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.
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%
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)  Social Skills
Group A  Group B  IEP Social Skills (all year)  Processing (winter)
Sessions: 8  Sessions: 8  Sessions: 25  Sessions: 8 total
Time spent: 4 hours  Time spent: 4 hours  Time spent: 12.5 hours  Time spent: 4 hours
Students served: 5  Students served: 6  Students served: 7  Students served: 4

Feelings Identification  Processing Feelings  Banana Split
Sessions: 8 total  Sessions: 8 total  Sessions: 8 total
Time spent: 4 hours  Time spent: 4 hours  Time spent: 4 hours
Students served: 5 total  Students served: 10 total  Students served: 7 total

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

<table>
<thead>
<tr>
<th>Topic</th>
<th>Grades</th>
<th>Sessions</th>
<th>Time spent</th>
<th>Students served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>K, T1</td>
<td>3 each</td>
<td>3 hours</td>
<td>35 total</td>
</tr>
<tr>
<td>Caring</td>
<td>K, T1</td>
<td>3 each</td>
<td>3 hours</td>
<td>35 total</td>
</tr>
<tr>
<td>Fairness</td>
<td>K, T1</td>
<td>3 each</td>
<td>3 hours</td>
<td>35 total</td>
</tr>
<tr>
<td>Responsibility</td>
<td>K, T1</td>
<td>2</td>
<td>2 hours</td>
<td>35 total</td>
</tr>
<tr>
<td>Meet the Counselor</td>
<td>K, T1</td>
<td>1 per classroom</td>
<td>30 minutes each / 6 hours</td>
<td>Number of classroom’s visited: 11</td>
</tr>
</tbody>
</table>

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
**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/b6xo3fmyty4e/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)
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:**

<table>
<thead>
<tr>
<th>Social Skills / Processing</th>
<th>7th Grade Boys Group</th>
<th>Social Interaction (LS/ ES)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sessions: 16</td>
<td>Sessions: 20</td>
<td>Sessions: 15</td>
</tr>
<tr>
<td>Time spent: 8 hours</td>
<td>Time spent: 10 hours</td>
<td>Time spent: 15 hours</td>
</tr>
<tr>
<td>Students served: 5</td>
<td>Students served: 4</td>
<td>Students served: 6</td>
</tr>
</tbody>
</table>

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)
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
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 snapshot 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.