



Massachusetts Accountability Report Card

A continuous improvement document for school counseling outcomes

M.A.R.C. Jr.

2009/2010 School Year



Granville Village School

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 www.gvsma.org

DISTRICT: Granville School District

GRADE LEVELS: K-8 **ENROLLMENT:** 166

SCHOOL YEAR: traditional

PRINCIPAL: Anna-Stina Ohlson

Principal's Comments

In these days of No Child Left Behind (NCLB), it is far too easy to lose sight of our responsibility to reach out and teach the whole child. To help students academically, we must take into account their emotional and social needs, concerns and issues. For this reason, I believe that the Professional School Counselor plays a vital role in academic success and school safety, and I strongly support the MA Model for Comprehensive School Counseling Programs to assist students in their academic, career, and personal/social development. Our professional school counselor, Debra Cigal, works to ensure all students succeed by providing proactive interventions both in and out of the classroom, and by working collaboratively with a myriad of professional teams. Currently, our school counselor continues to work to improve our school environment and toward positive outcomes for all of our students by expanding the guidance curriculum with ever-increasing time in the classroom. She has also been a leader in our continued efforts with anti-bully initiatives, the development of school-wide protocols and Diversity awareness activities.

Anna-Stina Ohlson, Principal

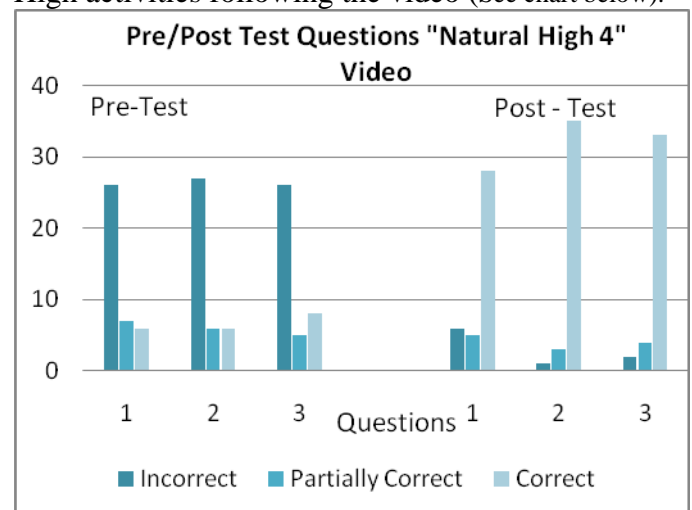
Student Results

In our collaborative efforts to provide a safe and positive learning environment for all our students, our teams, along with all our staff, have continued

to put energy into school-wide discipline and anti-bully initiatives through collaborative focus groups and staff surveys to target the specific issues related to our small rural school environment.

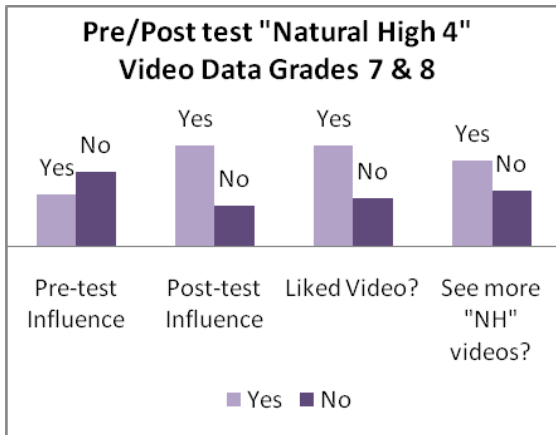
In addition, a recent increase in parent referrals led to a series of cross-curriculum lessons with a focus on alcohol/drug prevention initiated by our school counselor. The "Natural High 4" video was used to kick off the series. Health/PE, English Language Art (ELA), and Art were included in supporting this effort with both 7th and 8th grade students.

Data collected assessed student knowledge and awareness of natural high activities, as well as student preferences as related to the video. The data revealed a much stronger connection with Natural High activities following the video (See chart below).



The data also revealed the fact that most students were uncertain whether or not a video could

influence their decision to try alcohol/drugs and that the majority of students had a change of opinion after the video/discussion (see pre/ post-test results).



The “Natural High” lessons culminated with each 8th grade student identifying a “Natural High” activity for a presentation in English class entitled “Granville’s Got Talent”. These talents were then highlighted on a poster in Art class and displayed on a student created bulletin board in the Jr. High wing.

As a result of the data collected from our students, we have decided to initiate this lesson in grade 6 for the 2010-2011 school year.

Collecting Data for grades with only 12-20 students in our small rural school sometimes poses a challenge as minor variables can often greatly influence data outcomes. On the other hand, we are able to identify and address needs as they arise and are committed to on-going needs assessment and implementation of high quality, research-based interventions to meet student needs at every level.

Focus for Improvement

The Granville School Counseling Program, with the support of administration, is committed to increasing the use of data collection, including the use of staff and student surveys to prioritize needs and guide future decisions in moving our school forward.

The Granville School Leadership Team, which includes our only counselor, is currently collecting data and feedback from the entire school staff for the implementation of an improved school-wide anti-bullying program. This need was previously identified as a result of data collection using a staff survey conducted by a behavior focus group.

Finally, in addition to administrative support, our School Improvement Council recently accepted our goals to implement this model with a focus on developing a stronger comprehensive developmental guidance program that is more proactive than reactive in its approach. Included in these goals is the development of increased parent outreach programs as a vital component for improvement in supporting student’s academic, career and personal/social success.

Student Support Team

Mission Statement
 The mission of the Granville School Counselor is to support and enhance the educational process for ALL students in the realization of their own unique potential toward academic and personal life-long ambitions. This is accomplished through a collaborative commitment to personalized interaction with students and families in an atmosphere of mutual respect and trust.

The Professional School counselor works in collaboration with all school personnel and as an active member in a number of teams including, but not limited to, the Granville Student Assistance Team (GSAT), the Leadership Team, The Special Education Collaborative Team, The Child Abuse Team, the Crisis Team, and the Crisis Intervention Response Team (CIRT).

Student Support Team
 Anna-Stina Ohlson, M.Ed., C.A.G.S., School Principal
 Marc Oldenburg, M.Ed., Dir. of Student Services
 Debra L. Cigal, MA Psych., School Adjustment Counselor, Guidance Counselor, N-9
 Lauri Schlosser, B.S., Head Teacher, Special Education Teacher, K-5
 Darrel Grant, M.Ed., Head Teacher, Jr. High English Teacher
 Kristy Noel, B.S., Special Education Teacher, 6-8
 Connie Norwood, MA English, Literature Teacher, 6-8
 Sharon Billings, B.S., Elementary Teacher, grade 4