

# Otsego Elementary Annual School Counseling Report 2015-2016

This report summarizes the school counseling services that Miss Mikesina provided at Otsego Elementary for the 2015-2016 school year. Children's mental health – which includes their ability to cope with problems, to work cooperatively with others, and to regulate their emotions and behavior – is key to their success in school. The school counseling program at Otsego Elementary is aligned with the district's mission statement and strives to meet the academic, career, and personal/social needs of every student – in doing so, students are more prepared to meet the challenges of the future.



## School at a Glance

**Grade Levels:** PreK-5

**Enrollment:** ~ 770

**Enrollment K-5:** 663

**School Year:** 2015-2016

**Principal:** Katrina Baughman

**Assistant Principal:** Marc Opsincs

**School Counselor:** Lianna Mikesina

## Counseling by the Numbers

**11**

Students seen individually  
on a consistent basis

**153**

Students seen in crisis or who  
requested to see me about a  
problem

**59**

Students participated in  
small group counseling

**663**

Students reached through  
mini-meetings



**770**

Students served through  
school-wide programs

**99**

Class lessons conducted

**95% (21/22)**

Percent of responding teachers  
feel the current mode of service  
delivery is effective

**11**

School-wide programs  
implemented

# Direct Services



## Individual Counseling

Students who received individual counseling services did so to work on issues that were affecting academic success (personal/social struggles and/or behavioral issues). The students who were seen for individual counseling are students that were seen more than 3-4 times on a weekly (or even daily check-in) basis. During sessions, play therapy techniques (ie. drawing, role-playing, etc.) cognitive-behavioral, and other therapeutic techniques were used as a way to address school counseling goals as outlined by the American School Counselor Association (ASCA). Individual student goal plans were developed, with activities designed to meet students' immediate needs.

Number of Students Seen Individually on a consistent basis: **11**

Number of Students Seen Individually for "crisis" (not scheduled for weekly counseling): **153**



## Small Group Counseling

Many students benefit more from small group counseling to address social issues or to help them discover that others have similar struggles. Group counseling was available to students through teacher referral, self-referral, parent request, or administration/counselor identification. Groups were organized by grade level and topic. In order for students to participate in group counseling, parent permission was received. Groups took place during lunch recess to ensure that students would not miss academic or special time. In addition, each group plan was designed around student needs and ASCA standards.

Group Focus & Topic	Number of Groups	Number of Students Served
Friendship	5	20
Stress Busters	4	15
Growth Mindset	3	10
Social Skills	3	10
School Success	1	4

Total Number of Groups: **16** Total Number of Students in Small Group Counseling: **59**



## Classroom Lessons

Teachers could request lessons as needed in their classes. Some of the topics that were covered this year included: Listening, Following Directions, Tattling vs. Telling, Friendship, Fairness, Appropriate School Behaviors, and Gossip / Rumors. Almost all classes invited Miss Mikesina in at the beginning of the year for an Introduction to the Counselor lesson. Every class lesson was designed around student needs and ASCA standards.

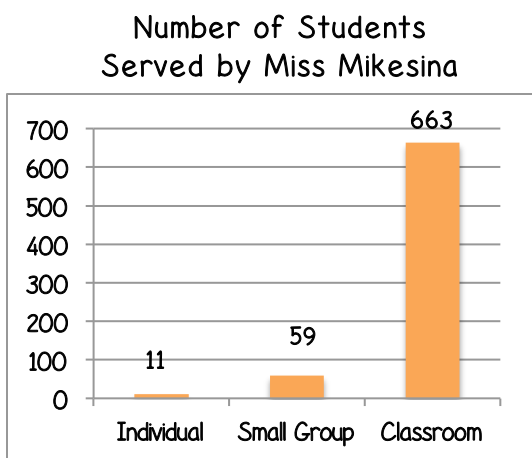
Total Number of Class Lessons: **99** Number of Students: **663**

# Direct Services Summary & School-Wide Programs

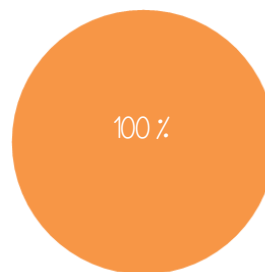


## Direct Services

Individual counseling, small group counseling, and classroom counseling all fall under the direct services category in the ASCA National Model. Direct services are provided by school counselors in order to directly impact and support student success. Below is a summary of the direct services provided during this school year.



**Percentage of School Population K-5 Served by Miss Mikesina**



## School-Wide Programs

Miss Mikesina coordinated & implemented many school wide programs this year, including:

- Red Ribbon Week (October)
- OSU / Michigan Food Drive (November)
- SAPP, Sexual Abuse Prevention Program – 3<sup>rd</sup> grade (December)
- National School Counseling Week (February)
- Random Acts of Kindness Week (February)
- Pennies for Patients (March)
- RSVP, Responsible Social Values Program – 5<sup>th</sup> grade girls (March)
- Bus Driver Appreciation Day (April)
- Goodwill Earth Day Donation Drive (May)
- Career Café 3<sup>rd</sup>-5<sup>th</sup> (Year Round)

In addition to these programs, Miss Mikesina also advised two other programs which helped to teach students about responsibility and leadership. To be in each of these groups, students had to fill out an application and be recommended by a teacher.

- Post Office – 4<sup>th</sup> grade
- Be The Change Club – 5<sup>th</sup> grade

Number of Students Served Through School-Wide Programs: **770**

# Data Collection

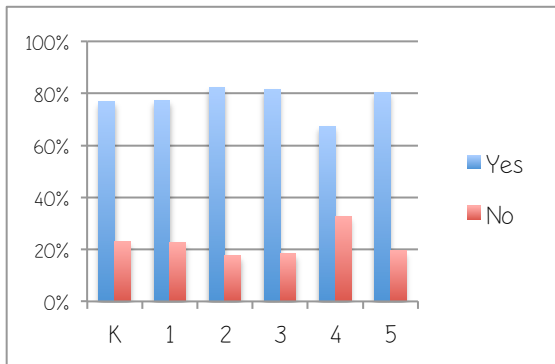


## Mini-Meetings

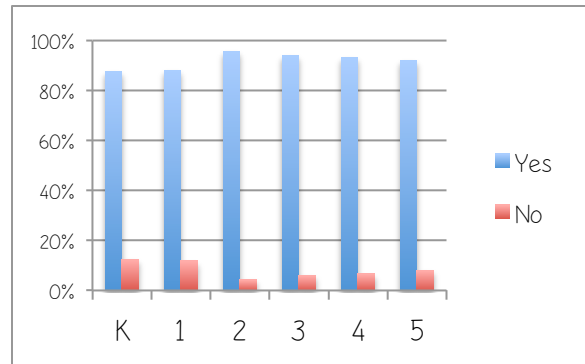
In addition to classroom lessons, I conducted "Mini-Meetings" with all students K-5. The purpose of these mini-meetings was to gather data from the students in order to make decisions about the school counseling program, to best address student needs. In addition, the mini-meetings allow Miss Mikesina to build relationships and talk with every student while also catching kids who may need help but do not speak up. Below is some of the notable data collected from the mini-meetings.

"Do you know what you want to be when you grow up?"

\*If the student had any idea(s), we answered yes

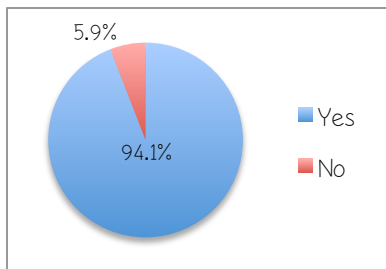


"If you had a problem, is there an adult at school you would want to talk to?"

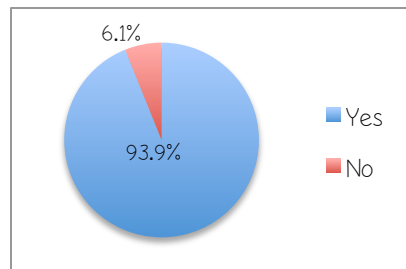


The first graph shows data similar to the previous year, however, grades 3-5 seem to have slightly more "Yes" answers this year. My plan is to continue career café to get them thinking about options. I'd also like to add in a career day for younger grades to begin to explore options as well. Overall, the second graph of having an adult at school that you would want to talk to if you had a problem has generally positive results. However, more Kindergarten & 1<sup>st</sup> grade students said no than the upper grades. But overall, a majority of our students seem to be comfortable talking to an adult in the building. The following two graphs show interesting information, a good amount of students feel safe at school & at home.

"Do you feel safe at school?"



"Do you feel safe at home?"



## End of Year Staff Survey

At the end of the year, a survey for all school staff, teachers, and administration was sent out. The purpose of this survey is to get feedback from the school staff on the school counseling program. Feedback is then used to improve the program. A total of 32 staff members, including 22 classroom teachers, responded.

# Data Cont. & Indirect Services

In answer to the question, "The school counselor was responsive to students' needs."

Always **65.6%**  
Usually **28.1%**  
Sometimes **6.3%**  
Never **0%**

In answer to the question, "Did the school counselor share important information about your students, keeping you apprised of student issues?"

Always **56.3%**  
Usually **34.4%**  
Sometimes **6.3%**  
Never **3.1%**

In answer to the question, "Overall are you satisfied with the school counseling program this school year?"

Yes **96.9%**  
No **3.1%**

## Notable comments:

"I feel like Lianna went above and beyond because she always has the students safety and interest at heart. She is the most effective counselor Otsego has had in the 18 years that I've been here. I trust her and value her opinion when dealing with a difficult situation."

"Implemented programs have been positive and very child friendly. My students and I loved having you in our classroom for lessons. I also appreciate your willingness to join team meetings for students with behavior concerns. Thanks for all of your hard work and positivity!"

"Having an effective counselor is a needed part of a productive school system and I feel Otsego Elementary has an incredible counselor."



## Committees & Meetings

Miss Mikesina attended meetings and served on a couple of committees. Teachers could request Miss Mikesina to attend parent meetings and/or simply for staff consultation. The committees Miss Mikesina was a part of are listed on the left. Number of meetings Miss Mikesina attended is on the right; this includes parent meetings and committee

Discipline / OLWEUS Committee  
Red Ribbon Week Committee

**33**  
Meetings attended



## Professional Development

Miss Mikesina attended trainings and professional development activities throughout the year, listed below.

Mental Health First Aid Training  
September 29, 2015

Supporting the Grieving Student  
February 18, 2016

All Ohio Counselors Conference  
November 4-6, 2016

# Goals



## Goals for the 2016-2017 school year

- Continue same major school-wide programs as this year. Add in a character piece (puppet advice videos?)
- Implement a career piece for grades K-2.
- Continue Mini-Meetings, making sure all students are surveyed!
- Implement more classroom lessons. Work with teachers who want monthly visits. Classroom lessons on "growth mindset."
- Create a bullying reporting system for students (besides telling an adult).



## A look back at the goals for this school year

- Implement career aspects into the school counseling program.  
*Started Career Café for grades 3-5, successful, will continue into next year.*
- Implement small group and/or classroom sessions on "growth mindset": encouraging positive self-esteem, self-confidence in the ability to succeed, positive attitude toward work and learning, setting goals, and working toward goals.  
*Did 3 small groups on growth mindset, could be improved. I also think class lessons at the beginning of the year on growth mindset would be helpful.*
- Continue Mini-Meetings, ensuring that all students are surveyed.  
*Completed mini-meetings again, need to continue to work on making sure every student gets surveyed.*
- More clearly define goals when working with students in individual counseling & measuring progress when working with individual students.  
*Had individual check-in sheets that I used (scaled by topics). Helped me to see trends and progress - will continue next year.*
- For the ease of teachers, create Google forms for requesting class lessons and teacher referrals.  
*Did this and offered this option to the teachers, was never used. Won't continue next year.*
- Make OLWEUS resources and Google forms available through counseling website for easy access by teachers and staff.  
*Completed & already done for the coming years.*