description**
- Email address ***
Valid email address
- This form is collecting email addresses. [Change settings](#)
- Last**
Short answer text
- First**
Short answer text

II. Approve Summary Minutes

Damien Sweeney
Office of Teaching and Learning
Kentucky Department of Education

Approve January 28, 2021, Summary Minutes

ADVISORY GROUPS

Counselor Advisory Council

Published: 3/17/2021 2:48 PM

Purpose: The CAC is designed to provide the Commissioner of Education direct input from counselors who serve in Kentucky public schools. Bridging the gap between policy and practice, the CAC advises the commissioner on educational priorities that meet the needs of the whole child ensuring the provision to our community a transition-ready workforce.

The council allows for discussion and feedback from the field about topics that will lead to the improvement of Kentucky public schools and the opportunity they afford students.

Membership: The CAC is comprised of approximately 25 practicing counselor leaders who serve in Kentucky public schools and contribute crucial, diverse perspectives on education. The CAC members have counseling expertise in various grade bands that represent Kentucky's student population. Counselors are selected and appointed to the CAC for 3-year terms.

Dr. Damien Sweeney
Office of Teaching and Learning
300 Sower Blvd., 5th Floor

Meeting Information

[Members List](#)

Meeting Dates:

May 24, 2021

March 25, 2021

- [March 25 Agenda](#)

January 28, 2021

- [January 28 Agenda](#)
- [January 28 Summary](#)
- [View January 28 Recording Here](#)
- [January 28 PowerPoint Presentation](#)
- [Coping Strategies for Students and Educators](#)

[CLICK HERE](#)

Approve Jan. 28 Summary Minutes

Please take a moment to review the Jan. 28 Summary Minutes

- ❑ Motion to accept (Unmute and announce your name and motion)
- ❑ Second (Unmute and announce your name and second)
- ❑ All in favor, please type “approve” in chat feature.

III. Kentucky Comprehensive School Counseling Program Training Modules (Kentucky Counselor and College Access)Professional Program – KCCAPP

Damien Sweeney
Office of Teaching and Learning
Kentucky Department of Education

Kentucky Comprehensive School Counseling Program

Module 1: KY Best Practices for School Counselors & ASCA National Model

- Introduction to the Course and the *Kentucky Framework of Best Practices for School Counselors*
- A Day in the Life of a Kentucky School Counselor, College Advisor, GEAR UP Professional
- School Data Summary
- Student Outcome Goals/Close-the-Gap Plans
- Weekly Annual Calendar; Use of Time Survey/Calendar Blocking
- School Counselor Advisory Councils Connected to Ramp Programs

ASCA National Model (4th ed) is Required Reading

Kentucky Comprehensive School Counseling Program

Module 2: Recognizing Your Identity as a School Counselor

- Becoming a Proactive School Counselor Using a MTSS Model
- Annual Administrative Conference
- School Counselor Performance Appraisal Program Assessment
 - Connection to Needs Assessments/Perception Data
- Ethical Considerations
 - Who is the client?
 - Confidentiality

Kentucky Comprehensive School Counseling Program

Module 3: Academic Focus

- Models of Individual/Small Group Counseling supporting Academic Needs
- Supporting Academic Needs
- Lesson Plan relating to Academic Needs
 - Connection to Academic Student Mindsets and Behaviors
 - Pre-Post Assessment Examples

Kentucky Comprehensive School Counseling Program

Module 4: Career Focus

- Supporting Students with Career Counseling in tier 1 (whole groups)
- Models of Individual/Small Group Counseling Supporting Career Needs
- Individual Learning Plan (ILP)
- Lesson Plan relating to Career Needs
 - Connection to Academic Student Mindsets and Behaviors
 - Pre-Post Assessments Examples
- KY Stats
- Supporting Student Transitions

Kentucky Comprehensive School Counseling Program

Module 5: Personal/Social Focus

- Kentucky Education Television (KET) Mental Health Session
- KET Trauma-Informed Practices
- Most Seen Mental Health Concerns in KY/U.S. Among Kids
- KET Suicide Prevention Session
- Solution-Focus Brief Counseling
- Models of Individual/Small Group Counseling supporting mental health
- Lesson Plan relating to Personal/Social Needs
 - Connection to Career Student Mindsets and Behaviors
 - Pre-Post Assessments Examples

Kentucky Comprehensive School Counseling Program

Module 6: Introduction to Diversity, Equity and Inclusion

- Overview includes Hayes Model
- Belief Statements/Critical Consciousness
- Advocacy for Marginalized Students
- Advocacy for ALL religions and backgrounds of students

*A separate course for a Diversity, Equity and Inclusion badge also is available (see next slide)

Kentucky Comprehensive School Counseling Program

Module 6: Multicultural Focus across all Domains

- Culturally Sustaining School Counseling
 - Discuss Hayes Model (Age, Disability at birth, Disability acquired after birth, Religion, Ethnicity, Sexual Orientation, Socioeconomic Status, Indigenous Background, Native Culture, Gender)
- Data-Driven School Counseling Through a Multicultural Lens
- Navigating Data (YRBS, KIP Survey, etc.)
- Belief Statements/Critical Consciousness
- Advocacy for Marginalized Students
- Supporting Disabled Students as a Counselor
 - Support in SBARC meetings and IEP, not Chair
- Advocacy for ALL student religion and background

Kentucky Comprehensive School Counseling Program

Module 6: Multicultural Focus across all Domains

- Ethnicity/Race
 - Courageous Conversations About Race/Understanding Privilege
 - Race-Based Stress and Trauma
- Implicit Bias
- Listen to diverse student stories. What can your school counselor do for you?
- JCPS Racial Equity Analysis Protocol or KDE Equity Dashboard
- Supporting LGBTQ+ Students and Other Stakeholders
- Violence Prevention
 - Discuss Culture of Violence



IV. Diversity, Equity and Inclusion

Dr. Woods-Tucker, Deputy Commissioner and Chief Equity Officer
Office of Teaching and Learning
Kentucky Department of Education

National Assessment of Education Progress (NAEP) Data, 2018

¹ A rule of thumb often used in NAEP Analyses: one year of school is equivalent to 12 points on the NAEP scale, or, put another way, each point on the NAEP scale is equivalent to one month of school.

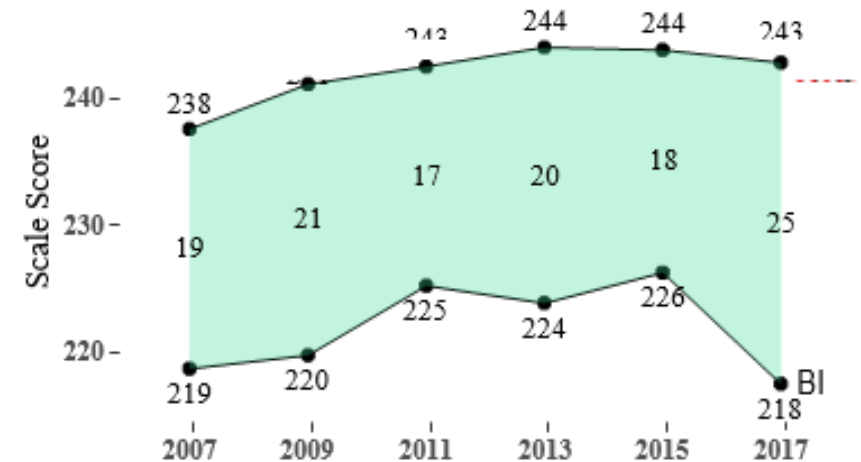


Figure 1: Black-White Achievement Gap in Mathematics, 4th Grade

National Assessment of Education Progress (NAEP) Data, 2018

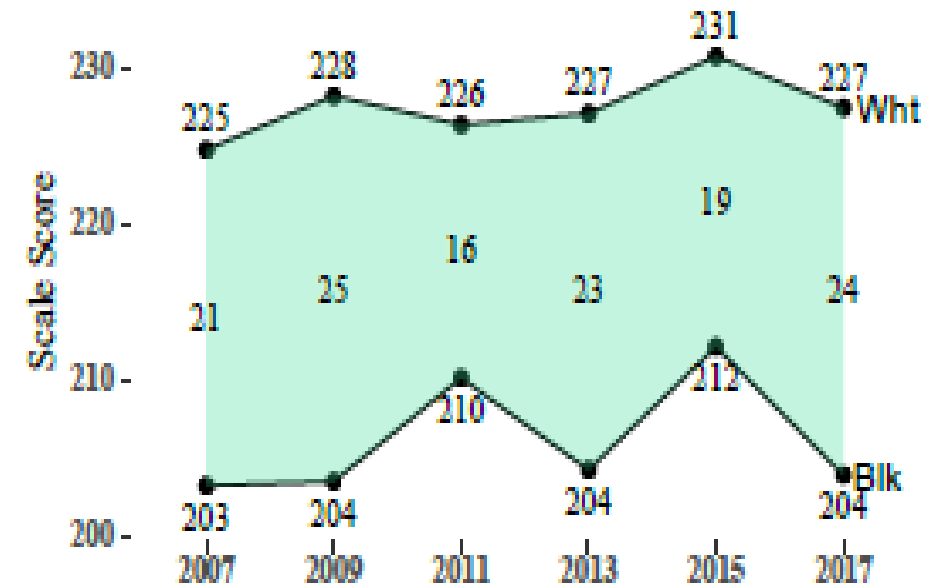


Figure 2: Black-White Achievement Gap in Reading, 4th Grade

National Assessment of Education Progress (NAEP) Data, 2018

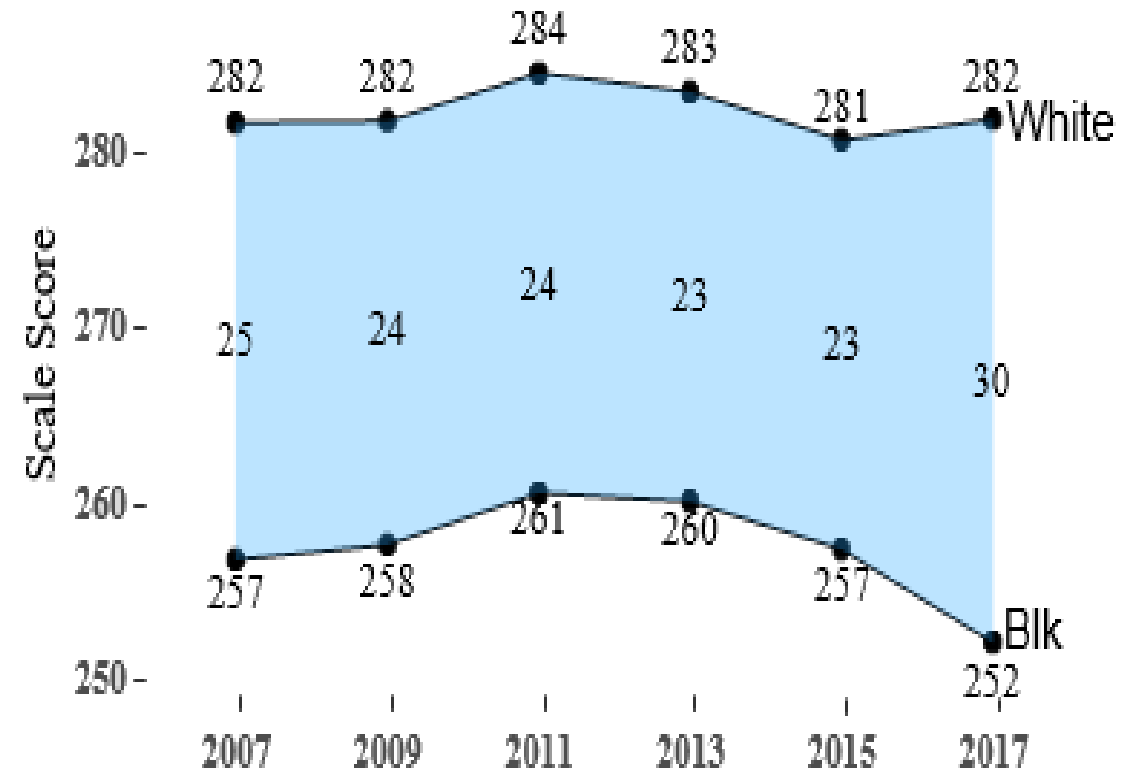


Figure 3: Black-White Achievement Gap in Mathematics, 8th Grade

National Assessment of Education Progress (NAEP) Data, 2018

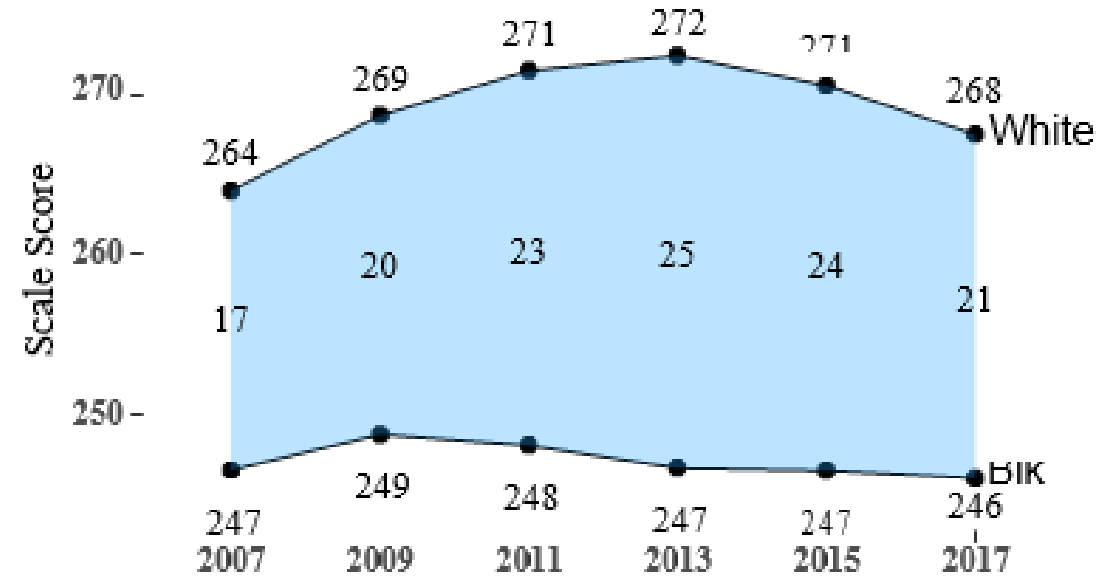


Figure 4: Black-White Achievement Gap in Reading, 8th Grade

² Ten states had too few Black students sampled in NAEP assessments to report scores.

NKYEC Special Education Students by Demographic

	Number of Students by Demographic in NKCES	Percentage of Students in NKCES by Demographic	Number of Special Education Students by Demographic	Percentage of Total Special Education Students by Demographic	Risk Ratio Calculation
Hispanic or Latinx	4,856	8%	636	7.3%	.9
Black or African American	3,559	5.9%	549	6.3%	1.06
Two or More Races	3,375	5.6%	501	5.8%	1.02
Asian	873	1.4%	58	.7%	.46
Pacific Islander	187	.3%	14	.2%	.52
American Indian	41	.1%	8	.1%	1.35
White	47,836	78.8%	6,933	79.7%	1
Total for NKCES	60,721		8,700		

Students who are American Indian are identified for special education at a higher rate than students who are white. All other minority groups are identified at about the same rate.

NKYEC Gifted Students by Demographic

	Number of Students by Demographic in NKCES	Percentage of Students in NKCES by Demographic	Number of Gifted Students by Demographic	Percentage of Total Gifted Students by Demographic	Risk Ratio Calculation
Hispanic or Latinx	4,856	8%	219	3.1%	.35
Black or African American	3,559	5.9%	154	2.2%	.33
Two or More Races	3,375	5.6%	312	4.4%	.71
Asian	873	1.4%	156	2.2%	1.38
Pacific Islander	187	.3%	10	.1%	.41
American Indian	41	.1%	1	<.1%	.19
White	47,836	78.8%	6,211	87.9%	1
Total for NKCES	60,721		7,062		

Students of all minorities, except for students who are Asian, are considerably less likely to be identified as gifted. Students who are Asian are more likely to be identified than students who are White.

NKYEC Out of School Suspensions (OSS) by Demographic

	Number of Students by Demographic in NKCES	Percentage of Students in NKCES by Demographic	Number of OSS by Demographic	Percentage of Total OSS for the Demographic	Risk Ratio Calculation
Hispanic or Latinx	4,856	8%	23	5.8%	.77
Black or African American	3,559	5.9%	42	10.6%	1.91
Two or More Races	3,375	5.6%	38	9.6%	1.83
Asian	873	1.4%	0	0%	0
Pacific Islander	187	.3%	0	0%	0
American Indian	41	.1%	0	0%	0
White	47,836	78.8%	295	74.1%	1
Total for NKCES	60,721		398		

Students that are Black or African American or two or more races are almost twice as likely to serve an out of school suspension.

A meritocracy suggests that all students, “Just pull up your bootstraps.”



Opportunity
~~THE ACHIEVEMENT GAP~~

Black and traditionally marginalized students often didn't get a pair of boots ...



Review and Conversation About [Equity Dashboard](#)



Thank you!

Thomas.Woods-Tucker@education.ky.gov
@ttucker1914

V. Training Opportunities Related to SEL, Trauma Informed Care and Youth Mental Health First Aid

Deborah Sauber

Safe and Supportive Schools Branch Manager
Office of Continuous Improvement
Kentucky Department of Education

Safe and Supportive Schools Branch

This branch is responsible for a variety of initiatives, such as:

School safety concerns

School mental health/wellness

Suicide prevention

Bullying prevention

Substance use prevention

Human trafficking

Child sexual abuse

Emergency operations planning

How Do We Do That?

- Through training and technical assistance
- Support and information for school districts and regional educational cooperatives.
- Promoting a positive school climate
- Encouraging mental health awareness
- Building resiliency

Trainings offered:

- Social emotional learning and well-being
- Mindfulness practices
- Sources of Strength
- Olweus Bullying Prevention Program
- Trauma-Informed Practices for Educators
- Resilience Strategies for Educators
- Positive Behavioral Interventions and Support/Interconnected Systems Framework
- Youth Mental Health First Aid

Social-Emotional Learning

- Refers to the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decision
- 5 Competencies ([CASEL's SEL Framework](#))
 - Self awareness
 - Self management
 - Responsible decision making
 - Relationship skills
 - Social awareness

BENEFITS OF SEL...

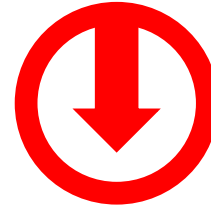


SEL works: Compelling national evidence

Science links SEL to student gains:

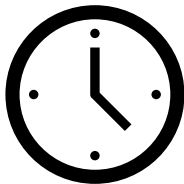


- Better social-emotional skills
- Improved attitudes about self, others and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests



- Fewer conduct problems
- Less emotional stress
- Lower drug use

... and adults benefit too



Teachers who possess social and emotional competencies are **more likely to stay in the classroom longer** because they're able to work more effectively with challenging students — one of the main causes of burnout.



Statistically significant associations between measured social-emotional skills in kindergarten and key young adult outcomes across multiple domains of **education, employment, criminal activity, substance use and mental health.**

Mindfulness

- Thirty years of research has demonstrated the power of mindfulness to improve mental, emotional and physical well-being. When applied in the classroom, simple practices can help students experience more inner space and meaning in their lives, and connect on deeper levels to themselves, each other and educational staff.



SOURCES OF STRENGTH

<https://www.youtube.com/watch?v=IXIdeybVUWU>

Sources of Strength

- A comprehensive approach that includes schoolwide, classroom, individual and community components
- Focused on long-term change that creates a safe and positive school climate
- Designed and evaluated for use in elementary, middle, junior high and high schools (K-12)
- Intends to reduce and prevent bullying problems among school children and improve peer relations at school

Trauma Informed Practices

- A strengths-based framework grounded in an understanding of and responsiveness to the impact of trauma.
- It emphasizes physical, psychological and emotional safety for everyone and creates opportunities for survivors to rebuild a sense of control and empowerment.

Resilience Strategy for Educators

- Resiliency Strategies for Educators is a training developed by the Readiness and Emergency Management for Schools (REMS) TA Center in partnership with the U.S. Department of Education's Office of Safe and Healthy Students.
- The program assist educators to better understand resilience strategies that can be used to increase their ability to work more effectively with students impacted by stress, loss and trauma brought on by community or family violence, natural and man-made disasters, and economic hardship.

PBIS/ISF

- Positive Behavioral Interventions and Supports (PBIS) and Interconnected Systems Framework (ISF) includes a series of trainings designed to:
 - Improve behavior and school climate;
 - Reduce discipline problems and out of school suspensions; and
 - Support mental health referral pathways

Mental Health First Aid

- Mental health first aid refers to the initial help offered to a person experiencing a mental health crisis.
- Like traditional first aid and CPR, mental health first aid is given until appropriate treatment and support are received, or the crisis is resolved.
- It is **not** training to diagnose or treat mental illness.

Youth Mental Health First Aid

- Youth Mental Health First Aid (YMHFA) is a free 6-hour course that teaches how to identify, understand and respond to signs of addiction and mental illness.
- It explains the unique risk factors and warning signs of mental health problems in adolescents ages 12-18 and emphasizes the importance of early intervention.
- Training can occur virtually as well as in person, or in combination.
- Groups of 5-30 people are allowed.

What Participants Learn

- Risk factors and warning signs of mental health and substance use problems
- Information on depression, anxiety, trauma, psychosis and substance use
- A 5-step action plan to help someone who is developing a mental health problem or is in crisis
- Available evidence-based professional, peer and self-help resources

YMHFA (continued)

- Mental health problems are common and often develop during adolescence.
- $\frac{1}{2}$ of all lifetime cases of mental illness begin by age 14; $\frac{3}{4}$ by age 24.
- Youth and young adults may experience mental health problems differently than adults.
- Youth may not be well informed and professional help is not always at hand.
- Stigma is associated with mental health problems.
- The sooner an individual gets help, the more likely they are to have a positive outcome.

Contact Information

- Youth Mental Health First Aid
- Olweus Bullying Prevention Program

Deborah Sauber, (502) 564-4772, ext. 4043; or
Deborah.sauber@education.ky.gov

For Sources of Strength, contact
Cathy Prothro at Cathy.Prothro@ky.gov,
at the Division of Behavioral Health

For all other training sessions

Regina Dawson, (502) 564-4772, ext. 4037;
or regina.dawson@education.ky.gov

VI. Announcements

Damien Sweeney

Program Coordinator for Comprehensive School Counseling

Office of Teaching and Learning

Kentucky Department of Education

Announcements

Position(s) ⓘ

- School Vice/Assistant Principal
- Student Services**
- Director of Family Resource Center (School Level)
- Literacy Specialist
- Media Librarian
- Other (Student Services)
- School Counselor
- School Nurse
- School Psychologist
- School Social Worker

- Kentucky Educator Placement Services (KEPS) Program
- [13:060](#)
- Presentation Simulations
- Equity Playbook Volunteers
- Members Rolling Off
- New Application

VI. Request for Future Topics

Damien Sweeney

Program Coordinator for Comprehensive School Counseling

Office of Teaching and Learning

Kentucky Department of Education

VI. Exit Slip and Adjournment

Damien Sweeney

Program Coordinator for Comprehensive School Counseling

Office of Teaching and Learning

Kentucky Department of Education