

UNATEGO CENTRAL SCHOOL



COMPREHENSIVE SCHOOL COUNSELING PLAN

2022-2023

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 2022-2023 (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

Amanda Kane, 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 2022-2023

Elementary School:

- Continue to monitor mental health needs of students and make referrals
- Increase my visibility within the school and reach more students and make sure they understand the role of the school counselor
- Increase the amount of groups that focus on social emotional needs
- Based on needs assessment, complete at least one lesson in each classroom K-5
- Meet the Counselor Lessons in Pre-K and Kindergarten.
- Continue to fulfill Erin’s Law curriculum yearly

- Continue to post resources on virtual platforms
- Consider implementing a Career Day

Middle School:

- Increase the percentage of students who can identify one faculty/staff member they feel connected to ((Someone you could talk to about a problem, ask for help, know would listen, or would want to share good news with.)
 - Current 7th grade: 60% can
 - Current 8th grade: 61% can
 - (Results from February 2022 connectedness survey)
- Readminister Connectedness Survey in February to all middle school students
- Investigate reinstating Career Day for 8th grade
- Update crisis plan in coordination with crisis team
- Provide MS staff with training on responding to a student in crisis (suicide ideation)
- Provide MS staff training on CPS reporting
- Provide supplemental Erin's Law curriculum for health classes; quarterly 6th and 7th grades
- Provide internet safety lessons for grades 6th-8th
- Facilitate the development of 3 school-wide lesson/activities with No Place for Hate

High School:

- Increase the percentage of students who can identify one faculty/staff member they feel connected to.
- Current 9-12 Data: 74% can (Results from February 2022 Survey)
- Conduct connectedness activities/surveys for students and staff
- Reinstate Career Day
- Update Crisis Plan
- Plan HS staff training on responding to a student in crisis
- Meet with 9th graders within the first quarter of the year to assess transition to High school
- Continue working with Christina McCall-Hopkins for Career Destinations
- Begin the institution of No Place for Hate
- Update Counseling webpage

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 school counseling goals progress.

School Counseling Delivery Map and Evaluation Methods

Unatego School Counseling Program Delivery Map 2022 - 2023						
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

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-12	Alternative Placements (Referral)	3	NYS SEL Benchmark: 1A - All, 1C - All	... thrive in a setting that is conducive to their potential success.	Admin.	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
8-12	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

9-12	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, CDWB Learning Coordinator	Activity participation; Discussion
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)
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
11	College & Career Fair (Planning)	1	NYS SEL Benchmark: 1C.5a., 1C.5b. CDOS: Standard 1	...obtain information about colleges and careers.	High School Counselors, College Fair Presenters	Discussion
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-12	Committee for Special Education & Programming (Referral)	3	Standards implemented as needed - All	...find support for students in the least restrictive environment.	Admin., Classroom Teacher, CSE Department	Referral based upon academic performance & behavioral need
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	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-12	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-12	Crisis Intervention (Crisis)	3	NYS SEL Benchmark: 2D.2b., 3A.1b., 1B.2b.	...receive support & regulation in the event of a crisis.	Admin., 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.	Admin.	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)
6-12	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	Middle and High School Counselors	Completion of individual meeting with school counselor. Completed form for career folder.

				readiness and plans.		
6-8	Internet Safety (Erin's Law Req.) (Curriculum)	1	ASCA Standards: M 1., B-LS 1., B-SMS 1. & 2.	... educate on benefits and risks of internet use.	Middle School Counselor	Discussion, Exit Ticket
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)
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
6-8	No Place for Hate Programming (Planning, Consultation, Curriculum)	1	NYS SEL Benchmark: 3C ASCA B-SS 2., B-LS 10.	...Identify and perform roles that contribute to the school community.	Middle School Students and Staff	Activity participation, feedback, surveys
K-5	Personal Safety (Erin's Law) (Curriculum)	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) (Curriculum)	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
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)
6-12	Preventive Social Worker (Referral)		NYS SEL Benchmark: 1B.1b., 1B.2b., 3B.2b.	... receive support in the form of community and family outreach.	Admin., School Counselor, Social Worker	Referral data
9-12	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.	Admin., High School Counselors, Classroom Teachers	Data tracking; Discussion
K-5	Self-Esteem (Curriculum)	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 (Referral)	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, ASVAB) (Curriculum, Appraisal)	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

K-5	STAR Assembly (Curriculum)	1	NYS SEL Benchmark: 3B.1b., 3C.1a.	...receive recognition for positive mindsets & behaviors.	K-5 Staff, Admin.	Assembly
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-12	Team Meetings (UIT/Probation, Student of Concern, Administrative, Data Team, Grade Level, IST, Department) (Planning, Consultation)	2, 3	Standards addressed as needed	...receive support through staff consultation	School Counselors, Various school staff	Meeting notes/minutes; Data tracking
5, 8, 9, 12	Transition Planning (Curriculum, Planning)	1	CDOS: Standard 1 NYS SEL Benchmark: 1A.3a., 1B.3a., 1B.3b., 3B.3a.; ASCA B-SMS 10.	... move to the next grade level successfully or graduate. Recognize success in past grade level.	School Counselors, Admin.	Exit ticket

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 2022 - 2023			
	Elementary School	Middle School	High School
September			Progress Reviews (12) Begin College App Process
October	Coping Skills Virtual Resources (UPK-2) Fire Safety	Q1 Career Exploration Lessons (6, 7) Q1 Internet/Personal Safety Lessons (6, 7)	ASVAB (10) PSAT/NMSQT (11) FAFSA Workshop
November	Coping Skills Virtual Resources (3-5) Meet the Counselor Lessons (UPK-K) OLWEUS Assembly	Faculty Meeting Presentation: Suicide Safety for Educators	Progress Reviews (9)

December	Goal-Setting Virtual Resources (K-5) Spartan Student Showcase	Q2 Career Exploration Lessons (6, 7) Q2 Internet/Personal Safety Lessons (6, 7)	Progress Reviews (10)
	Elementary School	Middle School	High School
January	Personal Safety Curriculum (K-2) Spartan Student Showcase	Individual Progress Reviews (7)	Progress Reviews (11)
February	Personal Safety Curriculum (3-5)	Q3 Career Exploration Lessons (6, 7) Q3 Internet/Personal Safety Lessons (6, 7) BOCES Exploration Presentation (8)	BOCES Roadshow (10) BOCES Visit(10)
March	College & Career Virtual Resources (K-5) Career Day (UPK-5) Spartan Student Showcase	Career Day (8) Internet Safety Presentation (8)	PSAT (10) SAT School Test Day (11) Career Day (9-12)
April	Self-Esteem Virtual Resources (UPK-2)	Q4 Career Exploration Lessons (6, 7) Q4 Internet/Personal Safety Lessons (6, 7) High School Planning Night (8)	Ind. Plan Mtgs. (8)
May	Self-Esteem Virtual Resources (3-5) Mileage Club	Individual Progress Reviews (6)	
June	Transition Activities	Transition Activities (5 & 8)	Transition Program (8) Graduation
All year long:	ASHH, CICO, Spartan Student Showcase, OLWEUS	No Place for Hate lessons & activities(6-8), 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 Counselor Advisory Council
Meeting Minutes
December 6, 2021

1. Present: Laura Wade, Lexi McHenry, Amanda Kane, Rebecca Theophel, Kelli Hafele, Pete Tolson, Sarah Morgan
2. Review purpose of Advisory Council for new members.
 - a. The Advisory Council is a team, invited by the school counselors, that reviews and advises the school counseling program.
 - b. The role of the Advisory Council is to provide feedback on program goals, review program results, and make recommendations about the school counseling program.
3. Elementary school updates and goal review for 2021-2022 school year.
 - a. Goal review: Focus on social-emotional support; mainly geared towards in person classroom lessons but will also provide additional support on virtual platforms.
 - b. There have been many referrals for school counseling services. There are approximately 50 students that have school counseling sessions weekly.
 - c. A needs assessment was provided for teachers at the beginning of the school year with a list of social emotional topics. Teachers chose three topics that their students needed the most. Lessons will be provided later in the school year based on the needs.
4. Middle School updates and goal review for 2021-2022 school year.
 - a. Goal review: Help students reorient to being back in school 5 days a week and assess/address social emotional needs.
 - b. Began Personal Development class in special rotations for grades 6, 7, 8. This is a 10 week class that focuses on social/emotional development and education.
 - c. Working with Sheanna Burgess and Charlotte Rapp (school social workers) on referring students with mental health needs greater than what school counselors can meet. Since September, there have been 5 referrals for the middle school to Sheanna and 3 to Charlotte. Since September, 3 MCAT calls have been facilitated through the MS counselor's office.

- d. Sheanna and Amanda went into English 8 classes to facilitate a lesson on diversity and empathy. A pre and post empathy self-rating scale was completed. Of the 41 students who completed the scale, 24 students chose to identify themselves by name. Of those identified, 13 had an increase in the empathy self-rating, 5 had no change, and 6 had a decrease.
 - e. Investigating the program No Place for Hate; whose purpose is to build a learning community of inclusivity, respect, and equity.
5. High School updates and goal review for 2021-2022 school year.
- a. Goal Review: Help students to readjust to being back in school full time. Address mental health issues as they relate to the impact of COVID-19.
 - b. Lexi and Laura are concentrating on individual counseling with students to help social/emotional health.
 - c. Working with teachers to support their efforts with students in their classrooms.
 - d. Working with Sheanna Burgess (school social worker) and Charlotte Rapp (BHRC) to help meet student/family needs.
 - e. Using individual yearly meetings to assess students' academic and social/emotional needs.
6. Next Meeting: Spring 2022

Unatego School Counseling Advisory Council
Meeting Minutes
 June 13, 2022

Present: Megan Short, Pete Tolson, Kelli Hafele, Sara Ingalls, Laura Wade, Lexi McHenry, Rebecca Theophel, Hannah Baskin, Amanda Kane, Alyssa Poje

1) Introductions and committee member updates:

- This was Laura's last meeting, as she is retiring in June. Hannah Baskin will be the new high school counselor. Megan Short and Sara Ingalls are teachers new to the committee. 10th grader, Alyssa Poje, also joined us.

2) School updates and goal review for 2021-2022 school year by building.

Elementary:

2021-2022 Goal: Focus on social-emotional support; mainly geared towards in person classroom lessons but will also provide additional support on virtual platforms.

- Posted social emotional support on virtual platforms for the first half of the school year.
- Social emotional support resources were limited to virtual lessons, and were not able to be conducted in the classroom due to time constraints.
- Consistently had a 50+ caseload.

- Next year I will have a 6 day schedule instead of a weekly (one meeting per week) schedule. It is my hope that spreading those meetings over a 6 day period will help with time constraints.
- Completed Behavior Intervention Specialist Training in February.
- Conducted Personal Safety Lessons in May/June to fulfill Erin's Law Curriculum for 2nd and 4th Grade. The lesson and videos focused on safe/unsafe touches and secrets, safety rules at home and telling a trusted adult. Afterwards I had each student identify two trusted adults at school and two trusted adults outside of school that they could go to for help.
 - 2nd Grade Data:
 - 92% of second graders could name four trusted adults
 - 96% of second graders listed two trusted adults at home.
 - 4th Grade Data:
 - All fourth grade students could list four trusted adults.

Middle:

2021-2022 Goal: Help students reorient to being back in school 5 days a week and assess/address social emotional needs.

- Early start to Individual Progress Reviews for grade 6 to ensure student check-ins were done early in the school year.
- Personal Development class in special rotations for grades 6, 7, 8 was implemented. 10 week class that focuses on social/emotional development and education.
- Empathy lesson with Sheanna Burgess in 8th grade English class. Cross the line activity with follow up discussion.
- Collaboration with Sheanna Burgess and Charlotte Rapp (school social workers). Identified students with mental health needs greater than what school counselors can meet.

2021-2022 school year: 10 referrals for the middle school to Sheanna Burgess and 7 to Charlotte Rapp.

- Implementation of No Place for Hate; a student-led school climate improvement program created and supported through the Anti Defamation League. Advisors are Amanda Kane and Sara Ingalls. Student committee was formed with a total of 13 students (4 in 8th grade, 6 in 7th grade, 3 in 6th grade). Presentation made to middle school on May 25th. 6th and 7th graders participated in NPFH "virtual school tour" on May 27th.
- Student connectedness survey; Google Form in English classes in February (results below). Tied into LINKS goal.

High:

2021-2022 Goal: Help students to readjust to being back in school full time and address mental health issues as they relate to the impact of COVID-19.

- Held individual planning meetings with all students
- Collaboration with school social workers

3) Ideas for goals for 2022-2023 school year:

Elementary:

- Continue to monitor mental health needs of students and make referrals.
- I want to increase my visibility within the school and reach more students and make sure they understand my role. I plan on increasing the amount of groups I am running that focus on social emotional needs.
- Based on needs assessment, complete at least one lesson in each classroom K-5.
- Meet the Counselor Lessons in Pre-K and Kindergarten.
- Will continue to fulfill Erin's Law curriculum yearly.
- Continue to post resources on virtual platforms.
- Career Day?

Middle:

- Increase the percentage of students who can identify one faculty/staff member they feel connected to (Someone you could talk to about a problem, ask for help, know would listen, or would want to share good news with.)
 - Current 6th grade: 60% can
 - Current 7th grade: 61% can
 - Current 8th grade: 82% can(Results from February 2022 connectedness survey)
- Reinstate Career Day (8th grade; add 6th and 7th)
- Update crisis plan in coordination with crisis team
- Provide MS staff with training on responding to a student in crisis (suicide ideation)
- Provide MS staff training on CPS reporting
- Provide Erin's Law curriculum for health classes; quarterly 6-8 grades
- Provide internet safety lessons for grades 6-8 (Pers. Dev. classes)
- Facilitate the develop of 3 school-wide lessons/activities with No Place for Hate

High:

- Increase the percentage of students who can identify one faculty/staff member they feel connected to.
 - Current 9-12 Data: 74% can (Results from February 2022 Survey)
- Conduct connectedness activities/surveys for students and staff
- Reinstate Career Day
- Update Crisis Plan
- Plan HS staff training on responding to a student in crisis
- Meet with 9th graders within the first quarter of the year to assess transition to High school
- Continue working with Christina McCall-Hopkins for Career Destinations
- Begin the institution of No Place for Hate
- Update Counseling webpage

4) Next meeting date: Fall 2022