



ELMIRA CITY SCHOOL DISTRICT
2023-24 COMPREHENSIVE
SCHOOL COUNSELING PLAN

HENDY ELEMENTARY



Elmira City School District



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2023-2024 Hendy Elementary School Counseling Plan

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2023-2024 Hendy Elementary School Counseling Plan

District Goals from the 2023-2024 Elmira City School District Comprehensive School Counseling Plan:

1. Social Emotional Commitment:

We commit to fostering students’ social emotional learning through a system of supports that identify and meet the needs of students and families. This will be monitored through program data points.

2. Academic/Attendance Commitment:

We commit to providing supports and targeted interventions intended to improve attendance and academic engagement.

3. College, Career and Civic Readiness Commitment:

We commit to preparing all students to become successful adults and productive members of society.

4. School Climate:

We commit to providing students with a safe and supportive school climate.

(Goal 1) Social Emotional Commitment:

Students will gain self-awareness, self-regulation and social problem-solving skills that will foster social-emotional growth and development.

Proactive Strategies/Programs and Interventions:

Individual Level:

- Individual conferencing and goal setting with students struggling with the transition back to school and/or other social-emotional issues
- Check-ins as needed to support students for success academically, behaviorally, and socially
- Connect students with school-based programs and activities that will increase student involvement and positive connection with school
- Referrals to outside agencies to provide students with more intensive supports as needed

Small Group Level:

- Identified students participate in academic success and social/emotional focused group counseling as appropriate and needed

Classroom Level:

- Provide monthly classroom lessons on each of the district identified monthly themes, providing additional lessons as requested
- Support Restorative/Relational Practices initiatives in each classroom, when possible, to support positive school climate/culture
- Support the implementation of weekly Second Step lessons

Grade Level:

- Review student data (attendance, behavioral, academic, etc.) for trends to determine need of more targeted interventions at specific grade level

School-Wide:

- Support the implementation of the district MTSS (Multi-Tiered System of Support) plan for Social-Emotional Learning
- Create and distribute a staff needs assessment to gain feedback on possible needed supports and programming
- Provide school staff with information regarding available social/emotional supports within the building and through community agencies
- Promote Community in Schools programming with staff
- Organize and facilitate special programming promoting pro-social behaviors such as, but not limited to “The Great Kindness Challenge” and “Unity Day”
- Assist with promoting the PBIS (Positive Behavioral Interventions and Supports) program and programs that promote positive behaviors
- Assist with promoting student attendance
- Assist with the identification and addressing of possible barriers to a positive school climate/culture

Family Engagement:

- Create and distribute a Family Needs Assessment to determine supports most needed by families
- Share monthly counselor newsletter in digital and paper format with all families
- On-going communication with families regarding school initiatives, events, and opportunities for involvement through digital messages and information flyers sent home
- Home-visits as necessary
- Team meetings as necessary
- Meetings with parents and other service providers as necessary

Community Engagement:

- Connect families to needed supports such as CIS and other community agencies to assist with attendance and virtual learning engagement improvement plans

- Connect families to community resources that assist with food, clothing, healthcare, housing, and other identified needs that may be impacting student growth and development

Expected Outcomes:

- Students will be able to identify at least one healthy coping strategy
- Students will demonstrate pro-social behaviors
- Students will demonstrate self-advocacy by seeking help when needed
- Increased student attendance, engagement in learning resulting in improved academic and social/emotional outcomes

Progress Monitoring/Evaluation:

- Results from school climate survey (ex. Whole Child Survey)
- Student referrals (self; made by parents, staff referrals) to School Counselor
- Referrals made to outside agencies
- Analysis of student data points (attendance, behavioral, academic, etc.) pre/post referral and use of interventions
- School-wide analysis of student data (attendance, behavioral, academic, etc.) to monitor for trends and impact of MTSS SEL (Social Emotional Learning) plan and other building level initiatives
- Analysis of anecdotal notes (student self-reflections, staff needs assessments, family needs assessments, etc.) to assess impact of program initiatives and interventions

(Goal 2) Academic/Attendance Commitment:

Increase quarterly attendance district wide by 5% for the 2023-24 school year. Our goal is to reduce chronic absenteeism district wide by 2%.

Proactive Strategies/Programs and Interventions:

Individual Level:

- Establish an attendance improvement plan for those students identified with low attendance
- Check-ins as needed to support students for success
- Connect students with school-based programs and activities that will increase student involvement and positive connection with school
- Referrals to outside agencies to provide students with more intensive supports as needed

Small Group Level:

- Identified students participate in academic success and social/emotional focused group counseling as appropriate and needed

Classroom Level:

- Provide monthly classroom lessons on each of the district identified monthly themes, providing additional lessons as requested
- Support Restorative/Relational Practices initiatives in each classroom, when possible, to support positive school climate/culture
- Support the implementation of weekly Second Step lessons

Grade Level:

- Review student attendance for trends to determine need of more targeted interventions at specific grade levels
- Collaborate with staff to develop and implement attendance-improvement plans

School-Wide:

- Create and distribute a staff needs assessment to gain feedback on possible needed supports and programming
- Provide school staff with information regarding available social/emotional supports within the building and through community agencies
- Promote Community in Schools programming with staff
- Assist with promoting the PBIS program and programs that promote positive behaviors
- Assist with promoting attendance
- Assist with the identification and addressing of barriers to a positive school climate/culture

Family Engagement:

- Proactive phone calls home to parents prior to and/or early in the school year for students who have historically struggled with attendance and engagement
- Create and distribute a Family Needs Assessment to determine supports most needed by families
- On-going communication throughout the year for students who struggle with attendance and engagement as needed
- Share monthly counselor newsletter in digital and paper format with all families
- On-going communication with families regarding school initiatives, events, and opportunities for involvement through digital messages and information sent home
- Home-visits as necessary
- Team meetings as necessary
- Meetings with parents and other service providers as necessary

Community Engagement:

- Connect families to available supports such as CIS and other community agencies to assist with attendance, behavioral and mental health needs
- Connect families to community resources that assist with food, clothing, healthcare, housing, and other identified needs that may be impacting student attendance, academic and social/emotional growth, and progress
- Serve as a liaison between the school and community agencies to assist with on-going coordination of services and communication regarding progress toward identified goals

Expected Outcomes:

- Reduction in absences and tardiness by 5% quarterly, with a 2% reduction in chronic absenteeism
- Increased student attendance, engagement in learning resulting in improved academic and social/emotional outcomes

Progress Monitoring/Evaluation:

- Review relevant student attendance data from prior school year during the summer to plan for proactive supports for family
- Running regular attendance reports to monitor student attendance
- Student referrals (self; made by parents, staff referrals) to School Counselor
- Referrals made to outside agencies
- On-going analysis of student data points (attendance, behavioral, academic, etc.) pre/post referral and use of interventions and modify interventions as necessary
- Referrals to Kid Talk Team
- Analysis of anecdotal notes (student self-reflections, staff needs assessments, family needs assessments, etc.) to assess impact of program initiatives and intervention

(Goal 3) College, Career and Civic Readiness:

By June 30, 2024, every student in grade 6 will be given multiple opportunities to complete Individual Progress Review (IPR). All students in the district will be given multiple opportunities to complete Career Plans during the 2023-2024 School Year.

Proactive Strategies/Programs and Interventions:**Individual Level:**

- 6th Grade Students: Individual Progress Review (Starting in November)
- All students complete Career Plan (Starting after January)
- Follow-up with students who missed Career Plan and Career/Paws in Jobland lessons
- Individual career themed sessions as requested

Small Group Level:

- Identified students participate in academic success and social/emotional focused group counseling as appropriate and needed

Classroom Level:

- Paws in Jobland/Career lessons with all grades (January)
- Goal setting activities done as part of monthly classroom lessons with follow-up at different points in the school year
- Civic Readiness is addressed through lesson topics that include the themes of friendship, respect, communication skills, etc.

Grade Level:

- BOCES CTE (Career and Technical Education) (Career and Technical Education) program awareness, w/possible field trip to BOCES for 6th grade (TBD)

School-Wide:

- Career Day/Guest Career Speakers

Family Engagement:

- Invite parents to participate in Career Day where possible
- Share out information on Career Plan activity in Counselor Newsletter and provide parents/guardians options to request copy of their child's completed plan

Community Engagement:

- Invite community representatives to participate in Career Day and other school events whenever possible

Expected Outcomes:

- All students will be able to identify at least one potential future career of interest and begin developing an understanding of a path toward their future goals

Progress Monitoring/Evaluation:

- Evaluate the percentage of career plans completed
- 100% Completion of Individual Progress Reviews with 6th graders
- Evaluate the percentage of participation in college and career themed lessons
- Evaluate the percentage of student participation in Career Day

Goal 4) School Climate:

By working to address each of the goals listed above (SEL, Attendance, College and Career Readiness), the overall climate of the district will be enhanced as reflected by the following data points: overall decrease in the number of office referrals, superintendent hearings, VADIR referrals, and a decrease in the number of students identified as chronically absent.

Proactive Strategies/Programs and Interventions:**Individual Level:**

- School Counselors will support norms values and expectations that support students in feeling socially, emotionally and physically safe
- District staff, students and families will be provided the opportunity to complete BrightBytes surveys

Classroom Level:

- Social emotional growth will be supported through monthly classroom lessons addressing self-regulation, coping skills and problem-solving skills
- Targeted lessons provided to classrooms as needed

Grade Level:

- Town Meetings
- Attend grade level meetings as needed

School-Wide:

- Student panel interviews to address student experience (conducted once a year)

Family Engagement:

- Open House
- Parent teacher conferences
- Student Needs Assessment
- Counselor Newsletter
- Parent contact as needed

Community Engagement:

- Referrals to and collaboration with community agencies to address and support student and family needs

Expected Outcomes:

- Students will self-report feeling welcome and safe in the school environment
- Evaluate percentage of completed ECSD climate focused surveys
- Decrease in number of superintendent hearings from prior year
- Decrease in number of VADIR reports from prior year
- Decrease in number of office referrals from prior year
- Decrease in number of students chronically absent

Progress Monitoring/Evaluation:

- On-going monitoring of behavior and attendance data
- Utilize data to develop school-wide and individualized interventions as appropriate

2023-2024 Hendy School Counseling Program Calendar

July-August:

- Attend relevant professional development trainings/workshops
- Participate in district counseling program planning as requested
- Prepare materials for classroom lessons/groups for upcoming school year
- Review student data (attendance, behavior, academic, etc.) for the purpose of program planning and implementing proactive supports for students and families

September:

- Provide classroom lessons to all classes: Topic- “Counselor Introduction and School Readiness”
- Proactive outreach families in need of additional support
- Promote attendance awareness
- Re-connect with community agencies to review student supports

October:

- Provide classroom lessons to all classes: Topic- “DASA, Empathy and Respect”
- Start small group counseling-outreach teachers
- Attend parent/teacher conferences as requested
- Coordinate DASA themed activities school-wide to promote anti-bullying efforts
- Coordinate and promote building level Unity Day

November:

- Provide classroom lessons to all classes: Topic- “Mindfulness”
- Attend parent/teacher conferences as requested
- Provide group counseling opportunities for referred students
- Review marking period one student data
- Begin Individual Progress Reviews with 6th grade students

December:

- Provide classroom lessons to all classes: Topic- “Feelings Identification and Self-Regulation”
- Continue Individual Progress Reviews (Grade 6)

January:

- Provide classroom lessons to all classes: Topic- “Erin’s Law/Personal Safety”
- Review second marking period and mid-year student data (attendance, behavior, academic, etc.)
- Coordinate Great Kindness Challenge
- Continue Individual Progress Reviews (Grade 6)

February:

- Provide classroom lessons to all classes: Topic- “Friendship, Healthy Communication and Social Problem-Solving”
- Collect all 7th grade music selection sheets from 6th grade students-send to Ernie Davis Academy
- Continue Individual Progress Reviews (Grade 6)

March:

- Provide classroom lessons to all classes: Topic - “Careers/Paws in Jobland”
- Attend parent/teacher conferences as requested
- Review marking period three student data
- Continue Individual Progress Reviews (Grade 6)

April:

- Provide classroom lessons to all classes: Topic- “Career Plans”
- Coordinate with Ernie Davis Academy Counselors to schedule transition meeting/moving up presentation for 6th grade students
- Coordinate transition programming with Diven Elementary Counselor for 2nd graders
- Complete Individual Progress Reviews (Grade 6)

May:

- Provide classroom lessons to all classes: Topic- “Perseverance and Grit”
- Review career plans to ensure 100% completion
- Host 7th grade transition presentation for all 6th grade students with Ernie Davis Academy Staff

June:

- Provide classroom lessons to all classes: Topic- “End of Year Reflection and Positivity”
- Organize Career Day activities for all students
- Promote BOCES CTE programs through activities such as presentations, guest speakers, field trips
- Support transition presentation for incoming 3rd grade students
- Separate transition meetings with Diven Elementary and Ernie Davis Academy school counselors to plan for incoming 3rd graders and rising 7th grade students

Additional Activities (Completed as needed):

- Provide crisis, career, family, conflict resolution and mediation sessions as appropriate
- Provide group and individual counseling with students
- Parent communication via phone calls, emails, or appointments regarding progress of their student
- Attend team meetings
- Provide wrap around team support
- Attend building CSE, 504 and RTI as requested
- Support and organize parent academies
- Faculty support
- Support and promote district initiatives such as Restorative Practices, Community Schools, etc.
- Collaboration with community agencies
- Complete referrals to outside agencies as requested
- Collaborate with district school counselors on elementary school counselor newsletter
- Assist with home visits as necessary
- Monitor attendance throughout year and offer supports at home and school
- Attend meetings with Family Services therapist and building administrators regularly to review caseload
- Attend district level school counseling meetings as scheduled
- Continuously communicate with district counselors to support students who transfer
- Attend Superintendent hearings as needed
- Co-liaison for “Circle of Friends” Program with COMPEER
- Support school programming activities such as “Town Meetings”, awards assemblies, Black Top Carnival, school-wide family events, etc.
- Additional duties and responsibilities as designated

Transition Plan**Incoming 3rd Graders:**

- School Tour (June)
- Counselor Meeting/Share Forms and information including agency information
- Share student completed transition form with 3rd grade teachers
- Conferencing with classroom teachers regarding class lists and student supports
- On-going communication with families as needed

Between Grade Levels (within building):

- Conferencing with classroom teachers regarding class lists and student supports
- On-going communication with families as needed

Rising 7th Graders:

- Music Selection/Course Selection Sheets
- Teacher completed transition sheets
- EDA visit to Hendy/Presentation about 7th Grade
- School Tour at EDA (June)
- Meet with EDA counselors to review transition items
- On-going communication with families as needed

New Enrollees:

- Individual Tours
- Outreach families prior to school starting and for students who enroll during the school year to offer support and assistance
- Contact prior School Counselor (within district/outside district)
- Conference with classroom teacher regarding new students as needed
- On-going communication with families as needed

Direct Student Services**School Counseling Classroom Lesson Rationale:**

Lessons are provided monthly by the school counselor to all classrooms and give students the opportunity to learn new information, strategies and skills that will positively impact their academic, personal/social and career development.

Classroom Lessons-Topics Offered:**September:** “Counselor Introduction and Support/School Readiness”

- Lesson focuses on introducing school counselor to all students, explaining to students the role of the school counselor, and sharing how they can ask for support from the school counselor; additional emphasis made to promote school readiness and skills for success academically and socially.

October: “DASA-Empathy/Respect etc.”

- Lesson focuses on promoting dignity, empathy, and respect among all students. Specific emphasis is placed on helping students understand the difference between conflict and bullying, identifying bullying type behaviors, steps to take in bullying situations, and identifying and building of positive behaviors to eliminate bullying and promote “dignity for all,” kindness and respect.

November: “Mindfulness”

- Lesson focuses on helping students find focus and reduce stress by returning to the present moment. Activities will teach students to tune into their senses to ground themselves when experiencing stress or feeling overwhelmed.

December: “Feelings Identification/Self-Regulation”

- Lesson focuses on building an awareness and understanding about feelings, expression of feelings, and positive coping skills to appropriately manage feelings (self-regulation).

January: “Erin’s Law/Personal Safety”

- Lesson focuses on students being able to recognize aspects of healthy and unhealthy relationships. Personal safety will be covered including keeping their body safe, setting boundaries for themselves, and respecting the boundaries of others, internet safety and cyberbullying awareness. Students will also be able to recognize how to ask for help if they are feeling unsafe or in danger.

February: “Friendship/Healthy Communication”

- Lesson focuses on qualities of a good friendship, how to make and keep friends, and how to manage common social problems that arise in friendships in a pro-social manner (conflict resolution). Affective language (I-Messages) will be taught and practiced by all students, with additional follow-up in future lessons.

March: “Careers/Paws in Jobland”

- Lesson focuses on helping students explore career options in the future as they relate to personal interests and strengths. Students will complete an interest inventory as part of this activity.

April: “Career Plans”

- Lesson focuses on completing the district, grade level specific career plans. Students will be asked to reflect on their strengths, areas needing improvement, personal and school interests, and personal goals as they relate to career options in the future.

May: “Perseverance/Grit”

- Lesson focuses on skills/characteristics necessary for students to overcome obstacles and failures in pursuit of their goals. Students will learn positive behaviors that lead to academic success, potential barriers interfering in academic success, and the use of coping skills.

June: “End of Year Reflection/Positivity”

- Lesson focuses on having students reflect on their growth throughout the school year, celebrate success and set goals for the summer and upcoming school year.

Additional topics covered based on classroom request/need**Small Group Counseling Purpose:**

The purpose of small group counseling is to give students the opportunity to work in a small group setting, with peers, to learn new strategies and skills that will contribute to their overall success in the school setting and community.

Small Group Counseling-Topics Offered:**“Anger Management”:**

- Group focuses on helping students identify situations that trigger feelings of anger and frustration, physical and behavioral manifestations of their anger, and to develop positive coping skills to appropriately manage their anger.

“Social Skills”:

- Group focuses on helping students learn strategies that help them to have positive social interactions with others. Social skills covered include, but are not limited to, active listening, communication strategies, sharing, working with others and social problem-solving skills.

“Organization/Study Skills”:

- Group focuses on helping students learn strategies to help with personal, organization, and study skills that will help lead to academic success. Students will develop a personalized plan based on their unique organization and study skill needs.

“Self-esteem”:

- Group focuses on helping students identify their personal strengths, talents and abilities and utilize this information to help build self-confidence that will lead to academic and personal success.

“Friendship”:

- Group focuses on helping students identify qualities of positive friendship behaviors and to work on strategies that will help them build and maintain positive friendships with peers. Friendship building skills covered will include listening, communication strategies, sharing, working with others and social problem-solving skills.

“Making Good Choices”:

- Group focuses on helping students learn critical self-management skills that will help them to find more success in the classroom and school setting. Activities will include an emphasis on listening, following directions, communication and impulse control strategies and skills.

“Anxiety-Coping Skills”:

- Group focuses on helping students who struggle with anxiety to identify triggering situations and develop positive coping and calming skills that will better help them manage and work through these emotions in a positive manner.

Additional topics offered based on grade level/building need

Conflict Resolution/Mediation:

- Provided as needed
- Involves two or more students who agree to this problem-solving process
- Identifies the issue causing problems
- Teaches students the process of conflict resolution within a safe space
- Follow-up provided as needed
- Request for conflict/resolution mediation can be made by students involved, teachers, administrators, support staff

Individual Counseling:

- Provided as needed
- Students, teachers, administrators, support staff, parents can request a meeting
- Meeting time arranged in cooperation with classroom teacher
- Follow-up provided to students as needed
- Outside counseling referrals made for students needing additional, more intensive support

Indirect Student Services

Collaboration/Consultation Purpose:

The role of an elementary school counselor is to support and advocate for all students. This is done through a variety of activities and services provided. A critical element of supporting all students is to team and collaborate with school-based and community stakeholders. Through the processes listed below, the school counselor at Hendy Elementary consults with teachers, administrators, students, families, and community agencies to identify and collaborate on targeted supports that best meet the needs of all students and families.

School Based Collaboration and Consultation Activities:

- RtI/Team/CSE/504 Meetings
- Parent/Teacher/Counselor Conferences
- Informal Student Observations
- Staff Presentations/Trainings

Community Based Collaboration and Consultation Activities:

- Agency Referrals
- School/Agency/Family Meetings
- Agency Communication Liaison
- Building Contact for Various Community Schools Programs

Family/Community Engagement**Family/Community Engagement Initiatives:**

A critical component of the school counseling program at Hendy Elementary is the emphasis on family and community engagement. Families are encouraged to participate in school-related activities and to openly communicate with the school to address any needs that may arise. The school counselor at Hendy Elementary will collaborate with families and agency partners to meet the needs of the whole child. Furthermore, the school counselor will attend and play an active role in supporting school-wide programming and activities.

- Parent phone calls
- Monthly Elementary School Counselor Newsletter
- Messages posted on the school Class DoJo/Schoology accounts
- Family Needs Assessment
- Open House
- Parent Academies
- Awards Ceremonies
- Parent/Community Career Day Presenters
- School Events

Data/Program Assessment

Data Driven Model:

The school counseling program at Hendy Elementary will follow a data driven model. As identified by the American School Counseling Association, school counselors need to use data for four reasons: (1) Identify school counseling program goals (2) Monitor student progress to close the achievement gap (3) Assess and evaluate programs (4) Demonstrate school counseling program effectiveness. (ASCA, 2019) A combination of process, perception, and outcome data will be utilized to measure the effectiveness of the school counseling plan at Hendy. Using the goals outlined in the school counseling plan, a report will be shared with the building and district administrators at the end of the school year to reflect on the effectiveness of the interventions implemented, identify future needs, and begin planning for the next academic year.

Data Sets Used to Measure School Counseling Program Initiatives and Interventions:

- Attendance data
 - Absences
 - Late Arrivals
 - Early Releases
- Behavioral data
 - Discipline Referrals
 - Suspensions
 - Detentions
 - Superintendent Hearings
- Academic data
 - State Test Scores
 - NWEA Assessments
 - Reading/Math Inventories
- Observation/Anecdotal Information
 - Information derived from classroom/school observations
 - Information shared by families/agencies
 - Responses to surveys, pre/post tests

School Counseling Program Data Collection/Assessment

- School Counseling Monthly Program Report
- Pre/Post Test, Exit Tickets/Lesson Activities, etc.
- Small Group Counseling Pre/Post Test
- Individual Student Goal Achievement (related to work with school counselor)
- End of Year School Counseling Program Report

Sample Monthly School Counseling Report

School Counselor Monthly Report	SCHOOL _____	COUNSELOR _____									
DISTRICT-WIDE DATA	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
											0
ALL COUNSELORS											0
SEL											0
ATTENDANCE											0
PARENT CONTACTS											0
COMMUNITY AGENCY CONTACTS											0
COUNSELING LESSONS - TAUGHT/CO-TAUGHT											0
IGP / IPR / CAREER PLANS											0
CRISIS CALLS											0
MANDATED REPORTER CALLS											0
CSE MEETINGS											0
504 MEETINGS											0
RTI MEETINGS											0
TEAM / PARENT - TEACHER MEETINGS											0
DUTIES (PRINCIPAL ASSIGNED MINUTES)											0
CAREER DAY / CAREER PRESENTATIONS											0
OPTIONAL DATA COLLECTION											0
ELEMENTARY COUNSELOR SPECIFIC											0
CIS											0
FAMILY SERVICES											0
GLOVE HOUSE											0
OPTIONAL DATA COLLECTION											0
SECONDARY COUNSELOR SPECIFIC											0
COLLEGE INFORMATION SESSIONS											0
											0