

WATERLOO CENTRAL SCHOOL DISTRICT

PreK-12 COMPREHENSIVE SCHOOL COUNSELING PLAN



Updated June 2022

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DEFINE

Mission, Vision, Beliefs, Goals



Waterloo Central School District Mission Statement

All Students. All Staff. One Family

The **MISSION** of the Waterloo Central School District is to put kids first every day. We support each student on a personalized journey to realize their goals. Our caring community develops learners and leaders.

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 proactive 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 94%.
- To increase graduation rate to 85%.

Waterloo Board of Education Goals

These Board of Education goals are derived from the Waterloo School District Strategic Plan.

Safe Space:

1. Begin the process of rebranding the district to promote pride in our schools
2. Support and evaluate the effectiveness of inclusion programming
3. Development of the District Diversity Committee

Wellness:

1. Evaluate the implementation of and effectiveness of community circles
2. Evaluate the implementation of the student mentorship program
3. Review and continue to focus on professional development for all staff

Academic Success:

1. Support and review the success of the restructuring of the after-school program

Teamwork:

1. Personalized learning plans
2. Professional Learning Communities

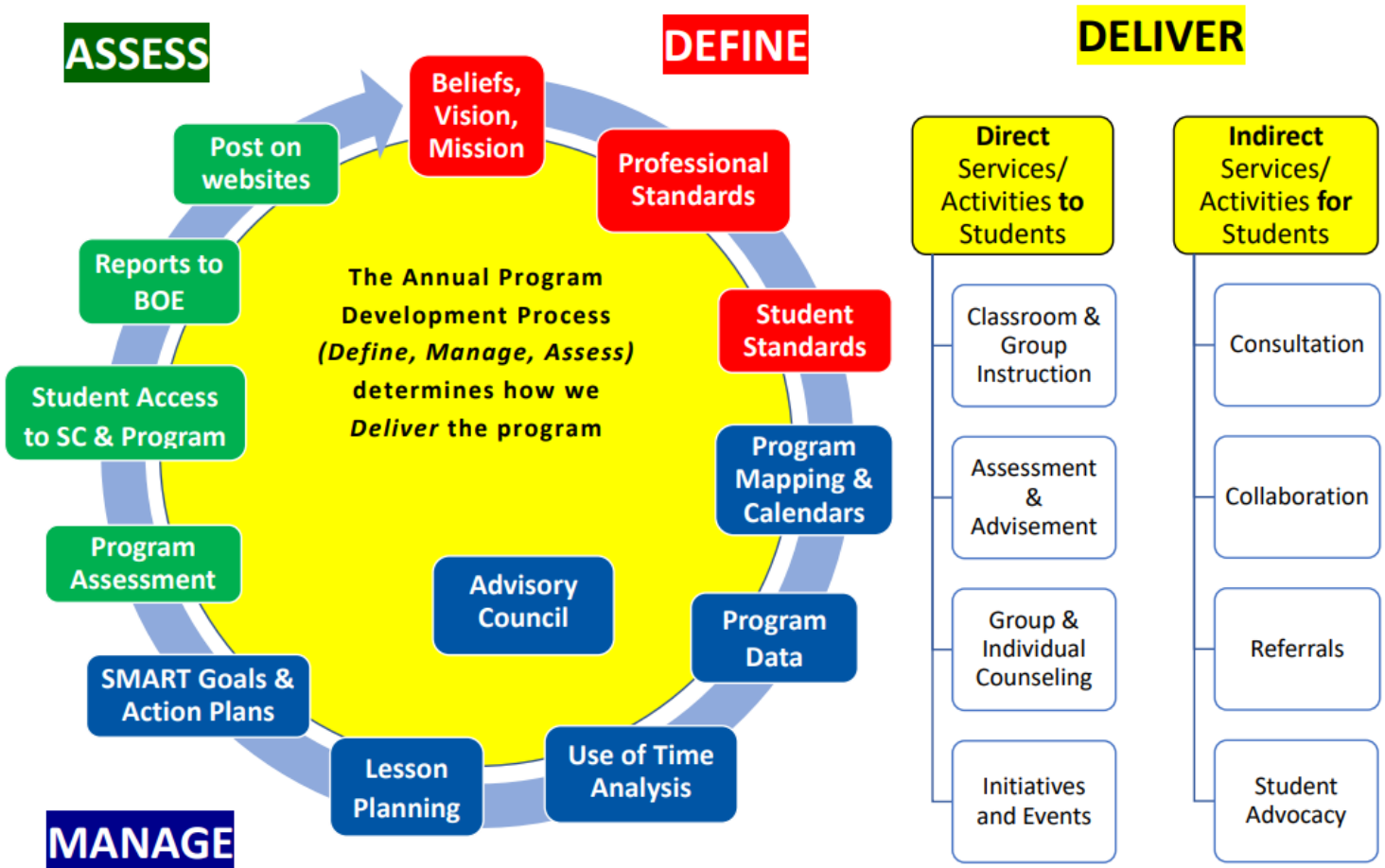
COMPARISON CHART BETWEEN OLD NYS COUNSELING REGULATIONS AND AMENDED REGULATIONS EFFECTIVE JULY 1, 2019

**New + Old Requirements of NYSED Commissioner’s Regulation Part 100.2(j)
School Counseling and Guidance Programs for Public Schools
(adopted July 1, 2017, to be implemented by September 2019)**

PROGRAM DELIVERY		
K-5	6-8 <i>(addition of grade 6)</i>	9-12
Assist students with academic concerns <small>e.g. attendance & behavior</small>	Annual <i>Individual</i> Progress Review by a certified school counselor	
Assist students with academic concerns <small>e.g. attendance & behavior</small>	Assist students with academic concerns <small>e.g. attendance & behavior</small>	
Information on college & careers	Instruction in careers	
Core Curriculum instruction provided by certified school counselors in college/career, social/emotional and academic skills development based on multiple student competencies		
Direct & Indirect services to students <small>(e.g. advising, individual & group counseling, consultation, referral)</small>		
PROGRAM ACCOUNTABILITY	Referral to properly licensed/certified PPS as appropriate for more targeted supports	
	All students have access to a certified school counselor and the school counseling program	
	Advisory Council	
	School and District plans posted on district website	
	Annual program outcomes report to Board of Education	
	K-12 Program developed and updated annually <i>by certified school counselors</i> in collaboration with other school personnel	
PROGRAM FOUNDATION		

Key:	New regulation	Old regulation
	Team approach: e.g. teachers, school social workers, school psychologists.	

NYS Comprehensive School Counseling Program Annual Program Development Process:



COMPONENTS OF THE ASCA MODEL

The standards that define the school counseling profession are professional standards and student standards. They are included in the DEFINE component of the ASCA National Model and guide the work that school counselors do. They help school counselors determine the knowledge, attitudes and skills they want students to learn by their participation in the school counseling program.

To view individual standards, use the links below:

[STUDENT STANDARDS – ASCA MINDSETS & BEHAVIORS](#)

[SCHOOL COUNSELOR PROFESSIONAL STANDARDS AND COMPETENCIES](#)

[AMERICAN SCHOOL COUNSELORS’ ASSOCIATION ETHICAL STANDARDS FOR SCHOOL COUNSELORS](#)

NEW YORK STATE STANDARDS

To view individual standards, use the links below:

[NEW YORK STATE HEALTH, PHYSICAL EDUCATION AND FAMILY CONSUMER SCIENCES](#)

[NEW YORK STATE CAREER AND OCCUPATIONAL STUDIES STANDARDS](#)

[NEW YORK STATE SOCIAL EMOTIONAL LEARNING BENCHMARKS](#)

[NEW YORK STATE NEXT GENERATION STANDARDS](#)

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 minutes will be shared via the school website.

Annual Report to the Board of Education

The Student Support Services personnel 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.

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 (PreK-12)
- Attend Open House (PreK-12)
- Facilitate recommendations for advanced classes (6-8)

2. Career Development

- Schoolwide displays highlighting careers (PreK-2)
- Participate in district “College Tuesday” program (PreK-12)
- School Counseling and Career Schoology Page (9-12)
- College Awareness Week (9-12)

3. Personal/Social Development:

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

Academic, Career and Personal/Social Development:

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

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
- Behavioral Intervention Team
- Social Emotional Learning (SEL) District Team

Monthly Calendars

Skoi-Yase Primary School Counseling Grades PreK-2

September

- Introduction of Schoolwide theme “BUCKET FILLING” to all Kindergarten-2nd grade 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
- Mindful Minute - daily
- Mindful Mondays in the afterschool program

October

- Classroom lessons
- Ongoing individual counseling
- Review fall SAEBRS data and begin small group counseling
- Mindful Minute - daily
- Mindful Mondays in the afterschool program

November

- Ongoing individual counseling and small groups
- Mindful Minute - daily
- Mindful Mondays in the afterschool program

December

- Classroom lessons
- Ongoing individual counseling and small groups
- End of trimester review of DASA reports
- Mindful Minute - daily
- Mindful Mondays in the afterschool program

January

- Classroom lessons
- Ongoing individual counseling and small groups
- Mindful Minute - daily
- Mindful Mondays in the afterschool program

February

- Classroom lessons
- Ongoing individual counseling and small groups
- Review winter SAEBRS data and begin winter SEL skills groups
- Mindful Minute - daily
- Mindful Mondays in the afterschool program

March

- Classroom lessons
- Ongoing individual counseling and small groups
- End of trimester review of DASA reports
- Mindful Minute - daily
- Mindful Mondays in the afterschool program

April

- Classroom lessons
- Ongoing individual counseling and small groups
- Review spring SAEBRS data and begin spring SEL skills groups
- End of trimester review of DASA reports
- Mindful Minute - daily
- Mindful Mondays in the afterschool program

May

- CDOS lessons for grades K-2
- Ongoing individual counseling and small groups
- Mindful Minute - daily
- Mindful Mondays in the afterschool program

June

- Ongoing individual counseling
- End of trimester/end of year review of DASA reporting.
- Transition planning for 2nd graders to 3rd.
- Mindful Minute - daily
- Mindful Mondays in the afterschool program

LaFayette Intermediate School Counseling Grades 3-5

September

- 18 classroom lessons are presented each week so that every single student in the school is seen by student support services staff members each week.
- IEP, 504 and behavior plans are reviewed.
- Mindful Mondays in the after- school program.

October

- 18 Weekly Classroom Lessons
- DASA training is completed in each class.
- Ongoing individual and group counseling
- The SAEBRS is completed and evaluated by all teachers for all grade levels.
- Mindful Mondays in the after-school program.

November

- 18 Weekly Classroom Lessons
- Ongoing individual and group counseling
- SAEBRS results are implemented for third grade students and fourth and fifth grade students.
- Mindful Mondays in the after-school program.

December

- 18 Weekly Classroom Lessons
- Ongoing individual and group counseling.
- End of Trimester review of DASA reports.
- Mindful Mondays in the after-school program.

January

- 18 Weekly Classroom Lessons
- Ongoing individual and group counseling.
- Mindful Mondays in the after-school program.

February

- 18 Weekly Classroom Lessons
- Ongoing individual and group counseling.
- Mindful Mondays in the after- school program.

March

- 18 Weekly Classroom Lesson

- Ongoing individual and group counseling.
- Re-evaluation of spring SAEBRS data.
- Mindful Mondays in the after-school program

April

- 18 Weekly Classroom Lessons
- Students learned about personal safety to satisfy requirements for Erin’s Law
- Ongoing individual and group counseling.
- Mindful Mondays in the after-school program.

May

- 18 Weekly Classroom Lessons
- 5th grade Puberty Lesson support
- Ongoing individual and group counseling.
- Mindful Mondays in the after-school program.

June

- 18 Weekly Classroom Lessons
- Fifth grade counseling transition meetings.
- Ongoing individual and group counseling.
- End of year DASA reporting.
- Mindful Mondays in the after-school program.

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
- Individual and group counseling begins

October

- Ongoing individual and group counseling
- Review interim grades, academic advising
- Seneca County Youth Bureau Youth Summit field trip (Project HOPE)

November

- Ongoing individual and group counseling
- Review Quarter 1 grades, academic advising
- Five Points Correctional Facility field trip (Project HOPE)

December

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

January

- Ongoing individual and group counseling
- Review Quarter 2 grades, academic advising

February

- Ongoing individual and group counseling
- High school course selections for 8th > 9th graders
- Review interim grades, academic advising

March

- Ongoing individual and group counseling
- 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

- Ongoing individual and group counseling
- Assist with finding job placements for Career Shadow Day
- Assist with NYS ELA exam preparation & administration
- Facilitate PTECH assembly and application process for 8th grade students

May

- Ongoing individual and group counseling

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

June

- Ongoing individual and group counseling
- 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

- College application completion workshops
- Workshops/trainings (tMHFA, TCI, Applied Suicide Intervention Skills Training)

September

- Career chat
- Cornell Pilot Program for Engineering
- Monthly regional Counselor Meeting
- Individual and Group Counseling
- Finalization of Internships

- Workshops (College Board, Regents, etc)

October

- SEL District Network Team Training
- Bullying Group
- Ongoing Individual Counseling, Outreach and Engagement with student and parents
- Field Trip to Rochester in Construction
- Career Day
- SUNY Info Sessions
- Monthly Regional Counselor Meeting

November

- Ongoing Individual Counseling, Outreach and Engagement with student and parents
- College Letters of Recommendation
- SEL District Network Team Training
- NYSSCA Conference
- Course schedules
- College instant decision days
- SUNY info Sessions
- Monthly Regional Counselor Meeting
- Monday Meditation
- Wellness Wednesday
- Fitness Friday

December

- 9th, 10th and 11th grade Course Catalog presentation
- Next Year's Course Request
- TECH Center Presentations, SEL District Network Team Training
- Financial Aid Completion Workshop
- Freshman College and Career Presentations
- Monthly Regional Counselor Meeting
- Ongoing Individual Counseling, Outreach and Engagement with student and parents
- Monday Meditation
- Wellness Wednesday
- Fitness Friday

January

- End of semester grade review
- Next Year's Course Request
- Trade Talks

- College Readiness Workshops
- Financial Aid Completion Workshop for Parents
- Career chats
- Freshman College and Career Presentations
- PSAT Result Presentation
- Monday Meditation
- Wellness Wednesday
- Fitness Friday
- Ongoing Individual Counseling, Outreach and Engagement with student and parents

February

- FLTCC Sophomores Visit
- GEMINI REGISTRATION
- Ongoing Individual Counseling, Outreach and Engagement with student and parents
- Women in Engineering Chats
- Career Chats
- College Readiness Workshop
- Teen Mental Health First Aid
- Student Scheduling
- Junior classroom presentations
- ACCESS VR meetings
- SABER data days

March

- Agricultural & Food Science Event Seneca County Career Fair
- Health Career Day
- High School Scheduling Completed.
- Career Chats
- Counselor Tech Center Meeting
- Tech Center Application Review
- National College Fair Juniors
- College Night for junior students and parents
- Ongoing Individual Counseling, Outreach and Engagement with student and parents
- Dolee Days
- College Readiness Workshops
- College Campus Field Trips
- ACCESS-VR parent presentation
- Teen Mental Health First Aid
- College and Military Visits

April

- Counselor Tech Center Meeting
- Sophomore Presentation
- SAEBR Focus Groups
- Diploma Types and Mastery
- Mondy Meditation
- Dolee Day
- Wellness Wednesday
- Fitness Friday
- College Campus Visits
- ROTC Presentations
- Military Visits
- Ongoing Individual Counseling, Outreach and Engagement with student and parents
- Senior Graduation Tracking

May

- Law Day
- Senior Exit Survey / Interviews
- Sophomores college visit SUNY School /Sophomores college visit Private School
- Summer School Projections
- Ongoing Individual Counseling, Outreach and Engagement with student and parents
- Seneca Meadows Tour & Career Exploration
- College Awareness Week
- Ongoing Individual Counseling, Outreach and Engagement with student and parents
- Destination Day
- Monday Meditation
- Dolee Day
- Wellness Wednesday
- Fitness Friday
- Military Visits

June

- End of year data review
- Wall of Fame
- Ongoing Individual Counseling, Outreach and Engagement with student and parents
- Summer School Projections
- Senior Graduation Tracking
- DASA meeting
- SAEBRS data survey

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 (Erin's Law)	1	Safety, Self-Awareness, B-SMS9, B-SS3, B-SS8 M1 B-SMS7 M1 B-SMS9	Students will be able to identify personal safety vocabulary and tactics.	Counselors Second Step materials for unit	Classroom activity
PreK-12	Positive Behavioral Interventions and Supports (PBIS)	1	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	M3, B-SMS1, B-SMS2, B-SMS9 BSS2-BSS9	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-5	Classroom Counseling Lessons	1	Pro-social skills, problem solving, and coping strategies. M1-M6, B-SS 1-9, B-SMS1,2,7,9,10	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, observations

K-12	Small Group and Individual Counseling Groups are varied but not limited to: social groups, lunch groups, identifying feelings groups, divorced parents groups, managing stress groups, etc...	1/2/3	Scheduling (6-12) to review yearly progress (Tier 1) Improve attendance, academics, behavior and social-emotional well-being of students.	Students will be able to identify strategies as needed to: -prosocial skills -problem solving -progress to graduation -improve attendance -improve behavior -increase coping strategies	Counselor School Psych School Social Worker	Student self reflection and observations of staff SAEBRS Discipline referral data Progress notes on goals Attendance data
K-2	Career Exploration Classroom Lessons	1	M1, M4, B-SMS2, B-SMS6, B-SMS7, B-LS7	Students will be able to identify what they want to be	School counselor and classroom teacher	Student will complete "When I grow up I want to be..."
PreK-2	Mindful Minute daily in morning announcements	1	M1, B-SMS2, B-SMS7, B-SMS10	Students will learn to self regulate and become aware of surroundings	School counselor, principal, teachers	Observations, discipline referrals data
K-5	-Check & Connect (K-2) -Check In/Check Out (3-5)	2,3	M1, M2, M3, M5, M6, B-SMS1-3, B-SMS6-7, B-SMS 10	Students will be able to improve attendance, problem-solving and coping skills/strategies	Counselor, Social Workers, School Psychologist, school staff	Observation, discipline referrals, attendance data, daily logs
PreK-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	

PreK-12	Crisis Intervention	3	M1,3,5,6, B-LS3, M-LS4, B-LS7, B-SMS1,2,5,6, B-SMS7, B-SMS9, B-SMS10, B-SS1	Students will de-escalate as needed due to crisis.	Counselor and mental health providers	
PreK-12	Attendance Monitoring	1	M3, B-SMS1, B-SMS10, B-SS3, B-SS9	Students will increase attendance and reduce the number of tardies	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.	Counselors	
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.	Counselors	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
6-12	Student review meeting	1	M4, B-LS7, B-SS8	Students will understand requirements for course selections, graduation requirements, academic success needed for future/career and college readiness.	Counselors	Schedules, Notes from meetings
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-	Counselors	Course selection when meeting with individuals

				secondary plans.		
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	Counselors	PSAT

				practice exams. Students will identify what the score means and how they performed.		
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	FBA and BIP development	2,3	B-SMS-1-3	Reduce certain behaviors that impact learning.	School Psychologists	Data driven records

ASSESS

**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 2020-2021 School Year:
- Graduation Rate 2020-2021 School Year:
 - High School – 89%
- SAEBRS data
- Discipline Reports

	2020-2021		2021-2022	2022-2023
SY (Pre K-2)	92.58%	↓	91.77%	
SY (K-2)	92.97%	↓	91.83%	
Laf.	94.97%	↓	91.87%	
WMS	93.68%	↓	91.65%	
WHS	92.68%	↓	89.88%	
DISTRICT (Pre K-12)	93.50%	↓	91.30%	
DISTRICT (K-12)	93.58%	↓	91.31%	

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 2 or Tier 3 intervention will have individualized plans developed through Instructional Support Team meetings.
- Check and connect (PreK-2) and check in/check out (3-5)

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 positive role model for the district. Guidance counselor establishes and maintains mutually respectful relationships with students, staff, parents and administrators.	<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 attempts to establish and maintain mutually respectful relationships with students, staff, parents and administrators.	<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 district. Guidance counselor rarely establishes and maintains mutually respectful relationships with students, staff, parents and administrators.

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

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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