


<p><b>HONEOYE FALLS-LIMA CENTRAL SCHOOL DISTRICT</b></p> <p><b>Quality Education Design: A Student-Centered Approach to Program Budget Development for the 2018-19 School Year</b></p> <p><b>Operational Plan 2018-19</b></p>	
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<b>Decision Input Unit Name:</b>	<b>Counseling Services</b>
<b>Site:</b>	<b>K -12</b>
<b>DIU Chairperson:</b>	<b>Erin Sullivan / Dianne Witkowski</b>

Name/Title of Committee Members	Name/Title of Committee Members
Lindsay Ali, TOSA Special Education	Patrice Tate, High School Counselor
Stephanie Bemish, Director Pupil Personnel Services	Ryan Teeter, High School Counselor
Colleen Halbohn, Middle School Counselor	Ashley Tydings, Manor School Counselor
Holly Kaczmark, Middle School Counselor	Nicole Winters, Manor School Counselor
Erin Sullivan, Middle School Counselor	Dianne Witkowski, High School Counselor

The DIU/PBAC process is one of continuous improvement. Please developed goals by considering the questions listed in the diagram below. For additional information, see the presentation on *“What is a Strong Goal”* and the *HFL PBAC Guidelines* document.



**Goals for 2018 - 2019**

Select approximately three goals to prioritize for the 2018-2019 budget year. For each goal, describe how you will know if you accomplish each goal. Please detail the budget impacts and resources you will need to accomplish each goal.

1. By June June 2019, counselors will collaborate to utilize lessons from Naviance and other appropriate grade level college and career readiness platform/programs to support the alignment of student interests and strengths to post-secondary goals.
  - Counselors will participate in ongoing Naviance training opportunities at the MS&HS level and will adjust programming as necessary.

- Counselors will collaborate with staff to include Naviance career units in the classroom to support skill and awareness building. Meeting dates/times documented and program delivery dates noted on shared Department calendar. MS&HS to pre/posttest these units.
  - MN will use pre/post testing to assess student awareness of career options in classroom programming to increase student knowledge of careers by 20%.
2. By June 2019, counselors will institute periodic and summative data analyses protocol to be used for the annual revisions of programming to meet the needs of grades 2-12 students.
- All Counselors will complete pre/post assessments for at least two programs to be used for the 2018-19 school year. Program outlines and assessment summary available as requested.
  - All Counselors will review formative and summative data in the fall, midyear and late spring. Data will be found on SchoolTool, Naviance programming and survey summaries.
  - All Counselors will use this data to create a plan for interventions and institute new programming based on revisions.
  - MN will work with teachers to identify students who need additional support in study and organizational skills and hold small group interventions.
  - Note: The type and level of intervention will be school specific after review of information, i.e. MN interventions may be different in nature than Middle School or High School.
3. By June 2019 counselors will analyze data and current research to create programming to assist students, families and teachers to better understand anxiety, develop coping mechanisms to address and connect students and families to community supportive/therapeutic resources.
- Counselors will identify literature or other resources to read and discuss throughout the year at department meetings and staff conference days.
  - Counselors will assist administration with obtaining mental health awareness and training programs for staff education.
  - (3) Hypothesis will be explored:
    1. There is a need for a District employed certified social worker in each building to assist students and families dealing with the impact of mental health needs of a family member.
    2. There is a need for a District employed certified drug & alcohol counselor to provide educational programming that supports students, families and staff.
    3. There is a need for a MS/HS program that addresses the academic and mental health needs of students dealing with anxiety, depression or other mental health concerns.

### **Goals for the current School Year (2017-2018)**

Please list your DIU goals for the current school year. For each goal, please indicate if we are on plan with this goal and what measures you are tracking.

Note: School counselors completed the District required program review in April / May 2017. Presentation by outside expert, Robert Bardwell led to a review of data relevant to current counseling programming. Knowledge gained during this process led to an adjustment in program goals for the current school year. Some previously identified DIU goals have been adjusted to focus those goals.

#### 1. Connectedness and Communication

- Counselors will survey students, staff and family to identify best means of communication to ensure departmental messages are received and acted upon in a timely manner.
- Counselors will use survey data to identify the best communication tools to use to connect information with students, staff and families. Measurement of improvement in communication will be a 20% increase in attendance at counseling department sponsored and/or promoted events, i.e., tracks nights, parent transition meetings, career night, junior planning and financial aid nights.

#### **Evidence:**

This goal is now reworded: By June 2018, School counselors will institute periodic and summative data analysis protocols to be used for the annual revisions of the programming to meet the needs of 2-12 students.

- Counselors identified that data gathered during this review will include: attendance data, grade reports, standardized test results, discipline records, pre/post test for grade programming, parent night program surveys, Connectedness survey data, Youth Risk Behavior Survey results, etc
- A schedule for periodic review will be: September to identify data; post program delivery to review pre/post testing and survey; midyear/May to assess progress towards DIU goals.

2. Connectedness: Mental health awareness and support

- Students, families and staff will have access to resources via technology and programming to identify and support students dealing with mental health concerns.

**Evidence:**

- September 2017: Counselors worked with HS administration to schedule Superintendent Gene Mancuso in class meetings to deliver anti-bully message, "Stop, Walk, and Talk".
- October 2017 Superintendent Conference day: All school counselors, school psychologist, and Jim Parker contract support social worker/counselors spent one half day creating monthly mental health minutes to present at faculty meetings. Schedule is: November: PTSD/Trauma; December: Anxiety; January: Depression, Anger; February: Connectedness; March: Eating Disorders; April: Substance Abuse; May: Self-Harm; June: Gender Identity
- October 2017: Successful Unity day activities held at Manor and MS to address the topic of Bullying.
- November 2017: HS school counselors, school psychologist, Jim Parker social worker presented microburst sessions to staff on Trauma, Anxiety and Body Image.
- MS Classroom based presentations: stress management 6<sup>th</sup>, conflict resolution/Peer Helper training 7<sup>th</sup>, and Peer Helper meetings 8<sup>th</sup>
- Manor School: Tracks lessons; monthly Parent Night programming
- To date Counselors have attended off site staff development related to mental health issues: Ongoing: Trauma, Illness & Grief training; September:-SafeZone Training; November: NYSSCA State convention December Cross Collaboration Hospital conference; Reaching Teens-Dr. Ginsberg. Mental Health First Aid
- Three meetings will be set with building and district administrators to discuss the need for and how to create a transition space for MS and HS students returning to school after a significant mental health diagnosis or other impactful life change that impacts school performance

**Evidence:**

- Meeting 1: HS Counselor, Alternative High School staff, Pupil Personnel Director, TOSA Pupil Personnel-brainstorm program needs/options for students identified with anxiety, not attending school
- Meeting 2: HS SIT discussion: Survey of all teachers re: biggest mental health concerns seen in classrooms lead to development of shared DIU statement
- Meeting 3: Counselors attend quarterly District level mental health team meetings to discuss global mental health concerns of students and to identify strategies to address this need.
- Meeting 4: Alternative high staff attends Administration-Counselor meetings at the high school level once per month to share information and problem solve options for at risk students.

3. Career: Awareness activities

- A formal document, hard copy or computer based, will be used to create a post high school career plan for students. Document will identify student goals by grade (2-12) related to career, college planning, coursework, skills and interest analysis, action steps for goal achievement, etc.

**Evidence:**

- August 2017: Counselors developed scope and sequence progression that incorporates grade/age appropriate career interest & personality activities.
- August/September: MS and HS counselors participated in awareness and training activities to support and develop Naviance programming in the classroom.
- October 2017: FINE program adjusted to incorporate new scope and sequence activities related to goal setting, career interest tracking and pre/post testing.
- October 2017: Middle School grade level classroom presentations using Naviance for goal setting and career work.
- Middle School career unit collaboration with Family & Consumer Science staff utilizing Naviance for career unit.
- Middle School and High School using Naviance as tracking system. This year students will utilize areas: resume (as activity tracker); success plan: goal setting; careers: interest and personality inventories, identify careers; college: search and identify colleges; identify teachers for letters of recommendation; register for HFL college admissions representative visits, track college acceptances, counselors submit to colleges school based academic and reference documents.
- Manor School explored computer-based career programming options. Hobsons discontinued Naviance at the elementary level. Current program recommendation: Paws in Jobland, a computer based

program with lessons that support elementary level TPAC initiative. MN made the budget request to Director of PPS.

- Career Night event will be planned and executed by March 2018. Evaluate current evening programming to identify overlap or inclusion opportunity.

**Evidence:**

- Career Night: November 13, 2017. 24 presenters in the following fields: Engineering, Health Care, Law, Finance, Human service, Criminal Justice, Skilled Trades, Hospitality & Tourism; Art; / 100 student attendees grades 6-11.
- Counselors will create career awareness video to be shared with students and parents via website.

**Evidence:**

- Middle School and High School counselors use videos available through Naviance. Road Trip Nation is a Naviance program piece that allows students to search careers based on personally identified interests and skills. Student responses are converted into career areas where students can watch video interviews with professionals performing jobs that may be of interest.

## **Goals for the previous School Year (2016-2017)**

Please list your DIU goals for the school year just finished this past June. For each goal, please indicate if we achieved this goal and the measures you tracked.

1. Connectedness: 95% of all students will express feelings of connectedness to school adult and/or activity.

**Evidence:**

Connectedness survey results:

- Manor School: 81.7% students 4/5 feel they have an adult at school they can talk to or share good news; 96.2% students 4/5 feel they have a friend at school; 79.6% express overall connectedness for 4/5
- Middle School: 85.5% of 6-8 grade students have one or more adults they can talk to or share good news; 85% are engaged in a school or community activity
- High School: 94% of 9-11 grade students have one or more adults they can talk to or share good news; 93% are engaged in a school or community activity.

2. Careers: As per ASCA model guidelines, we will continue to expand on developmentally appropriate career awareness and exploration activities.

**Evidence:**

- Naviance programming added to the Middle School for fall 2017.
- Naviance training initiated to use program as a career/transition planning tool to support CSE goals and needs. Dates: January, May, August and September 2017
- Traditional career awareness programming maintained High School and Middle School EMCC visitation days, 2-11 classroom programming, college fairs and admissions visits, etc.
- High School and Middle School Naviance student data used to connect student interests to career exploration activities and college programming, i.e. notification of Explorer Posts, College Admissions visits
- Twitter, Naviance and High School web page maintained to communicate career awareness opportunities.
- High School support for STEAM lectures sponsored by the Science Department
- Middle School counselors participate in mock interview with Family & Consumer science class students
- Manor "Adventure Day" focus on students exploring career choices in 16 career cluster areas