

WATERLOO CENTRAL SCHOOL DISTRICT

K-12 COMPREHENSIVE SCHOOL COUNSELING PLAN



Updated August 2019

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FOUNDATION

Mission, Vision, Beliefs, Goals



Waterloo Central School District Mission Statement

The MISSION of the Waterloo Central School District is to provide a safe environment and educational programs that will provide opportunities for all members of the community to obtain a well-rounded education so they can be productive and successful in their personal and professional lives.

Waterloo School Counseling Mission Statement

The MISSION of the Waterloo School Counseling Program is to provide services that ensure an opportunity for all students to learn and develop to their fullest potential. The program is pro-active and preventative in its approach. More specifically, the school counseling program helps facilitate and enhance academic, career, social and personal development of all students. The school counseling program is inclusive and encompasses many school professionals including school psychologists, school social workers and school counselors. As a result of the collaborative nature of the school counseling program, the team will be referred to as the Counseling Department Student Support Services.

School Counseling Vision Statement

The VISION of the Waterloo School Counseling Program is that every student will be given the opportunity to acquire the academic, career and personal/social skills to reach their fullest educational potential and successfully manage their lives as healthy, responsible, competent and productive citizens who respect themselves and others.

School Counseling Goals

- To foster student achievement for EVERY student
- To implement a school counseling program which is data-driven, proactive, prevention-based, developmentally appropriate and supports school improvement.
- To promote and enhance the social and emotional competencies of all students.
- To increase the attendance rate for each building to achieve 96%.
- To decrease chronic absenteeism for each building to be less than 15%.
- To increase graduation rate from 82.93% to 85%.

Waterloo Board of Education Goals

The Board of Education, in keeping with the district mission statement and vision, will:

1. Support student achievement
2. Provide a safe environment for not only student safety but also for student growth and acceptance
3. Encourage communication at all levels
4. Maintain a fiscally sound budget, using resources wisely.

To accomplish these board goals, the BOE will:

1. For Student Achievement:

- a. Implement our Career and College Program- Create, establish and outline the School to Work (How many businesses are interested? How many students are interested?) and College Readiness Program (College and Career, collecting baseline data.)
- b. Increase proficiency at all grade levels on multiple metrics- 100% of staff will administer formative assessments and reporting on dates due. Principals will review data at quarterly instructional administrative meetings.
- c. Continue to encourage professional development by providing the resources needed

2. For providing a safe environment

- a. The safety committee will meet on a regular basis and make recommendations to the board
- b. Create a positive culture within the district through program implementation and community outreach

3. For increased and efficient communication

- a. Continue regular newsletters which will be distributed to area businesses - Board Members (Coreen and Ellen) will deliver the monthly community newsletter. They will decide where they will be delivered. Send out through robo-blast to families.
- b. Be provided updates at each Board of Education meeting. This will occur in lieu of the weekly report for that week and will include any progress on major initiative or updates on special projects, activities, or district events.
- c. Continued collaboration with local governments and community organizations

4. For continued fiscal responsibility

- a. Complete district strategic plan and replacement plans – complete strategic plan.
- b. To create a system to fairly administer the extra-curricular activity stipends
- c. Continue to research and pursue alternative funding opportunities including grants

MANAGEMENT

**Advisory Council, Time Analysis, Professional
Responsibilities, Monthly Calendars**



Advisory Council

The role of the advisory council is to provide stakeholders with the opportunity to review, advise on, and support implementation of the school counseling plan and program. Membership of the advisory council will be representative of the school community and shall include school employees, students, community members, and parents. The Advisory Council will meet twice yearly to review the Waterloo Central School District Counseling Plan. Meeting agendas and minutes will be created and shared with the Board of Education in the annual report.

Time Analysis

All Waterloo Counseling Department Student Support Services personnel will log a time analysis sheet three times yearly minimally. This data will be used to analyze time spent on direct student services, indirect student services, and program management and school support. Goals will be set based on time management data to reach an optimal level of direct student services ratio.

Professional Responsibilities

The following comprehensive list includes professional responsibilities that support students indirectly. These are not direct services but enhance the learning academically, socially and emotionally of our students, staff, families and community.

1. Academic Development

- Active member on Instructional Support Team (IST)
- Active member on Committee on Special Education/504 meetings. (K-12)
- Participate in Parent-Teacher Conferences (K-12)
- Attend Open House (K-12)
- Facilitate recommendations for advanced classes (6-8)

2. Career Development

- Schoolwide displays highlighting careers (K-2)
- Participate in district “College Tuesday” program (K-12)

3. Personal/Social Development:

- Develop Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP) (K-12)
- Develop individual behavior charts, checklists, contracts and social stories (K-12)
- Referral to community resource programs/outside agencies (K-12)
- Collaborate with outside service providers (K-12)
- Provide in-service trainings to staff on variety of topics (K-5)
- Monthly newsletters to families on select topics of development and concerns (K-8)

Academic, Career and Personal/Social Development:

- Post material on district web page (K-12)
- Communicate with parents through emails, phone, letters, and home visits. (K-12)
- Regional Counselor Meetings (6-12)

Active members of many school committees:

- Trauma, Illness & Grief (TIG)
- Concussion Management
- Threat Assessment
- Dignity Act Coordinators
- Positive Behavioral Interventions and Supports (PBIS) building committee
- Every Student Succeeds Act (ESSA) building committee

Monthly Calendars

Skoi-Yase Primary School Counseling Grades K-2

September

- Introduction of Schoolwide theme “BUCKET FILLING” to all classes
- DASA (Dignity for All Students Act) student training
- Consultation with 3-5 school counselor on new 3rd graders
- IEP, 504 & Behavior Plan review with staff
- Individual counseling begins
- Evaluate needs of incoming K students

October

- Classroom lessons
- Ongoing individual counseling
- Begin fall counseling groups
- Red Ribbon Week (Drug Safety Awareness)

November

- Ongoing individual counseling

December

- Classroom lessons
- Ongoing individual counseling
- End of trimester review of DASA reports

January

- Classroom lessons
- Ongoing individual counseling
- Begin winter counseling groups

February

- Classroom lessons
- Ongoing individual lessons

March

- Classroom lessons
- Ongoing individual lessons
- End of trimester review of DASA reports

April

- Classroom lessons
- Observations of incoming K students
- Ongoing individual lessons
- Begin spring counseling groups

May

- CDOS lessons for grades K-2
- Ongoing individual counseling

June

- Ongoing individual counseling
- End of trimester/end of year review of DASA reports
- Transition planning for 2nd graders to 3rd.

LaFayette Intermediate School Counseling Grades 3-5

September

- DASA student training done in each class. Mr. Merrill reviews Student Code of Conduct. Mr. Spaulding reviews DASA information highlighting self-control, empathy and compassion.
- Consultation with 6th grade school counselor on new sixth graders
- IEP, 504 and behavior plans are reviewed
- Individual counseling and fourth and fifth grade lunch groups begin

October

- DASA student training completed in each class. Mr. Merrill reviews Student Code of Conduct. Mr. Spaulding reviews DASA information highlighting self-control empathy and compassion.
- Individual counseling continues and third -fifth grade lunch groups continue

November

- Ongoing individual and group counseling
- End of Trimester review of DASA reports

December

- Ongoing individual and group counseling
- Personal Safety Classroom presentations

January

- Ongoing individual and group counseling

February

- Ongoing individual and group counseling
- Recruiting/Enrolling students into fifth grade girls circle

March

- Ongoing individual and group counseling
- End of trimester review of DASA reports

April

- Ongoing individual and group counseling

May

- Ongoing individual and group counseling
- Career workshops for 3-5 grades

June

- Ongoing individual and group counseling
- Career workshops for 3-5 grades
- Fifth grade counseling transition meetings with 6th grade counselor and students
- End of year DASA reporting

Waterloo Middle School Counseling Grades 6-8

September

- Schedule changes
- Student staffings
- Review IEP/504 plan services
- DASA (Dignity for All Students Act) student training

October

- Assist with iReady administration
- Review interim grades, academic advising
- Seneca County Youth Bureau Youth Summit field trip (Project HOPE)

November

- Review Quarter 1 grades, academic advising
- Five Points Correctional Facility field trip (Project HOPE)

December

- High school scheduling prep- HS counselors present NYS graduation requirements
- Review interim grades, academic advising
- End of trimester DASA reports

January

- Assist with iReady administration
- Assist with scheduling midterm exams for IEP/504 plan students
- Review Quarter 2 grades, academic advising

February

- High school course selections for 8th > 9th graders
- Review interim grades, academic advising

March

- Middle school course selections 6th > 7th grade
- Middle school course selection 7th > 8th grade
- Review Quarter 3 grades, academic advising
- Career Shadow Day assembly (8th grade)
- Finger Lakes Technical & Career Center Skills Competition (8th grade)
- End of trimester DASA reports

April

- Assist with finding job placements for Career Shadow Day
- Assist with NYS ELA exam preparation & administration

May

- Assist with NYS Math exam preparation & administration
- Assist with iReady administration
- Review interim grades, academic advising
- Career Shadow Day (8th grade)
- 5th grade class visits
- Hobart & William Smith College field trip (Project HOPE)

June

- Consult with LaFayette counselor about in-coming 6th graders
- Meet with prospective at risk 5th graders
- 6th/7th grade awards ceremony
- 8th grade awards ceremony & graduation
- End-of-year team meetings (summer school/retention)
- End of trimester/end of year DASA reports
- Summer school registration

July

- Select Project HOPE students for upcoming school year
- Plan Project HOPE activities/programs
- Prepare for 6th grade orientation
- Assist with schedule conflicts

August

- Consult with HS counselors about in-coming 9th graders
- 6th grade orientation
- Schedule student staffings for start of year
- Schedule individual counseling for all Project HOPE students

Waterloo High School Counseling Grades 9-12

August

- Freshman Orientation
- Schedules mailed home
- Tech Center Summer visit

September

- Letters for ACCESS parents-Special Ed/504 students
- Schedule Change Days
- SAT Counselor Workshop
- Open House- Senior College presentations and Naviance info for parents
- Senior College presentations (Naviance, RAC, after school Naviance workshops, Gemini registration)
- Counselor Tech Center
- Classroom Guidance about RAC and Gemini registration
- Gemini Registration RAC Rochester Area College Fair for Juniors and Seniors
- Counselor Enrichment Program RIT
- After School Naviance Workshop for Seniors (3 days)
- PSAT Presentation Juniors.

October

- ACCES Presentation for parents and Senior Special Ed/504 Students
- Finger Lakes Works with Their Hands
- Counselor Tech Center Meeting
- SUNY OPINFORM Workshop
- Start Senior Review (about 2 weeks) (Transcript, future-plans, etc.)
- Financial Aid Presentation for Parents 6:00 HS Auditorium
- PSAT Juniors
- Tribe Time STEM incentive for top 10% call down during tribe time
- Financial Aid Presentations PIG/ECO classrooms
- Financial Aid Workshop for Parents
- Informational Tour & Transfer Fair @ FLCC Geneva Campus Center
- ACCES meetings scheduled

November

- Naviance Intro to Freshmen Global 9 classrooms in Computer Lab
- Naviance Intro to Sophomores Global 10 classrooms in Computer Lab
- Counselor Tech Center Meeting
- Access meetings scheduled

December

- 10th grade course catalog / schedule presentation

- 11th grade course catalog / schedule presentation
- Tech Center Sophomore presentations in classrooms
- 8th grade course catalog / schedule presentation
- 9th grade course catalog / schedule presentation
- Counselor Tech Center Meeting

January

- “Knowledge of College” for Juniors and Seniors
- Interpretations of PSAT
- Counselor Tech Center Meeting

February

- Sophomores Tech Center Visit
- freshmen schedules completed
- Gemini Registration
- Sophomores schedules completed

March

- Agricultural & Food Science Event
- Seneca County Career Fair
- Health Career Day
- Junior College Fair and SAT/ACT presentation
- Counselor Tech Center Meeting
- National College Fair Juniors
- Juniors schedules completed
- College Night for junior students and parents
- Junior College classroom presentation
- ACT/SAT Accommodation letter to parents

April

- Engineering Career Day at GW Lisk
- All student schedules completed
- Honors letters to parents mailed home
- Counselor Tech Center Meeting
- Sophomore College presentations in English 10 Classrooms
- College 101 @ FLCC
- Explore Program Presentation

May

- Law Day TBD
- Senior Exit Survey / Interviews
- Sophomores college visit SUNY School
- Sophomores college visit Private School

- Junior Naviance presentation 8th block Auditorium
- Seneca Meadows Tour & Career Exploration
- Visit FLCC with Seniors that have a 504/IEP

DELIVERY

Classroom Lessons, Small Group Activities, Individual Assessments and Interventions, Student Annual Progress Review



Grade Level	Program Activity/Service with target students and timeline (Curriculum, small group, individual, planning, appraisal, crisis, consultation, referral and advisement)	Tier (1,2,3)	Student Standards (ASCA Mindsets and Behaviors, CDOS, Health, FACS, SEL)	Program Objectives (Students will be able to ____)	Staff & Resources	Assessment and Evaluation Methods (process, perception, outcomes)
K-5	Second Step Child Protection Unit 6 sessions in fall for all students	1	Safety, Self-Awareness, B-SMS9, B-SS3, B-SS8	Students will be able to identify personal safety vocabulary and tactics.	Counselors Second Step materials for unit	Classroom activity
K-12	Positive Behavioral Interventions and Supports (PBIS)	2/3 as needed	M3, B-LS3, B-LS8, B-SMS1, B-SMS2, SMS10, B-SS2, B-SS3, B-SS4, B-SS9	Students will identify and demonstrate the pride traits (be responsible, respectful, engaged, safe).	Teachers and other staff provide Tier 1 instruction. Counselors provide Tier 2/3 as needed.	Student use of terms- PBIS Discipline referral
K-12	DASA instruction	1/2/3		Students will be able to identify what DASA means and how to follow expectations.	Dignity Act Coordinator provides for all students and staff. Tier 2/3 provided for students on as needed basis.	Discipline referral data DASA reports Safety contracts
K-2	Classroom Counseling Lessons	1	Pro-social skills, problem solving, and coping strategies.	Students will be able to identify pro-social skills, problem solving models and skills and coping strategies.	Counselor will provide lessons in classroom with counselor-made materials.	Class activities
K-12	Small Group and Individual Counseling	1/2/3	Scheduling (6-12) to review	Students will be able to identify	Counselor will provide counseling.	Yearly review and schedules

	Groups are varied but not limited to: social groups, lunch groups, identifying feelings groups, divorced parents groups, managing stress groups		yearly progress (Tier 1) Improve attendance, academics, behavior and social-emotional well-being of students.	strategies as needed to: -progress to graduation -improve attendance -improve behavior -increase coping strategies		Discipline referral data Progress notes on goals Attendance data
K-12	School Based Mental Health Counseling	3	M1, M3, M5, M6, B-LS3, M-LS4, B-LS7, B-SMS1, B-SMS2, B-SMS5, B-SMS6, B-SMS7, B-SMS9, B-SMS10, B-SS1	Students will be able to identify strategies to improve individual needs as identified by mental health staff.	Seneca County Mental Health Counselors	
K-12	Crisis Intervention	3	M1, M3, M5, M6, B-LS3, M-LS4, B-LS7, B-SMS1, B-SMS2, B-SMS5, B-SMS6, B-SMS7, B-SMS9, B-SMS10, B-SS1	Students will de-escalate as needed due to crisis.	Counselor and mental health providers	
K-12	Attendance Monitoring	1	M3, B-SMS1, B-SMS10, B-SS3, B-SS9	Students will increase attendance.	Administrators, Teachers, Counselors, School Resource Officer, Nurse, Secretary	Attendance data

6	Career Counseling and Instruction	1	M-6, B-LS9, B-LS4, B-LS3, B-LS1	Students will be able to identify career possibilities and opportunities that exist. Students will examine career goals and identify courses needed to be successful.	Counselor	
8	Career Shadow Day	1	M4, M5, M6, B-LS4, B-LS7, B-LS9, B-SS3	Students will identify a career they may be interested in and shadow an adult in this profession for a day.	Counselor	Assignment – reflection paper, poster, presentation
8	PTECH presentation	1	M-6, B-LS9, B-LS4, B-LS3, B-LS1	Students will identify what PTECH is. Students will identify if they are interested in this opportunity and apply as needed.	Counselors PTECH staff	Application (for those interested)
8	WFLTCC Skills Competition	2	M-6, B-LS9, B-LS4, B-LS3, B-LS1	Students will explore career and technology education.	Counselors WFLTCC staff	Points scored for competition
7-8	Project HOPE career exploration	2	M-6, B-LS9, B-LS4, B-LS3, B-LS1	Students will explore possible local career opportunities.	Counselors Outside agencies	Survey
6-12	Student review meeting	1	M4, B-LS7, B-SS8	Students will understand requirements for course selections, graduation requirements, academic success needed for	Counselors	Schedules, Notes from meetings

				future/career and college readiness.		
6-12	Project HOPE	2	M3, B-SMS1, B-SMS10, B-SS3, B-SS9	Students will be able to achieve academic success and develop social emotional coping strategies.	Counselors	Graduation rate School enrollment data Discipline referral data
9	Freshman Orientation	1	M3, M4, B-SMS 10, B-SS 1, B-SS 9	Students will be able to read schedules and acclimate to the HS.	Counselors Administrators	Attendance data of night
8	Transition Night	1	M2, M4, M6, B-LS6	Students will be able to explore HS requirements.	Counselors Administrators	Attendance data of night
9-12	Classroom lessons/graduation requirements/schedule change days	1	M4, B-LS6, B-LS7, B-SS3, B-LS1, B-LS9, B-SS6	Students will be able to identify graduation requirements and needs for academic success. Seniors will explore and identify post-secondary plans.	Counselors	Course selection when meeting with individuals
12	College presentations	1	M2, M4, M6, B-LS6	Students will explore and identify colleges and requirements to attend.	Counselors	Post-secondary options chosen
11-12	Access-VR	2	M2, M4, M6, B-LS6	Students will identify ways to access post-secondary supports.	Counselors Transition Coordinator	Paperwork completion
11-12	Rochester area college fair	1	M2, M4, M6, B-LS6	Students will explore local college options.	Counselors Transition Coordinator	College selection

12	Naviance workshop for seniors	1	M4, B-LS7, B-SS8	Students will explore career and post-secondary options.	Counselors Transition Coordinator	Applications for college and post-secondary careers identified
9-12	Career options field trips	1	M-6, B-LS9, B-LS4, B-LS3, B-LS1	Students will explore local opportunities for post-secondary employment.	Counselors Transition Coordinator	Attendance data to field trip
12	College 101 at FLCC	1	1.1, 3.a, 3.b	Students will explore local college options. Students will explore what college could look like.	Counselors Transition Coordinator	Attendance data to field trip
12	Financial aid night and workshops	1	3.a.6, 3.a.2	Students will identify process for gaining financial aid for college.	Counselors	Financial aid applications
11	PSAT including score interpretation	1	A:B2.1	Students will take college entrance practice exams. Students will identify what the score means and how they performed.	Counselors	PSAT
9-12	Classroom Naviance	1	M-6, B-LS9, B-LS4, B-LS3, B-LS1	Students will be introduced to career possibilities and identify goals for future career activities.	Counselors	Career plan
10	WFLTCC		1.1, 3a, 3b	Students will explore career and technology education.	Counselors WFLTCC staff	Application to WFLTCC

11-12	Knowledge of college	1	M-6, B-LS9, B-LS4, B-LS3, B-LS1	Students will learn from peers about college and their experiences.	Counselors	College selections
K-12	Psychological, emotional, academic, behavioral and developmental testing.	3	B-LS8, B-SMS-7,8, B-SS 1, 8	Ascertain the needs of individual students	School Psychologists	Standardized tests and rating scales.
K-12	Individual and group counseling, Crisis Counseling	1,2,3	M1, M3, M5, M6, B-LS3, M-LS4, B-LS7, B-SMS1, B-SMS2, B-SMS5, B-SMS6, B-SMS7, B-SMS9, B-SMS10, B-SS1	Provide Social/Emotional and Behavioral Support	School Psychologists	Progress Notes Student Survey
K-12	FBA and BIP development	2,3	B-SMS-1-3	Reduce certain behaviors that impact learning.	School Psychologists	Data driven records

ACCOUNTABILITY

**Closing the Gap Action Plans, Professional Development
Planning, Evaluation Methods, Annual Report to Board of
Education**



Closing the Gap Action Plan

Data points reviewed:

- Attendance Rates 18-19 School Year:
 - Skoi Yase Primary – 93.64%
 - LaFayette Intermediate – 95.06%
 - Waterloo Middle School – 95.05%
 - Waterloo High School – 92.62%

- Chronic Absenteeism 18-19 School Year:
 - Skoi Yase Primary – 20.2%
 - LaFayette Intermediate – 12.8%
 - Waterloo Middle School – 14%
 - Waterloo High School – 23.7%

- Graduation Rate 18-19 School Year:
 - District – 82.93%

The counseling program will work to increase attendance rates through:

- Regular attendance reviews
- Chronic absences will be addressed through communication with families (letters, phone calls home, home visits)
- Students in need of Tier 3 intervention will have individualized plans developed through Instructional Support Team meetings.

The counseling program will work to increase graduation rate through:

- Regular academic reviews
- Educating students, families, and staff on graduation requirements
- Yearly individual reviews with all students 6-12
- Consistent communication with general education data teams to intervene proactively
- Participation on the Instructional Support Team for students in need of Tier 3 intervention. Individualized student plans will be developed through this process.

Professional Development Planning

The following are topics that the Counseling Department Student Support Services have identified to be areas to pursue professional growth:

- Restorative Practices
- Social Emotional Learning
- Trauma Informed Instruction
- Positive School Environment

The department will investigate and pursue professional development opportunities that align with these topics which support district and BOE goals and initiatives.

Evaluation Methods

The counseling program and plan will be regularly evaluated and updated as needed. Data will continue to be collected and reviewed to drive changes based on identified needs. The counseling program will create surveys and use this data to inform the advisory of needs to be addressed in following years.

The administrators at each building are responsible for the evaluation of each counselor on an annual basis. The evaluation is based on the criteria set forth in the Teachers’ Annual Professional Performance Review process (APPR). The form used follows.

Name: _____ Probationary Year (1, 2, 3): _____ Current Position: _____

Provisional: (Y/N) _____ Expires: _____ Permanent: (Y/ N): _____

Bachelor’s: _____ Master’s: _____

The supervisor shall place a check in the box that best describes the performance of the employee. Both day-to-day experiences and classroom observations will be used to complete the evaluation. Teachers may submit artifacts or written comments, if they choose, to support the attainment of the criteria. Administrators will comment as appropriate. Commendations should be noted in the comment section. Any needs improvement rating must include an Improvement Plan.

Program Management – School counselor plans, implements, and evaluates a comprehensive and developmentally age-appropriate school counseling program. The school counselor collaborates with administration, staff, students and parents related to the program.

Criteria	Outstanding	Proficient	Needs Improvement
Planning, Implementation and Evaluation	<input type="checkbox"/> Develops a guidance program based on the needs of students, state, and district standards. Includes plans for regular monitoring of guidance program	<input type="checkbox"/> Develops a guidance program based on the needs of the students, state and district standards.	<input type="checkbox"/> Little or no evidence that the counselor develops a guidance program based on the needs of students, state and district standards.
Collaboration	<input type="checkbox"/> Communicates goals and services of the counseling programs to school administration, staff, students, and parents using a variety of tools.	<input type="checkbox"/> Communicates goals and services of the counseling programs to school administration, staff, students, and parents.	<input type="checkbox"/> Little or no evidence that the counselor communicates goals and services of the counseling programs to school administration, staff, students, and parents.

School Counselor Support/Reflection:

Administrative Comments:

Guidance Components – The school counselor coordinates guidance components in the domains of academic, career, personal/social development and collaborates with teachers in the implementation of the guidance related activities.

Criteria	Outstanding	Proficient	Needs Improvement
Program Coordination	<input type="checkbox"/> Reviews, evaluates, selects, and implements a variety of materials to support a well balanced counseling program.	<input type="checkbox"/> Reviews, evaluates, and selects a variety of materials to support a well balanced counseling program.	<input type="checkbox"/> Little or no evidence that the counselor reviews, evaluates, and selects a variety of materials to support a well balanced counseling program.
Program Collaboration	<input type="checkbox"/> Works in a collegial and collaborative manner with administrators and staff, while considering and possibly utilizing their feedback, to promote and support the guidance program.	<input type="checkbox"/> Works in a collegial and collaborative manner with administrators and staff to promote and support the guidance program.	<input type="checkbox"/> Little or no evidence that the counselor works in a collegial and collaborative manner with administrators and staff to promote and support the guidance program.

School Counselor Support/Reflection:

Administrative Comments:

Direct Services – The school counselor counsels students individually and/or in small groups. The school counselor provides information to individuals and groups of students to promote academic success and/or career planning as developmentally appropriate..

Criteria	Outstanding	Proficient/Satisfactory	Needs Improvement
Individual and Small Group Counseling	<input type="checkbox"/> Provides counseling to promote academic success, monitors and evaluates regularly the effectiveness of individual/group counseling services and makes plans for improvement.	<input type="checkbox"/> Provides counseling to promote academic success, monitors and evaluates regularly the effectiveness of individual/group counseling services.	<input type="checkbox"/> Little or no evidence that the counselor provides counseling including individual and/or group, to promote academic success.
Academic and Career Planning	<input type="checkbox"/> Reviews student performance, takes appropriate action and the student participates in the development of the plan.	<input type="checkbox"/> Review student performance and takes appropriate action.	<input type="checkbox"/> Little or no evidence that the counselor reviews student performance.

School Counselor Support/Reflection

Administrative Comments:

Consulting and Student Advocacy – The school counselor advocates for students and consults with staff, family and community resources to assist and support work with students to ensure success.

Criteria	Outstanding	Proficient	Needs Improvement
Student Advocacy	<input type="checkbox"/> Serves as advocate for students, being proactive in establishing preventative and supportive measures to effectively meet student needs.	<input type="checkbox"/> Serves as advocate for students, working effectively with students, parents, teachers and staff to develop strategies in meeting student needs.	<input type="checkbox"/> Little or no evidence that the counselor serves as an advocate for students.
Resource Consultation/Collaboration	<input type="checkbox"/> Consults effectively with students, parents, teachers and other school staff to establish, implement, monitor and revise plans to meet student needs.	<input type="checkbox"/> Consults effectively with students, parents, teachers and other school staff to assist in meeting student needs.	<input type="checkbox"/> Little or no evidence that the counselor consults effectively with students, parents, teachers, and other school staff to assist in meeting needs of students.

School Counselor Support/Reflection:

Administrative Comments:

Program Coordination– The school counselor coordinates with school and community organizations to bring resources to students and utilizes the referral process to assist students and others to access special programs and services.

Criteria	Outstanding	Proficient/Satisfactory	Needs Improvement
School/Community Resource Coordination	<input type="checkbox"/> Seeks out resources in the community, and makes them available for students who need them in the school and the district.	<input type="checkbox"/> Is aware of how to gain access to school and district resources for students who need them.	<input type="checkbox"/> Little or no evidence that the counselor is aware of school or district resources.
Student Referral Processes	<input type="checkbox"/> Establishes effective working relationships with outside services and makes appropriate referrals for psychological, social work, health and community services. Provides information on outside services.	<input type="checkbox"/> Establishes an effective working relationship with outside services and makes appropriate referrals for psychological, social work, health and community services.	<input type="checkbox"/> Little or no evidence that the counselor establishes an effective working relationship with outside services nor makes appropriate referrals for psychological, social work, health and community services.

School Counselor Support/Reflection:

Administrative Comments:

Professionalism – The school counselor shall demonstrate professional behaviors associated with all professions and professional behaviors specific to the teaching/counseling profession and the district.

Criteria	Outstanding	Proficient/Satisfactory	Needs Improvement
Professional Responsibilities	<input type="checkbox"/> Guidance counselor develops and implements a system to maintain accurate records for all instructional and non-instructional information such as student progress, attendance and special need student requirements. Guidance counselor completes all administrative requests on time.	<input type="checkbox"/> Guidance counselor maintains accurate records for all instructional and non-instructional information such as student progress, attendance and special need student requirements with few errors. Guidance counselor completes most administrative requests on time.	<input type="checkbox"/> Guidance counselor records for instructional and non-instructional information such as student progress, attendance and special need student requirements are incoherent or non-existent.. Guidance counselor routinely fails to complete administrative requests on time.
Attendance/Punctuality	<input type="checkbox"/> Guidance counselor attends work regularly, per Contract of Agreement, and is punctual for all school related duties and/or functions.	<input type="checkbox"/> Guidance counselor attends work regularly, per Contract of Agreement, and is punctual for most school related duties and/or functions.	<input type="checkbox"/> Guidance counselor does not attend work regularly, per Contract of Agreement, or is tardy or absent from all school related duties and/or functions.
Policy and Procedures	<input type="checkbox"/> Guidance counselor supports and adheres to all the district and building policies and procedures.	<input type="checkbox"/> Guidance counselor supports and adheres to most of the district and building policies and procedures.	<input type="checkbox"/> Guidance counselor does not support or adhere to many of the district and building policies and procedures
Professional Growth/Activities	<input type="checkbox"/> Guidance counselor actively and independently seeks professional development opportunities and modes live-long learning. Guidance counselor consistently contributes to building and district activities which promote the well-being of students, a positive school and district culture.	<input type="checkbox"/> Guidance counselor actively participates in required professional development opportunities and modes live-long learning. Guidance counselor sometimes contributes to building and district activities which promote the well-being of students, a positive school and district culture.	<input type="checkbox"/> Guidance counselor does not attend or actively participate in required professional development opportunities. Guidance counselor does not contribute to building and district activities.
Professional Characteristics	<input type="checkbox"/> Guidance counselor always dresses in a professional manner. Guidance counselor always uses appropriate language, mannerisms and behaviors that are representative of a	<input type="checkbox"/> Guidance counselor dresses in a professional manner. Guidance counselor uses appropriate language, mannerisms and behaviors that are representative of a positive role model for the district. Guidance counselor	<input type="checkbox"/> Guidance counselor does not dresses in a professional manner. Guidance counselor uses inappropriate language, mannerisms and behaviors that do not promote a positive role model for the

	positive role model for the district. Guidance counselor establishes and maintains mutually respectful relationships with students, staff, parents and administrators.	attempts to establish and maintain mutually respectful relationships with students, staff, parents and administrators.	district. Guidance counselor rarely establishes and maintains mutually respectful relationships with students, staff, parents and administrators.
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School Counselor Support/Reflection:

Administrative Comments:

GOALS

Name: _____

Present Year Goal Progress

Goal(s)

General Administrative Comments:

School Counselor Response:

ACKNOWLEDGEMENT: This review has been discussed with me in a conference with my supervisor.

Signature of Employee

Signature of Evaluator

Date

Date

Annual Report to the Board of Education

The advisory council will present the counseling plan and relevant program information at least one time yearly to the Board of Education. Data points, action plans and program delivery will be important points to consider.

ACKNOWLEDGEMENTS

We wish to thank the administration and staff of the Waterloo Central School District for their support as we implement the programs described in this document.



This plan was written by the Waterloo Central School Counseling Department Student Support Services:

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Corinne Turchetti, School Social Worker
Kasey Enos, School Social Worker
Jenn Hayden, Assistant Superintendent
Sherri Monell, Director of Pupil Personnel

APPENDIX



APPENDIX A- ASCA Mindsets

**The ASCA Mindsets & Behaviors for Student Success:
K-12 College- and Career-Readiness Standards for Every Student**

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards School counselors encourage the following mindsets for all students.		
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Self-confidence in ability to succeed M 3. Sense of belonging in the school environment M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Positive attitude toward work and learning		
Category 2: Behavior Standards Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.		
Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self-direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision-making and social responsibility
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term academic, career and social/emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	