

UNATEGO CENTRAL SCHOOL



COMPREHENSIVE SCHOOL COUNSELING PLAN

2024-2025

K-12 Comprehensive School Counseling Plan

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Introduction

School District Description

Unatego Central School is located in Otego, New York, approximately ten miles from the city of Oneonta. It is a public school drawing students from the towns of Otego and Unadilla and the counties of Otsego and Delaware. The enrollment is approximately 800 students, Kindergarten through 12th.

Board of Education Mission Statements and District Goals

It is the mission of the Unatego Board of Education to provide opportunities for students to achieve their personal best, become responsible and productive citizens, and embrace lifelong learning in a safe and positive environment. We believe all children can learn and excel with developmentally appropriate materials, practices, and strategies. We believe all children deserve a quality education in which individual needs are met, exceeded, and supported. School is not just about children: it encompasses families, parents, community, stakeholders, society, the environment and beyond.

Board/District Goals (taken from Unatego.org)

- Academic Program

The Board will supervise efforts to encourage all students in the development of achievable expectations in personal goals beyond graduation.

- Culture and Climate

The Board will provide the members of its school community with a safe and supportive personal environment.

- Finances

The Board will pursue prudent fiscal management through strong affordable budgets that support high quality educational and social programs.

- Facilities

The Board will provide up-to-date, secure facilities that meet the educational, social, and physical needs of the Unatego community.

- Community Partnerships

The Board will guide Unatego Central School to engage in ongoing communication and outreach efforts with families and social and business partners.

K-12 Counseling Program Overview

The Unatego Central School Comprehensive School Counseling Program is comprised of three main areas: Foundation, Delivery, and Management/Accountability. The foundation grounds the program; it outlines mission/vision statements, current regulations, standards and goals. The delivery outlines what specific activities are being done that meet the regulations and standards or are working towards meeting goals. Management and Accountability help ensure the program is evaluated for effectiveness and provides the basis for informed decision-making. Analyzing results and adjusting activities means programming is more focused and effective.

“A school counselor’s role is central to the success of students. School counselors support students through individual and group counseling, college and career exploration instruction, assistance in crisis situations, and referrals to school social workers, school psychologists or other professionals when specialized interventions are required for student success in school.” - from NYSED.

Department Members

Rebecca Theophel, Unatego Elementary School Counselor, grades K-5
Ashley Searing, Unatego Middle School Counselor, grades 6-8
Lexi McHenry, Unatego High School Counselor, grades 9-12
Hannah Baskin, Unatego High School Counselor, grades 9-12

Foundation

NYSED Regulation Part 100.2(j)

[NYSED School Counselor Regulations link](#)

School Counseling Program Vision and Mission

In support of our district’s mission and goals, the Unatego School Counseling Program promotes and enhances student learning through three broad and interrelated areas of student development; academic, career, and personal/social. We support all students through a comprehensive developmental school counseling program as well as through a collaborative effort through home, school, and community. Our goal is for Unatego students to become responsible and productive citizens that can effectively manage future challenges and who can progress confidently into an ever-changing society.

School Counseling Program Goals 2024-2025

Counseling Department:

- Explore SEL Curriculum options
- Complete Suicide Prevention Manual for review

Elementary School:

- Continue to monitor mental health needs of students and make referrals.
- Erin’s Law Curriculum for 2nd and 4th grade.
- Visit classes in the computer lab to show them my virtual school counseling resources on Google Slides/Seesaw. Have students explore my virtual rooms and send home information.
- More training for myself and staff about suicide prevention and what to look for in elementary age students.

Middle School:

- Implement and continue providing Career Day for 8th grade students. Maybe 6-8th?

- Inquire about training MS staff for YMHFA (youth mental health first aid) if not already trained
- Teach Erin's law curriculum for all grades 6-8.
- Teach Internet Safety Lessons to all grades 6-8.
- Keeping the counseling webpage up to date to include more information for parents
- Continue to Increase my visibility in the school and allow all students to know my role as a school counselor
- Conduct a needs assessment to create interventions (group, individual, classroom lessons).
 - 20 students receive counseling services in their IEPs
 - 14 students receive counseling every other week through a parent- or self-referral
 - Referred 6 students to school social worker for counseling
 - Conduct 3 groups a week
- Increase the percentage of students who can identify one faculty/staff member they feel connected to.

High School:

- Meet with 9th graders within the first quarter of the year to assess transition to high school
- Meet with 12th graders within the first quarter of the year for postsecondary planning
- Continue working with Christina McCall-Hopkins for Career Destinations
 - Increase attendance at Workforce Wednesday presentations
 - 9th grade students will attend a college-related field trip.
- Improve and streamline data collection
- Update and maintain Course Catalog

Student Standards

NYSED SEL Benchmarks:

[NYSED SEL Benchmarks link](#)

NYSED CSDOS:

[NYSED CSDOS link](#)

ASCA mindsets and behaviors:

[ASCA mindsets and behaviors link](#)

School Counselor Professional Standards

ASCA professional school counselor competencies:

[ASCA professional school counselor competencies link](#)

ASCA Ethical Standards:

[ASCA Ethical Standards Link](#)

Delivery

Systems of Delivery

The school counseling team works collaboratively with school staff to ensure that student needs are being met. School counselors provide services to students through directly working with students, providing school support and through consultation and collaboration which indirectly impacts student success.

Direct Student Services

Individual Student Planning:

- School Counselors meet individually with all students in grades 6-12 to help get an understanding of their academic, personal/social and college and career goals. These meetings happen throughout the course of the school year and are intended to provide students with information and support to meet their goals.
- School Counselors are able to provide brief counseling to students who have an identified need. Brief counseling typically consists of a weekly meeting for six weeks. These meetings are intended to be solution focused to address specific behaviors and attitudes that impact the student at school.

Core Curriculum:

- The school counseling team implements a core curriculum across all grades levels throughout the course of an academic year. The core curriculum covers the domains of personal and social behaviors, academic skills and competencies, and college/career exploration and knowledge.

Responsive Services:

- School Counselors across the Unatego Central School District are responsible for providing responsive services to our students in need. School counselors work with students who are in crisis and provide information, resources and skills to mediate the concerns.

Indirect Student Services

- School Counselors work collaboratively with teachers, support service providers, administrators, parents/caregivers and community agencies to provide our students with the support they need to be successful, productive and responsible citizens.
- Indirect student services include parent-teacher conferences, participation at IEP and 504 meetings, conversations with teachers, speech therapists, occupational therapists, physical therapists, interventionists, administrators, social workers, aides and other providers as necessary.
- Providing families with referral information for outside counseling or therapy is also an integral part of the work that the school counseling team does.

Program Planning and School Support

- The School Counseling team works collaboratively with school systems and supports to ensure that student needs are being met and monitored and work on a variety of teams within the district.
- The School Counseling Program has an advisory council to provide input, feedback and advice on the school counseling program. Advisory councils meet in the fall to review the school counseling program. An additional meeting is held in the spring to review the progress of school counseling goals.

School Counseling Delivery Map and Evaluation Methods

Unatego School Counseling Program Delivery Map 2024 - 2025						
Grade Level	Program Activity/ Service (Curriculum, small group, individual, planning, appraisal, crisis, consultation, referral, advisement)	Tier (1, 2, 3)	Student Standards (NYS SEL, CDOS, ASCA Mindsets & Behaviors)	Program Objectives (Students will be able to...)	Staff & Resources	Assessment & Evaluation Methods (Process, perception, outcomes)
K-5	After School Homework Help (Referral)	2	NYS SEL Benchmark: 1C.1b., 1C.2a., 1C.2b.	...receive academic support in areas of need.	Classroom Teacher(s)	Referral based upon academic performance
K-12	Alternative Placements (Referral)	3	NYS SEL Benchmark: 1A - All, 1C - All	...thrive in a setting that is conducive to their potential success.	Administration	Referral based upon academic performance & behavioral need
8 & 10	BOCES Roadshow (Planning)	1, 2	CDOS: Standard 2 ASCA B-LS 5.	...receive information pertaining to available Career and Technical Education (CTE) programs.	BOCES Presenters, Middle and High School Counselors	Discussion Participation in assembly
10	BOCES Visit (Planning)	2	CDOS: Standard 2	...select a CTE program of interest based on hands-on experience and observation.	High School Counselors	CTE Registration Data
K-5	Bullying Prevention (OLWEUS) (Curriculum)	1	NYS SEL Benchmark: 2C.1b., 2D. 1b.	...reduce and prevent bullying among students and improve peer relations.	Classroom Teacher	Discussion
K-5	Check In & Check Out (Individual)	2	NYS SEL Benchmark: 1A.1b., 3B.1b., 3C.1a.	...begin & end day/period on a positive note with a preferred staff member.	Designated Staff Member	Recommendation based upon behavioral need

8-1 2	Career Day (Curriculum)	1	CDOS: Standards 1, 2 ASCA B-LS 2.	... explore career options and gain knowledge about the world of work.	Middle and High School Counselors, Career Day Presenters	Post Assessment; Discussion
9-1 2	Career Destinations (Curriculum, Planning)	All	CDOS: Standards 1, 2, 3a, & 3b	...explore career options and gain knowledge about the world of work.	High School Counselors Career Destinations Work Based Learning Coordinator	Activity participation; Discussion
6 & 7	Career Exploration Lessons (Curriculum)	1	CDOS: Standard 1; ASCA B-LS 7.	... identify at least 1 career that aligns with their interests.	Middle School Counselor, Classroom Teacher	Completion of interest inventory and worksheet
K-5	College & Career (Curriculum)	1	NYS SEL Benchmark: 3B.1a., 3B.2a., 3C.2a.	... select a career or field & identify the required path.	Elementary Counselor, Classroom Teacher	Discussion
11 & 12	College Planning (Curriculum, Planning)	3	NYS SEL Benchmark: 1C.5a., 1C.5b. CDOS: Standard 1	...understand the college search and selection process and navigate the application process.	High School Counselors	Post-Graduation Data
12	College Financial Aid/FAFSA Workshop/Scholarship Planning (Curriculum, Planning)	2	NYS SEL Benchmark: 1C.5a., 1C.5b. CDOS: Standard 1	...identify available financial aid/scholarship opportunities and complete necessary applications.	High School Counselors, FAFSA Workshop Presenter	Application Completion Data
9	College Visit (Planning)	1	CDOS: Standard 2	...experience a college setting.	High School Counselors, High School Principal	Discussion
K-1 2	Committee for Special Education & Programming (Referral)	3	Standards implemented as needed - All	... find support for academic, social/emotional, physical & management needs & disabilities in the least restrictive environment.	Administration, Classroom Teacher, CSE Department	Referral based upon academic performance & behavioral need
K-5	Conflict Resolution (Curriculum)	1	NYS SEL Benchmark: 2D.1a., 2D.1b	... communicate needs and wants with peers and trusted adults, and practice approaches to navigating conflicts.	Elementary Counselor	Discussion; Pre & Post Assessment

K-5	Coping Skills (Curriculum)	1	NYS SEL Benchmark: 1A.2b., 1B.2b.	...reference/apply 1-2 coping skills to regulate self & be ready to learn.	Elementary Counselor, Classroom Teacher	Discussion; Pre & Post Assessment
K-1 2	Counseling (IEP, 505, Gen. Ed) (Individual, Small Group)	2 & 3	Standards implemented as needed - All	... develop academic, social-emotional & college/career success.	School Counselors	Progress monitoring by counselor based on goals
K-1 2	Crisis Intervention (Crisis)	3	NYS SEL Benchmark: 2D.2b., 3A.1b., 1B.2b.	... receive support & regulation in the event of a crisis.	Administration, School Counselor	Contact parent; Appropriate documentation; Create safety plan; Referral if needed
K-5	Fire Safety (Curriculum)	1	NYS SEL Benchmark: 3A - All	... understand emergency & fire safety procedures.	Administration	Discussion
K-8	Goal-Setting (Curriculum)	1	NYS SEL Benchmark: 1C.1b., 1C.2a., 1C.2b. ASCA B-LS 7.	... establish & maintain goals oriented to short-term & long-term.	Elementary Counselor, Classroom Teacher, Middle School Counselor	Discussion (K-5) Completed SMART goal (6-8)
6-1 2	Individual Progress Review/Plan Meeting (Individual)	1	CDOS: Standards 2, 3a. NYS SEL Benchmark: 1B.3b., 3B.3a.	... review academic records, academic skills, social/emotional wellness, and college/career readiness and plans.	Middle and High School Counselors	Completion of individual meetings with school counselors. Completed form for career folder.
6-8	Internet Safety (Erin's Law Req.) (Curriculum)	1	ASCA Standards: M 1., B-LS 1., B-SMS 1. & 2., B-SMS 9., B-SS 5.	... educate students about the benefits and risks of internet use.	Middle School Counselor	Discussion, Exit Ticket
4-5	LEAF Council on Alcoholism and Addictions (Curriculum)	1	NYS SEL Benchmark: 1B.2b., 3A.1b., 3A.2b.; ASCA B-SMS 1.	... reduce risk factors and enhance protective factors related to alcohol, tobacco and other drug (ATOD) use among students.	LEAF Instructor, Classroom Teacher	Discussion; Activities; Observation
K-5	Mileage Club (Curriculum)	1	NYS SEL Benchmark: 1C.1b., 1C.2b.	... exercise in a fun way that encourages goal-setting.	Elementary P.E. Teacher(s)	Data tracking

6-1 2	No Place for Hate Programming <small>(Planning, Consultation, Curriculum)</small>	1	NYS SEL Benchmark: 3C ASCA B-SS 2., B-LS 10.	...Identify and perform roles that contribute to the school community.	Middle and High School Students and Staff	Activity participation, feedback, surveys
K-5	Personal Safety (Erin's Law) <small>(Curriculum)</small>	1	NYS SEL Benchmark: 1B. 1b., 1B. 3b.; ASCA B-SMS 9.	... educate children about safe and unsafe touches, what to do if they experience abusive behavior and encourage them to go to a parent or trusted adult for help.	Elementary Counselor	Discussion, Exit Ticket
K-5	Positive Behavioral Interventions & Support (PBIS) <small>(Curriculum)</small>	All	NYS SEL Benchmark: 1A.1a., 1A.2c., 2C.1b.	... have a safe and predictable learning environment that teaches and recognizes positive behavior.	PBIS Committee, All Staff	Think & Resolve sheets; Data tracking; Surveys
6-1 2	Preventive Social Worker <small>(Referral)</small>		NYS SEL Benchmark: 1B.1b., 1B.2b., 3B.2b.	...receive support in the form of community and family outreach.	Administration, School Counselor, Social Worker	Referral data
6-1 2	Restorative Practices	All	Standards implemented as needed - All	...create a sense of community within the school setting and resolve problems in a way that maintains relationships.	Administration, High School Counselors, Classroom Teachers	Data tracking; Discussion
K-5	Self-Esteem <small>(Curriculum)</small>	1	NYS SEL Benchmark: 1B.1a., 1B.1b., 1B.2a.	...use positive self-talk.	Elementary Counselor, Classroom Teacher	Discussion; Pre & Post Assessment
K-5	Spartan Star Program <small>(Referral)</small>	1	NYS SEL Benchmark: 3B.1b., 3C.1a.	...receive recognition for positive mindsets & behaviors.	All Staff	Data tracking
10 & 11	Standardized Tests (PSAT 10, PSAT/NMSQT, SAT School Day, ASVAB) <small>(Curriculum, Appraisal)</small>	1	NYS SEL Benchmark: 1C.4a., 1C.4b., 1C.5a., 1C.5b.	...understand the purpose and formatting of standardized testing and have the ability to interpret the results.	High School Counselors	Test Results

Management & Accountability

Advisory Council

New York State Regulation 100.2(j)2(iii)

“Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of representative stakeholders (such as parents, members of the Board of Education, school building and/or district leaders, community based service providers, teachers, certified school counselors, and other pupil personnel service providers in the district, including school social workers and/or school psychologists).”

Purpose of the Advisory Council:

1. To review the Comprehensive School Counseling Program plan that is updated yearly by the school counseling staff.
2. To review data collected from the previous school year by the school counseling staff.
3. To advise in the establishment of goals and implementation strategies for programs.
4. To support the implementation of programs.

Requirements of the Advisory Council:

1. To meet at least two times per year.
2. Submit meeting minutes to the Board of Education annually. (see Appendix A)

Data Driven Program

Over the course of the school year, school counselors collect data relating to the academic, behavioral, social-emotional and attendance success of our students. This data is used to form our program, curriculum, groups and interventions throughout the course of the school year.

Data Analysis

Data analysis will be used to review collected data as it reflects on the smart goals of the school counseling program. Data will be collected and analyzed by the school counseling team to inform the program for the upcoming school year. Data is collected throughout the school year and is reviewed as it is collected with final determinations made at the end of the year to form the program for the upcoming school year.

Program Evaluation

The use of data is used to identify the success of the school counseling program. These results are based on the school counseling goals and will be shared with the advisory board during fall or spring meetings.

Program Calendar

Unatego School Counseling Annual Calendar 2024 - 2025			
	Elementary School	Middle School	High School
September	OLWEUS Assembly		Progress Reviews (12) Begin College Application Process (12) Workforce Wednesday (9-12)
October	Fire Safety	Q1 Career Exploration Lessons (6, 7) Q1 Internet/Personal Safety Lessons (6, 7)	ASVAB (10) PSAT/NMSQT (11) Progress Reviews (9) Workforce Wednesday (9-12) Visions Credit Union Budgeting Simulation (11-12) College Visit (9)
November			Workforce Wednesday (9-12)
December		Q2 Career Exploration Lessons (6, 7) Q2 Internet/Personal Safety Lessons (6, 7)	FAFSA Workshop (12) Progress Reviews (11) Workforce Wednesday (9-12)
January		BOCES Exploration Presentation (8)	Progress Reviews (10) Workforce Wednesday (9-12)
February		Q3 Career Exploration Lessons (6, 7) Q3 Internet/Personal Safety Lessons (6, 7)	BOCES Roadshow (10) BOCES Visit(10) Workforce Wednesday (9-12)
March	Read Across America Month	Career Day (8) Individual Progress Reviews (7)	PSAT (10) SAT School Day (11) Career Day (9-12) Workforce Wednesday (9-12)
April	Personal Safety Curriculum (K-2)	Q4 Career Exploration Lessons (6, 7) Q4 Internet/Personal Safety Lessons (6, 7) High School Planning Night (8)	Ind. Plan Mtgs. (8) Workforce Wednesday (9-12) High School Planning Night (8)
May	Personal Safety Curriculum (3-5)	Individual Progress Reviews (6)	Workforce Wednesday (9-12)

June	Transition Activities	Transition Activities (5 & 8)	Transition Program (8) Graduation (12)
All year long:	ASHH, CICO, Spartan Student Showcase, OLWEUS	Climate and Culture Committee activities	Restorative Practices, Spartan Closet
All year long; across K-12:	Counseling (gen. ed., CSE, 504), Consultation, Collaboration, Referrals, CSE/504 Meetings, Crisis Intervention, Team Meetings, Parent/Teacher Conferences		

Professional Development Planning

School counselors attend Professional Development to stay current in knowledge and best practices in order to provide support for students.

Continual Professional Development:

- Delaware County Counselors Association - Quarterly meetings scheduled by the local county counselors association to provide information, resources, and the sharing of best practices to area counselors.
- BOCES School Counseling Training - Local BOCES offers a variety of trainings to support the specific needs of school counseling teams throughout the course of the school year and address different components of the school counseling program.
- Unatego Central School District Professional Development Days - School Counselors participate in district wide professional development days throughout the school year.
- Additional Opportunities arise through various organizations throughout the year.

Appendix A
Advisory Council Meeting Minutes

Unatego School Counseling Advisory Council
Meeting Minutes
June 17, 2024

1) Introductions and committee member updates:

- Abbey Bailey (student), Carter Post (student), and Sheanna Burgess (school social worker) are joining the Advisory Council.

2) School updates and goal review for 2023-24 school year by building.

Counseling Department Goal:

- Create Suicide Prevention Plan
 - The counseling team is prioritizing this goal for summer 2024.

Elementary Goal Review:

- Continue to monitor mental health needs of students and make referrals.
 - 25 referrals to outside counseling
 - 109 students visited my office this school year (this is 30% of our student population).
 - Students signed up for school counseling: 71
- Increase the amount of groups that I run focusing on social emotional needs.
 - Ran 8 groups this school year (slight increase to last school year). Groups focused on: anxiety, self-esteem, coping skills, friendship and social skills.
- Based on the results of last school years needs assessment I conducted complete:
 - Resolving Conflicts Lesson - 2nd Grade
 - Data from Lesson: All 50 students were able to correctly write an I- Message to “talk it out” with a peer.
 - Mindfulness Lesson - 4th Grade
 - Students listened to a mindfulness script to help them reflect on an experience of peace or calmness. They then identified things that help them feel calm.
- Meet the Counselor Lessons for Pre-K and Kindergarten
 - Achieved
- Erin’s Law Curriculum for 2nd and 4th grade
 - Achieved
 - Data from Lesson:
 - 2nd Grade:98% of students were able to list four trusted adults (two at school, one at home).
 - 4th Grade: 89% of students were able to list four trusted adults
- Based on needs assessment, complete additional classroom lessons.
 - Unable to meet this goal due to time constraints.

- Visit classes in the computer lab to show them my virtual school counseling resources on Google Slides/Seesaw. Have students explore my virtual rooms and send home information.
 - Unable to meet this goal due to time constraints.
- More training for myself and staff about suicide prevention and what to look for in elementary age students.
 - Rebecca will attend a virtual training in August about suicide prevention.

Middle School Goal Review:

- Implement and continue providing Career Day for 8th grade students.
 - This was conducted in collaboration with the high school counselors.
- Inquire about training MS staff for YMHFA (youth mental health first aid) if not already trained
 - This continues to be a goal.
- Teach Erin's law curriculum for all grades 6-8.
- Teach Internet Safety Lessons to all grades 6-8.
 - 7th grade students during their Health class were presented with a lesson on Internet Safety.
- Develop 3 school-wide lessons with No Place for Hate
 - Next year, NPFH clubs in both MS and HS may shift from the national organization structure to a more locally-led club format.
- Update counseling webpage to include more information for parents
 - Achieved
- Increase my visibility in the school and allow all students to know my role as a school counselor
 - Achieved through talking to all 6-8 students about what my role is and what I do, remaining present in the halls and in the cafeteria when students eat lunch, etc.
- Conduct a needs assessment to create interventions (group, individual, classroom lessons).
 - 18 students receive counseling services in their IEPs
 - 13 students receive counseling every other week through a parent- or self-referral
 - Referred 6 students to school social worker for counseling
 - Conduct 2 groups a week
- Implement an attendance procedure
 - This was a district-wide LINKS goal in 2023-24.
- More training for myself and staff about suicide prevention and what to look for
 - This continues to be a goal.
- Increase the percentage of students who can identify one faculty/staff member they feel connected to.
 - 2023-2024 Data: 63.4% of respondents could identify one faculty/staff member they feel connected to
 - 142 respondents out of 159 number of students in Middle School
 - Of the 48 who said no: 8 are 6th graders, 14 are 7th graders, and 26 are 8th graders

High School Goal Review:

- Increase the percentage of students who can identify one faculty/staff member they feel connected to.
 - 2022-2023 Data: 86% of respondents could identify one faculty/staff member they

- feel connected to
 - 2023-2024 Data: 81% of respondents could identify one faculty/staff member they feel connected to
 - 122 respondents vs. 106 respondents
 - Of the 22 who said no, 16 are 9th grade students
 - We will consider rewording the question for the future for clarity
- Create a new system for students to schedule appointments with counselors using google forms
 - 65 appointments were scheduled utilizing the new form
 - 53.8% for academic needs
 - 20% for personal/social needs
 - 40.9% dealing with emotions
 - 40.9% anxiety
 - 36.4% conflict with peers
 - 27.3% just need to talk to someone who will listen
 - 18.2% family issues
 - 18.2% other
 - 13.8% for career/post secondary planning
 - 12.4% multiple reasons
 - We are investigating other methods of data collection.
 - Students are still most likely to just “drop in” for counseling services than scheduling ahead.
- Expand Career Day
 - 2023
 - 13 presenters
 - Students in 8,10,11, & 12th grade interacted with a maximum of 4 employers
 - 2024
 - 25 presenters
 - Students in grades 8-12 interacted with a maximum of 9 presenters
- Update Counseling webpage
 - This continues to be a goal.
- Meet with 9th graders within the first quarter of the year to assess transition to high school
 - Achieved
- Continue working with Christina McCall-Hopkins for Career Destinations.
 - 12th grade students attended a career-related field trip to Raymond Corp.
 - 9th grade students attended a college-related field trip to SUNY Oneonta.
 - We would like to increase attendance at Workforce Wednesdays.

May Visions Credit Union	10 students
Apr Painters and Allied Trade Union	2 Students
Mar Bassett	4 Students
Feb Springbrook	5 Students
Jan NYC Watershed	7 Students
Dec Casella Waste	4 Students
Nov Otsego County Sheriff	9 Students

<p>Oct Margo Burkett, Sarah Cabochon, & Stacey Smith DOL and Civil Service</p>	<p>6 Students</p>
<p>Sept Jake Cotton, Mayor of Unadilla</p>	<p>14 Students</p>

3) Discussion

- Attendance continues to be a concern district-wide (as well as regionally and nationally for other schools).
 - The group discussed the possibility of incentives, family buy-in, socioeconomic inequities that create barriers, and the preference of older students to work.
- Spartan Circles
 - The group discussed the value of these in building community. Abbey shared that she “learned to love” Spartan Circles and looked forward to continuing them next year.
- Career exposure
 - Jill shared that Afton has had success with career field trips to community colleges. They also have teachers bring in relevant presenters to their classes to discuss career opportunities. This helps increase student attendance and interest with career presentations.
 - The group discussed the possibility of a career fair setup during Career Day, in addition to classroom presentations. A challenge in the past has been student engagement with presenters rather than socializing amongst themselves.
 - The group discussed how to increase attendance at Workforce Wednesday. Teacher buy-in is helpful. Attendance was higher when there was an incentive from a club or class to attend a presentation.

4) Next meeting date: Fall 2024

October 17, 2024

- 1) Introductions and committee member updates
 - Abbey Bailey (12) and Carter Post (11) will be our student representatives.
 - Sheanna Burgess (School Social Worker) has joined the committee.
 - Mike Snider will be our administrative representative this year.
- 2) Goal review for 2023-24 school year by building
 - This was outlined in detail at the June 2024 meeting.
- 3) Goals for 2024-25 school year by building
 - We are looking for feedback and ideas!
 - SEL Curriculum: This came from the LINKS Committee.
 - Implementing EdTomorrow's First Five would need to be clearly outlined to avoid redundancy between teachers.
 - Other options have time and money as barriers.
 - The group discussed how SEL looks different at each building level. Personal Development in Middle School and Teen Leadership in High School could serve this purpose.
 - Peer mentorship in each building could be helpful to create connectivity between students.
 - Spartan Circles: Student feedback is mixed, but this is a largely positive initiative.
 - Youth Mental Health First Aid: Discussion from committee members who have experienced this training.
 - Some of the feedback is that it was overwhelming for non-instructional staff and left some staff feeling responsible for crisis situations when they wouldn't/shouldn't be. It also may not be useful for counseling staff.
- 4) Open Discussion
 - Discussion around cell phones in school and how it impacts peer conflict, attention span, etc. and the lack of phones increases social connectedness, reading, students playing together (board game example).
 - Discussion around students saying things like "I want to kill myself" casually in classes or in the halls can lead to becoming desensitized to the severity of this message.
- 5) Next meeting date: Spring 2025