



Daffodil Valley Elementary

Annual School Counseling Report

2020-2021

This report summarizes the school counseling services provided at Daffodil Valley Elementary for the 2020-2021 school year. It was an unprecedented year that will go into history as the year of many 'firsts'. The first day of school for the district started a week late due to wildfires that ravaged the Sumner-Bonney Lake area, shutting power off and causing many homes to be evacuated. Once the school year did start, it was the first time all students began their school year in a distant learning format due to COVID-19. By January, with the pandemic's impact starting to wane and being told it was safe to slowly return to in-person learning, it was the first time that students transitioned back to the school building by grade level, in small cohorts, and only for two days a week of in-person instruction. An all-time first was getting the opportunity to be on a team including school counselors from three districts working with the University of Washington and the Smart Center to get trained and study the impact of using Trauma Informed Cognitive Behavior Therapy (TF-CBT) with students in the school setting. Children's mental health-which includes their ability to identify, express and regulate their emotions and behavior, and cope with problems is key to their success in school and life. With all this being said, I have and will continue to support our school's mission, which states, *"We believe in the power of establishing and maintaining strong relationships with every student so that our students can meet their maximum academic & social emotional potential. We believe that all means all and accept the responsibility to teach every student that walks through our doors during their time with us and beyond."*

VE At-A-Glance

Grade Levels: 1st-5th

Principal: Jane Woods

Enrollment: **376 (October Count)**

Vice Principals: Jennifer Knight

Students in Special Education: **14%**

Students on McKinney-Vento: **5**

Counseling by the Numbers

98 (▲ 10 % from Fall survey)

Percent of 5th grade students who know who their school counselor is

17

Zoom meetings requested by students during COVID-19 online distance learning

91

Adult contacts requesting resources or reporting concerns

72 (▲ 20 Families)

Families served with gifts for the holidays

18

Students referred to Student Success Team for additional services

86 (▲ 3%)

Percent of students in grades 3-5 who would recommend their friends see Ms. Hawkins if they had a problem

DIRECT SERVICES

Individual Counseling (ongoing/requests by students, teachers, parents and others)

Students who received individual counseling did so due to the sensitive or individualized nature of their issue, behavioral needs, or because it was a request made for the student to be seen. Students either had weekly sessions, check-ins from time to time, or sought out support when they needed. During sessions different therapy practices were used, such as; play therapy (i.e., drawing, sensory items, puppetry, etc.), cognitive-behavioral therapy, motivational interviewing, relaxation, and other therapeutic techniques as a way to address school counseling goals as outlined by WSCA. Session goals were individualized, with activities designed to meet students' needs.

Number of students who met with the counselor: 67

Reasons students saw the counselor: Anxiety=12, Break from class=1, Check-in=20, Grief/Loss=2, Family/Home=18, Friendship=5, Other=9

Small Group Counseling

Due to COVID-19 restrictions, small groups were not done similarly to years past, but instead consisted of lunch bunches that were done as needed in a space where proper distancing could be maintained.

Classroom Guidance*

Due to COVID-19 and distant learning in the Fall, the Bullying/HIB lesson was taught to all 1st-5th grade classes via Screencastify. Once back in-person, 1st-2nd grade students received three Kelso's Choices lessons, which focused on teaching conflict resolution skills. 5th grade received two lessons on growth mindset, resilience, and coping strategies. With time and scheduling constraints and guidance from teachers, 3rd and 4th grade students received one lesson via Screencastify to complete during their time in distant learning.

*All individual, small counseling and classroom guidance is compliant with Washington State School Counselor Association (WSCA) standards.

INDIRECT SERVICES

Family Support

Daffodil Valley Elementary has partnered with different community organizations and individuals throughout the school year to help support our students and families receive household items and guidance with other needs. Here are highlights:

COATS FOR KIDS

With help from East Pierce Fire & Rescue and Amazon, 16 boys and girls received a warm winter jacket this year

BACKPACK BUDDIES

Throughout the school year, the Sumner Food Bank provided over 68 students with non-perishable food to take home *each* week

THE BIG GIVE PROJECT

Sumner School District partnered with the Open Life Church to give out 33 Thanksgiving Baskets to provide our families with a complete meal at Thanksgiving time

HOLIDAY GIFTS

Sumner-Bonney Lake Family Center and faculty at DVE helped provide 71 children with gifts for Christmas

UW/Smart Center Research Study

The main purpose of the study is to improve the accessibility of high-quality trauma interventions for students by providing an opportunity for schools to increase their capacity to deliver support for youth exposed to trauma.

Number of students who met criteria to be screened for TF-CBT Study: 12

After getting permission by parent, students who were screened: 5

After qualifying for study, student(s) who participated in TF-CBT study: 1

Student Feedback

Since starting at Daffodil Valley Elementary in 2016, 3rd through 5th grade students have been surveyed in June about their perception of their school counselor and the services provided by Ms. Hawkins. “...*Believ(ing) in the power of establishing and maintaining strong relationships with every student...*” the answer to the following question highlights DVE and Ms. Hawkins’ mission:

In answer to the question, “The school counselor cares about me”:			
2017-18	2018-19	2019-20	2020-21
83%	85%	86%	86%

Teacher Feedback

A summative assessment of the school counseling program was given to all classroom teachers to see what is going well. A couple highlights are:

In answer to the question, “My students benefited from the class lessons”:
2020-21
100% = Agree/Strongly Agree

In answer to the question, “The school counselor provides important services to the students at our school”:
2020-21
93% = Agree/Strongly Agree

PROFESSIONAL/PROGRAM GOALS

2020-21 Professional/Program Goals

School Counseling Program Annual Goals: Did they get met?

ATTENDANCE: By June 2021, individual students identified as having barriers to attendance (e.g. trauma, equity, mental health symptoms) will increase attendance by 10% as measured by attendance data.

NOT MET: Out of three students that were identified as having barriers only one improved their attendance by 10%.

By June 2021, Carey Hawkins will work to support teachers in their goal of prioritizing student well-being, equity and social justice, as measured by an End of the Year survey given to teachers showing 90% who feel supported.

MET: When asked, "I feel comfortable consulting and collaborating with the school counselor" = 100% agree/strongly agree (6/9=Agree, 3/9 Strongly Agree).

Elementary School Counselors Closing the Gap Goal: Did it get met?

By June 2021, 5th grade students will have increased their knowledge of who the school counselor is by 10%, positively changed their perception of how to help themselves with feelings of anger, loneliness, anxiety and sadness by 10%, and gain understanding of the importance of coping skills and growth mindset by 5% given pre- and post-surveys.

MET: 98% of students knew who their school counselor is (from 88%)

NOT MET: In the Fall, 76.3% students usually knew how to help themselves during difficult times. In the Spring, 75% of students usually knew how to help themselves during difficult times. This is a decrease of 1.3%.

MET GOAL-COPING SKILLS: After lessons, there was a 27% increase of students who thought healthy coping strategies were important.

MET GOAL-GROWTH MINDSET: After lessons, there was an 8% increase of students who thought it was important to have a growth mindset when faced with challenges.

Professional Development

- TF-CBT Training-August 2020, Consultation- 20-21 SY
- Anxiety & School: Identifying Anxiety & What To Do About It- 2020
- Washington School Counselor Conference-February 2021
- Distress Tolerance for Students in Crisis- 6/14/21
- Right Response Re-Certification- June 2021

2021-22 Proposed Goals

"The COVID-19 pandemic has only increased the crisis in children's mental health. Over 50% of young people say COVID-19 has negatively impacted their mental health, due to decreased social connections, missed rituals of childhood and adolescence, economic stress on families, and strains of virtual learning. These impacts are likely to endure long after current COVID-19 restrictions are lifted" (Am. Society for Suicide Prevention, 2020). For the first time, the social-emotional needs of many of our students have become significantly more impacted due to

our post-pandemic climate, and therefore there will be a focus on what those additional implications for the 2021-2022 school year may be.

My increased focus will be on:

- Strengthening positive relationships with students
- Providing small group, individual and whole group lessons (all of which teachers have indicated are big issues that they would like additional support with)
 - coping with strong emotions
 - responsibility
 - growth mindset
 - friendship skills
- Support our school-wide SST process to help students who need additional Tier I, II or III services.

