

Annual School Counseling Report

2014-2015

The following report will be the first annual End of Year Report which will illustrate the school counseling services for the Kindergarten Academy at Interboro School District during the 2014-2015 School Year. Similar to the Interboro School District mission to provide students with “a supportive learning environment to succeed academically, socially, and emotionally.”, the School Counseling department at the Kindergarten Academy strives to meet the academic, career, personal, and social needs of every student—in doing so, students are more prepared to meet the challenges of the future.

Additionally, this report will encompass the additional counseling responsibilities and services provided the Glenolden School through the Emotional Support program as well as the Student Assistance Program.

Stephanie Hundermark, MA, LBS
2014-2015



Interboro Kindergarten Academy

<http://www.interborosd.org/Domain/8>

Enrollment: 247

School Year: 2014-2015

Principal: Nancy DeSanctis

Counselor: Stephanie Hundermark, MA, LBS



Individual Counseling

Students at the Kindergarten Academy were able to meet one-on-one with their school counselor, Stephanie Hundermark to discuss issues that were affecting their academic, social and emotional development. In order to see Ms. Hundermark students were referred by their teachers, the building principle, or parents. During sessions, play therapy techniques along with a solution focused counseling theory (i.e. drawing, role-playing, puppetry, etc.) were used as a way to discuss school counseling goals, as outlined by the American School Counselor Association. This included helping students develop and reach their academic, emotional, and personal goals.

Total students seen individually: 60 August-December: 27 December-End of Year: 31

Average time spent per student: 20-30 minutes Average number of sessions per student: 5

Referral Data: (Will be included next year)

Number of Referrals from...

Teachers: Parents:

Principal: Students:

Other:

Percentage of students seen individually: 25 %

School At- A- Glance

Students in Special Education: 11%

Low Income Students: 44%

English Language Learners: .7%

End of Year School Counseling Report (Continued)



Small Group Counseling

Another counseling service available to students at the Kindergarten Academy was group counseling. This was done by identified need and topic, such as “making and keeping friends” or “social skills.” These groups and topics were decided based on a needs assessment completed by classroom teachers and by parent, teacher, or school personnel request. In order for a student to participate in small group counseling (usually 5-7 participants), a permission form had to be signed by his or her parent/guardian. Each lesson was designed around the core Social, Emotional, Learning Competencies *and* American School Counselor Association standards.

<http://www.casel.org/social-and-emotional-learning/core-competencies>

http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

During sessions, play therapy techniques i.e. drawing, role-playing, puppetry, etc.) were used as a way to discuss school counseling goals, as outlined by the American School Counselor Association. Also, for older students (T1) interactive/reflective activities were used (i.e. making feelings books, interviewing peers)

Total Number of Groups: 7

Percentage of Students Seen in Groups: 20%

Friendship Skills (Kid2Kid)

Group A	Group B
Sessions: 8	Sessions: 8
Time spent: 4 hours	Time spent: 4 hours
Students served: 5	Students served: 6

IEP Social Skills (all year)
Sessions: 25
Time spent: 12.5 hours
Students served: 7

Social Skills

Processing (winter)
Sessions: 8 total
Time spent: 4 hours
Students served: 4

Feelings Identification

Sessions: 8 total
Time spent: 4 hours
Students served: 5 total

Processing Feelings

Sessions: 8 total
Time spent: 4 hours
Students served: 10 total

Banana Split

Sessions: 8 total
Time spent: 4 hours
Students served: 7 total

Problem Solving

Sessions: 8 total
Time spent: 4 hours
Students served: 8 students

End of Year School Counseling Report (Continued)



Classroom Lessons

All students at the Kindergarten Academy had the opportunity to meet their school counselor, Ms. Hundermark, during their *Introduction to Kindergarten* classroom guidance sessions. This session was offered during the beginning of the school year and focused on introducing students to the newly implemented counseling program. Toward the end of the year, teachers were offered classroom lessons from the character education program *Building Character with Kelso* which was **designed around the Academic Content Standards and American School Counselor Association standards**. Teachers signed-up for classroom guidance units based on the specific needs of their students.

Each week lessons included an interactive / reflective activity along with a parent or guardian letter home connecting home and school into the counseling lesson.

Total Number of Topics: 6

Respect

Grades: K, T1
Sessions: 3 each
Time spent: 3 hours
Students served: 35 total

Caring

Grades: K, T1
Sessions: 3 each
Time spent: 3 hours
Students served: 35 total

Fairness

Grades: K, T1
Sessions: 3 each
Time spent: 3 hours
Students served: 35 total

Responsibility

Grades: K, T1
Sessions: 2
Time spent: 2 hours
Students served: 35 total

Meet the Counselor

Grades: K, T1
Sessions: 1 per classroom
Time spent: 30 minutes each / 6 hours
Number of classroom's visited: 11

Additionally, due to an identified need, a Friendship lesson was requested for one classroom. This classroom lesson was designed utilizing the Girls in Real Life Situations curriculum, utilizing **American School Counselor Association Standards**.

Friendship Lessons (GAL PALS)

Grades: K
Sessions: 6
Time Spend: 3.5 hours
Students served: 8

End of Year School Counseling Report (Continued)



Additional Services Provided

School-wide Programming:

- 100 Day
- Field Day / May Fair
- Fall and Spring Conferences
- Read Across America Classroom Reader

Miscellaneous Work Items:

- Creating original games for individual, small group, and classroom-based counseling
- Co-Facilitating CST / SAP meetings weekly
- Developed Attendance Flyer
- Presented Counseling Program at Faculty Meeting
- Presenter for Interboro Professional Development day: Autism training for PCA's
- Providing resources for teachers, parents, and administrators
- Preparing individual, small group, and classroom-based lessons
- Attend parent concerns meetings as requested / needed
- Attended IEP / 504 meetings as needed and requested
- Supporting families during the holidays / present collection
- Provided Social Work support (CYS calls and follow up, homelessness, aided in Truancy)
- Prospect Park Fire House Trip / Behavior Support
- Philadelphia Zoo Field Trip / Behavior Support
- Orientation Day

Links utilized in development of counseling program

Teacher Feedback Survey:

<https://www.surveymonkey.com/s/PF6NYLS>

Prezi:

<https://prezi.com/b6sxo3fnty4e/copy-of-the-kindergarten-school-counselor/>



Professional Development

- Delaware County School Counselor Association (8 hours)
- Holcomb SAP Community Resource Fair (4 hours)
- Safety Cares Training (16 hours)
- DCIU Autism Training (16 hours / 8 hours completed)
- Mandatory Reporter Training (4 hours)
- Mental Health First Aide Training (8 hours)

Glenolden School

<http://www.interborosd.org/Page/1555>

School Enrollment: 687

School Year: 2014-2015

Principal: Rachel Lambert

Assistant Principal: Brad Kohlhepp

School Counselor: Peggy Cellucci

Additional Counseling Support / SAP Coordinator: Stephanie Hundermark, MA, LBS



School At- A- Glance

Students in Special Education: 15%

Low Income Students: 50%

English Language Learners: 1.2%

Student Assistance Program (SAP)

SAP is a systemic process using techniques to mobilize school resources to remove barriers to learning. The core of the program is a professionally trained team, including school staff and liaisons from community alcohol and drug and mental health agencies. SAP team members are trained to identify problems, determine whether or not the presenting problem lies within the responsibility of the school and to make recommendations to assist the student and the parent. When the problem lies beyond the scope of the school, the SAP team will assist the parent and student so they may access services within the community. The student assistance team members do not diagnose or treat; but they may refer for a screening or an assessment for treatment. The SAP team gathers observable, objective information about the student's behavior, academic performance and demeanor in school from all school personnel who have contact with the student. Information is also collected from the parent. A designated SAP team member will reach out to a parent and/or guardian to discuss the reason for referral. Together, a plan is developed that includes strategies for removing the barriers and promoting the student's success to include in-school and/or community-based services and activities.

<http://www.sap.state.pa.us/>

Total Number of Students: 64

Total Number of Meetings: 32 weekly Meetings

Total hours: 64 total meeting hours



Individual counseling provided developed from student concerns: 20

End of Year School Counseling Report (Continued)

SAP Groups developed from student concerns:

Social Skills / Processing

Sessions: 16

Time spent: 8 hours

Students served: 5

7th Grade Boys Group

Sessions: 20

Time spent: 10 hours

Students served: 4

Social Interaction (LS/ ES)

Sessions: 15

Time spent: 15 hours

Students served: 6

Total students receiving SAP counseling services: 54% of students referred.

Behavior Assessment Form (BAF)

This form was developed as a 2nd step to the SAP referral form, in order to gain additional information on individual referrals.

<https://docs.google.com/forms/d/1PO0vLvQelfEHAKcnmDrgzpM9nQ6WJ7MiQwOFaq7Wnyl/viewform>



Emotional Support Counseling

A counseling service available to students identified in the Emotional Support population at Glenolden School included daily group counseling services and weekly individual counseling. This services was determined by case managers and IEP development

These groups and topics were decided based on weekly identified needs and teacher or student feedback. Groups were malleable and changed from day to day depending on focus issues. In order for a student to participate in this small group counseling or individual counseling this service was written into individual IEP's, agreed upon at yearly IEP meetings via special education case manager, LEA and parent. Each lesson was designed around the core Social, Emotional, Learning Competencies *and* American School Counselor Association standards.

<http://www.casel.org/social-and-emotional-learning/core-competencies>

http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

During sessions, play therapy techniques i.e. drawing, role-playing, puppetry, etc. were used as a way to discuss counseling goals, as outlined by the American School Counselor Association. Also, for older students interactive/reflective activities were used (i.e. developing concepts and creating board games, interviewing peers)

End of Year School Counseling Report (Continued)

Total Number of Groups: 2

Grades 1 & 3 ES Group

Sessions: 5 x per week / 19 weeks

Time spent: 95 total hours

Students served: 8

Grades 4 & 5 ES Group

Sessions: 5 x per week / 19 weeks

Time spent: 95 total hours

Students served: 5

Total Number of Individuals: 11

Time Spent: 30 minutes / 1x per week (15 weeks) = 82.5 total hours



Additional Services Provided

Miscellaneous Work Items:

- Creating original games for individual, small group, and classroom-based counseling
- Co-Facilitating STAT meetings weekly
- Developed STAT Referral form for teachers to utilize and refer student concerns
- Presented SAP / STAT Program at Faculty Meeting
- Providing resources for teachers, parents, and administrators via SAP brochure
- Preparing individual and small group counseling
- Attend parent concerns meetings as requested / needed
- Attended IEP / 504 meetings as needed and requested
- Support school counseling with families in need during the holidays
- Provided Social Work support (CYS calls and follow up, homelessness, aided in Truancy, Community Resources)
- SAP Counsel



Glenolden Professional Goals

- Coordinate counseling services and interventions with the Principle, School Psychologist, Behavior Specialist and team to work collaboratively playing on each professional strength
- Individualized group counseling services
- Diversify SAP group counseling services by topic and increase group offerings
- Increase visibility and utilization of SAP referral form to faculty and staff
- Increase ratio of SAP referrals to school enrollment
- Continued website development to increase school and community connection
- Further develop and aide truancy prevention planning

End of Year School Counseling Report (Continued)



Kindergarten Academy Professional Goals

- Set up referral protocols for counseling services
- Continue classroom lessons to be included in all classrooms at least 1 time during the school year
- Strengthen the bullying program delivered to individual classrooms during the fall
- Coordinate counseling services and interventions with the Principle, School Psychologist, Behavior Specialist, and CST team to work collaboratively playing on each professional strength
- Increase group services and develop "Lunch Bunch" or recess availability for on-spot conflict resolution
- Strengthen parent support, and community connection by developing a "Coffee with the Counselor" night for parents
- Continue professional development in collaborative problem solving, social thinking, and positive behavior intervention support
- Aide in strengthening the school wide PBIS
- Collect data on achievement, behavior, attendance, and referrals in order to develop and deliver effective counseling services
- Develop career counseling program



Overall Summary

This report is designed to highlight several of the school counseling services provided during the first year of the Kindergarten Academy School Counseling program. This, by no means, is a complete look at the school counselor responsibilities and overall work load rather, a snap shot of major services delivered

Based on the data presented in this report, the Kindergarten Academy has a wide range of counseling services available. During the 2015-2016 school year, these numbers should increase due to the program entering its second year with the district and an increase in community outreach, ensuring all students have access to school counseling resources at the Kindergarten Academy.

Based on the data presented in this report for Glenolden School Student Assistance Program, over 50% of students referred to SAP received in-school services, further more action was taken to increase visibility and the referral process to the teacher of Glenolden School.