

Evaluating Methods, Practices, Curriculum, and Materials Used In Counseling

Stanley-Boyd Comprehensive School Counseling Program is an integral part of the primary educational mission of the district. This program supports, facilitates, and encourages classroom instruction and student achievement. Our school counseling program is proactive and preventative in its focus. It assists students in acquiring and using life-long learning skills. More specifically, our school wide program employs strategies to enhance academics, encourages self-awareness, fosters interpersonal communication skills, and develops college and career readiness, and imparts life skills for all students.

The Stanley-Boyd school counselors are certified professionals with Master's degrees in school counseling and are qualified to address the development needs of ALL students. Stanley-Boyd school counselors have taken graduate courses in multicultural education. During these classes instruction and strategies have been developed to assist counselors when responding to the many issues created by the rapidly changing demographics of their students. Additional training has taken place with Positive Behavior and Supports (PBIS). Stanley-Boyd Elementary School is in their 5th year of PBIS. PBIS accentuates "the importance of procedures that are socially and culturally appropriate." The Elementary/Middle school counselor is the internal coach for Trauma-Sensitive Schools. The district is in the beginning stages of adopting a trauma-informed approach, which is a paradigm shift at the staff and organizational level to recognize, understand and address the learning needs of children impacted by trauma. This effort positively impacts students and can impact vulnerable students. Our special education staff has certifications for Special Education in CD, LD, EBD and Speech/Language, and we have an on-site certified school psychologist. The district has very high expectations for the counselors to be sensitive to these concerns. Counselors are continually monitored and evaluated. Memberships in the Wisconsin School Counselor Association and National Professional Counseling Organizations assist the counselors in staying current. We also look on the PBIS website's Culturally Responsive Practices page for ideas to integrate into our PBIS system.

The counseling department is constantly seeking Professional Development to keep up to date on the most effective, inclusive techniques and materials that are available. The school district recognizes that to be effective, the counselors need to attend meetings with other counselors, work with the School Counselor liaison for CESA 10, and the DPI school counseling consultant. This is imperative to stay up to date on the trends in school counseling. In the last two years the counseling department has participated in the following culturally responsive learning opportunities:

- **PrePare Training:** an evidence-based prevention and intervention training curriculum developed by and for school crisis professionals.
- **Trauma-Sensitive School Training/ Mental Health:** the process of providing a safe and healing environment for children in schools who need to recover from the effects of trauma, as well as for less traumatized children

- **Department of Justice: Bully Prevention Grant (training) /Second Step Curriculum Training and implementation:**

Students in grades K–5 continue developing their social-emotional skills—including making friends, managing emotions, and solving problems—to set them on the path for social success and academic readiness.

Middle-schoolers are better prepared to navigate adolescence with communication, coping, and decision-making skills that help them make good choices and avoid pitfalls, such as peer pressure, substance abuse, and bullying.

- **School Counselor Share Shops:** (CESA 10): updates from DPI school counseling consultants on hot topics in the field.
- **PBIS Conference:** creating systemic approach to work with families throughout a culturally responsive multi-level system of support.
- **Wisconsin School Counselor Conference:** Promotes research on school counseling programs. Supports school counselors' efforts to promote academic, personal/social and career development in all students.

The district's Special Ed/Pupil Services Director ensures services and interpreters are in place when needed. She also does requisite testing using an instrument and provides information directly to the teachers to assist in developing a plan through our SAT meeting process and the IEP. Bilingual resources are purchased as needed.

Stanley-Boyd School District partners with families throughout a culturally responsive multi-level system of support. Accessible support services include: PBIS/Rtl family universal team, P/T conferences to set goals, positive phone calls, literacy/math nights, using family surveys and feedback, modeling learning support strategies, communication done in home language, and data sharing folders through our Title I resource teachers.

Our school district uses the Rtl framework for learning to close the achievement gaps. All students receive the universal curriculum at grade level. We use benchmark and formative assessments to identify students with needs in certain skills sets or that haven't mastered an essential standard. Within the structure of our day, we have set aside 45 minutes of Target Time and 25 minutes of Intervention/Enrichment to assist students. At this time, we have School-wide Title One services for Tier II students, reteaching and retesting, and an after school academic bus if students need additional time or support after school. We supply students with academic tutors during our Resource Time. We have a separate teacher for CD, LD, and ED students to customize their learning environments for maximum learning. Our school is using Academic and Career Planning to help bridge the gap between students' skill sets and their career or secondary schooling of choice. Student Services and administration monitor students that are underachieving on a weekly basis. SAT meetings are conducted to inform students, their families, and staff working with the student what interventions will assist that student to perform at grade level.

The guidance curriculum (SEL) social emotional learning--enhances students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. The guidance curriculum framework integrates the mainstream curriculum and promotes intrapersonal, interpersonal, and cognitive competence.

The school counselors also attend student learning team meetings with core teachers. The school counselors facilitate SAT (Student Assistance Team) meetings which include parents, students, and teachers in a positive, problem solving, intervention process. It assists students in ensuring the school and community are doing everything possible to make students' lives successful. That means taking a look at the curriculum and instruction and evaluating effective teaching strategies for students during the teaming process.

Athletic Programs Findings

Participation data at Stanley-Boyd High School athletics programs were reviewed for the past three years by race, gender, and disability. The minority group was not disaggregated due to the low number of students. To do so would potentially identify individual students. This data was compared to school-wide averages to determine if any trends or patterns of participation existed. Any disparity greater than 5% is considered significant. The data from High School enrollment year 2015-2016 is a typical breakdown representing similar data over the past three years. The High School population is 96% white and 4% minority students. The student body is further identified as 54% female and 46% male. 12% of the student population has been identified with a disability of some kind.

Analysis of the participation data reveals that minority students are represented well in most sports with an average participation rate of 2.2%. Students with disabilities are underrepresented in athletics with an average participation rate of 4%.

Athletic opportunities for male and female students are comparable. Both genders have 6 primary sports available to them. Females are allowed to participate on a boys' team when a comparable sport is not available to them. Boys have been allowed to participate on the dance team when requested.

The Oriole mascot is free from bias and stereotyping.

Uniform upgrades are made on a rotating schedule. The scheduling of games and practice times are done in compliance with the WIAA rules. Transportation is provided for all teams for away events. Boys and girls athletic teams are provided with equally experienced and qualified coaches. Pay schedules of coaching personnel and the number of coaches associated with athletic teams has been predetermined by the School District Employee Handbook.

Other Extracurricular, Recreational, and School-Sponsored Activities

Participation data at Stanley-Boyd High School extracurricular programs and activities were reviewed for the past three years by race, gender, and disability. The minority group was not disaggregated due to the low number of students. To do so would potentially identify individual students. This data was compared to school-wide averages to determine if any trends or patterns of participation existed. Any disparity greater than 5% is considered significant. The data from High School enrollment year 2015-2016 is a typical breakdown representing similar data over the past three years. The High School population is 96% white and 4% minority students. The student body is further identified as 54% female and 46% male. 12% of the student population has been identified with a disability of some kind.

Analysis of the participation data reveals that minority students are represented in extracurricular activities proportionate to or greater than their representation in the general student population. Students with disabilities are underrepresented in extracurricular activities and clubs at the High School level.

Trends and Patterns in Awarding Scholarships

Demographic Overview

From 2014-16 Stanley-Boyd Area School District's high school students received \$539,095 in scholarships. During that time our school population consisted of 97.9% White, 1.7% Black, and 0.30% Hispanic students. We have awarded scholarships to 98.3% White, 1.67% Black, and 0% Hispanic students in that same time. Over that same period of time 63.9% of scholarships have been awarded to female students and 36.1% to male students. Additionally, 43.3% of students in this time period were considered economically disadvantaged with 13.3% of scholarships awarded to students in that category.

Information about award opportunities is accessible to all parents and students. Progress is made toward increasing distribution of scholarships to underrepresented groups.

Every high school student has an individual Academic and Career Planning (ACP) meeting with the high school counselor in 11th grade (Nov-Dec) and 12th grade (Sept-Oct.) During the 12th grade meeting each student is walked through the process of locating and applying for scholarships available in the area. Students are shown the school website and where to locate scholarship information and application forms.

[Upcoming Scholarships](#)
[Scholarship Descriptions](#)

Additionally, all students have access to the scholarship board located in the senior hallway which displays all of the upcoming scholarships available to students. This

board is updated every other week by the high school counselor (Mr. Kopplin) and scholarship coordinator (Mrs. Hove) to provide students with current information.

Finally, it is communicated during the ACP meeting that they can email or contact the high school counselor and/ or scholarship coordinator to set up additional meetings if they need further assistance with scholarship information. This process is designed to give all students the same information so that no student could be discriminated against for any reason. By giving all students the same information we ensure no student gets preferential treatment or additional information that is not provided to every other student. Parents also have access to the same information that is provided for our students at SBHS. All 12th grade parents are mailed information about accessing the school website for scholarship information in August. This again gives consistent information to all parents to ensure that it's done in a non-discriminating manner.

All scholarships and other forms of recognition are awarded in a way that does not discriminate.

Stanley-Boyd High School gives out only a few scholarships directly each school year. Most scholarships are awarded by outside groups and organizations. Stanley-Boyd Schools does not have an active role in how those awards are determined. For those scholarships that Stanley-Boyd Schools directly awards, a set procedure to select a winner is followed. First, the high school counselor forms a committee to select a scholarship winner. When possible, staff members without a direct connection to student applicants are chosen. This means that middle and elementary staff members are often included to remove any possibility of bias in the scholarship selection process. The high school counselor and / or the scholarship coordinator make applications "anonymous" by removing names, addresses, and other information that would reveal the identity of the student applicant. This ensures that scholarship recipients are being selected based on merit rather than name or connection to any staff member.

The largest scholarship that Stanley-Boyd Schools directly awards is the Tobola Educational Fund which has given out roughly \$70,000 to SBHS students over the last three years. That scholarship is open to all students who have a 2.0 GPA or higher (which is roughly 95% of our students.) This allows a very wide range of students to be included in our largest scholarship and avoids any discrimination.

Identifying discrepancies and implementing strategies

During the evaluation of our scholarships the one area that stands out is Stanley-Boyd High School had 43.3% of students who are considered economically disadvantaged during the last three years. Only 13.3% of scholarships awarded were to students who fall in that category. In the future, the high school counselor and scholarship coordinator will look to give additional support to those students. A follow up Academic and Career Planning session will be given to those students to monitor progress on scholarship completion and help answer any additional questions they have.

Conclusion

Scholarship awards are fairly representative of our population. We do a good job of distributing the same information to every student so that students have equal access to scholarship opportunities. It is important that we continue to have an “anonymous” scholarship selection processes so that students are receiving awards based on merit. Going forward we need to implement supports so that economically disadvantaged students receive additional help in completing scholarship applications. Overall, a good framework is in place.