

# **NORTH ROSE – WOLCOTT CENTRAL SCHOOL**

## **K-12 COMPREHENSIVE SCHOOL COUNSELING PLAN**



September, 2013

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## **North Rose Wolcott Mission Statement**

The mission of the North Rose-Wolcott Central School District is to create a safe and enriching learning environment that will prepare our students to make positive and meaningful contributions to society.

## **Counseling Mission Statement**

Our mission is to facilitate each student's personal/social, academic and career development through the counselors' delivery of guidance in a global society as responsible citizens. The ultimate objective is to help students identify their interests and abilities, and enhance productivity, dependability, self-expression and control, accurate decision-making and conflict-resolution skills along with other competencies that will remediate student deficits, strengthen their unique capabilities and enable the youth to participate

## **New York State Part 100 Regulations - School Counseling Programs**

As per the New York State Education Department, listed in Part 100 of the Commissioner's Regulations, school counseling/guidance programs are defined as follows:

I) Public Schools: Each school district shall have a guidance program for all students.

II) In grades k-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to education students concerning avoidance of child sexual abuse and to encourage parental involvement.

III) In grades 7-12, the school counseling program shall include the following activities and services:

A.) An annual review of each student's educational progress and career plans, with such reviews conducted with each student individually or with small groups by personnel certified or licensed as school counselors.

B.) Instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselor, or by classroom teachers in cooperation with the school counselor.

C.) Other advisory and individual or group counseling assistance to enable students to benefit from the curriculum to help students develop and implement postsecondary educational and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling shall be provided by certified or licensed school psychologists or certified or licensed school social workers in cooperation with certified and licensed school counselors.

IV.) Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. Such plan should be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specifications of the staff members and other resources assigned to accomplish the objectives; provisions for the annual assessment of the program results. The plan shall be reviewed annually by the school counselors and revisions shall be made as necessary.

## **National Standards**

According to the American School Counseling Association, a quality school counseling program must address the following standards:

### **Academic Development**

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across their life span.

Standard B: Students will employ strategies to achieve success in school.

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

### **Career Development**

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make appropriate career decisions.

Standard B: Students will employ strategies to ensure future career success and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education and training, and the world of work.

### **Personal/Social Development**

Standard A: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals, and take appropriate action to achieve goals.

Standard C: Students will understand safety and survival skills.

## **School Counseling Programs**

Below is a brief overview of how the North Rose Wolcott Counseling Programs addresses the standards at each level.

### **Elementary Level**

#### **1. ACADEMIC DEVELOPMENT**

- Participate Response to Intervention (RTI) meetings & process
- Provide information regarding academic supports available within general education and special education
  - Presentation at faculty meetings
  - Instructional Support Team meetings
  - Pre-CSE meetings with parents and/or staff
  - Weekly Administration/Counselor meetings
  - Phone conversations & meetings with parents
- Review student data
  - State & Local assessments
  - Cumulative folders
  - Report cards – including notes
  - Psychological testing – standardized tests
- Monitor attendance
  - Parent contact – phone call, letter, Home- Visits
  - Contact Child Protective Services if warranted
- Monthly newsletters for parent involvement
- Attend Open House at each grade level in September
- Participate in Parent Teacher Conferences
- Assist with 4<sup>th</sup> grade transition visits to Middle School

#### **2. CAREER DEVELOPMENT**

- 4<sup>th</sup> Grade Career Unit
- CHOICES Explorer (Paws In Job land)

#### **3. PERSONAL/SOCIAL DEVELOPMENT**

- Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP) (i.e. developing behavior charts, checklists, social stories)
- Group/individual counseling (i.e. Social Skills, Anger Management, Anxiety, Divorce, New Student)
- Referral to community resource programs/outside agencies (i.e. FACT, Wayne Behavioral Network)
- Collaborate with outside service providers
- Participate on PBIS building teams
- Instruction of PBIS expectations to classrooms (cafeteria, bus, hallway)
- Class lessons & activities on Friendship Issues, Responsibility, Making Good Choices
- Classroom presentations on Bullying, Acceptance & Tolerance, Good Touch/Bad Touch - Kindergarten
- Participation on Crisis Team
- Conduct trainings for district staff on TCIS(Therapeutic Crisis Intervention in Schools)
- Facilitate the Incredible Years Parenting Program

## **Middle Level**

### **1. ACADEMIC DEVELOPMENT**

- Participate in Instructional Support Teams (IST)
- Review interim reports and report cards
- Meet with students who are academically at risk
- Set academic and organizational goals
- Consult with staff, parents and community resources
- Provide strategies & suggestions for interventions
- RTI (Response to Intervention) Process
- Parent-Teacher staffing
- Weekly Administration/Counselor meetings
- Educational evaluations & screenings
- Transition planning/orientation
- High School career plan
- Parent Communication - Ineligibility letters mailed home, Connect Ed calls PASS system (Parent Access Support System)

### **2. CAREER DEVELOPMENT**

- 8<sup>TH</sup> Grade career unit- utilizes CHOICES software/program
- Presentation by Wayne Technical & Career Center at BOCES (8<sup>th</sup> grade)
- High School visitation
- Develop 4-year HS plan with 8<sup>th</sup> grade students reflecting courses to prepare them for career goals
- Parent Communication- Monthly MS Newsletter, 8<sup>th</sup> grade Parent night, individual parent-counselor meetings

### **3. PERSONAL/SOCIAL DEVELOPMENT**

- Individual and group counseling (self-advocacy skills, conflict resolution, healthy relationships, goal setting)
- Crisis counseling/interventions
- Therapeutic groups (Girls Group, Anxiety Reduction groups, New Student Group, Divorce Group, Intervention Groups, Tier 2)
- Parent- Counselor meetings and communication
- Develop & implement student behavior plans, check sheets & contracts
- Referrals to outside agencies
- Class presentations (bullying, Internet Safety, etc. PBIS lessons)
- Summer learning opportunities & camp information
- Monitoring of student attendance, consultation with parents, staff & students
- Parent Communication- Monthly MS Newsletters, transition planning/orientation, school web page
- Annual Guidance review

## High School Level

### 1. ACADEMIC DEVELOPMENT

- Participation in Pupil Services Team
- Senior Year Graduation Review Meetings
- FLCC Gemini Coordination
- PSAT Administration
- ACT Administration
- Individual Student Planning Course Selection Grades 9-11
- Eighth Grade High School Elective Visit
- Incoming Freshman Parent Night
- Parent Conferences
- Alternative Learning Center Advisor Committee
- Review interim reports and report cards
- Develop individual student academic intervention plans in collaboration with parents, teachers and students
- Consult with staff, parents and community resources
- Parent-Teacher staffing
- Weekly Administration/Counselor meetings
- Attend CSE & 504 meetings
- Transcript & Graduation Requirement Audits

### 2. CAREER DEVELOPMENT

- College Application Support/ Post Secondary Advisement
- Coordinate and host Rochester Area College Fair
- Finger Lakes Works Field Trip-Career Exploration
- College Application Support/ Post Secondary Advisement
- ASVAB Administration-Career Exploration
- Financial Aid Night
- Referrals to College Bound Program
- Coordination of Wayne Technical Career Center Visits-Career Exploration
- Provide career and academic advisement
- Host college/military representatives

### 3. PERSONAL/SOCIAL DEVELOPMENT

- Freshman Interviews
- Freshman Orientation
- Cougar Pride Committee
- Individual Counseling
- Parent Consultation
- Crisis counseling/interventions
- Student Mediations
- Referrals to outside agencies



## **Counselor Evaluation**

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). Please see Appendices A thru F for APPR documents.

**Appendix A**  
**PROFESSIONAL STAFF ANNUAL SUMMATIVE SELF- ASSESSMENT FORM**  
**NR-W Central School District**  
**(Completed by Professional Staff Member)**

**The Professional Staff Member should carefully reflect on his/her performance in all four domains and complete the summative assessment, using the more extensive rubrics in the *Components of Professional Practice* book.**

Name \_\_\_\_\_ School \_\_\_\_\_ Grade/Subject \_\_\_\_\_  
 Observation Date \_\_\_\_\_ Time \_\_\_\_\_

**Key: U=Unsatisfactory B=Basic P=Proficient D=Distinguished**

<b>Domain 1: Planning and Preparation</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
1a. Demonstrating knowledge of counseling theory and techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b. Demonstrating knowledge of child and adolescent development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c. Establishing goals for the counseling program appropriate to the setting and the students served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e. Planning the counseling program, integrated with the regular school program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f. Developing a plan to evaluate the counseling program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Domain 2: The Environment</b>				
2a. Creating an environment of respect and rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b. Establishing a culture for productive communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c. Managing routines, procedures and professional responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d. Establish standards of conduct and contributing to the culture for student behavior throughout the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e. Organizing physical space				
<b>Domain 3: Delivery of Services</b>				
3a. Assessing student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b. Assessing students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c. Using counseling techniques in individual and classroom programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d. Brokering resources to meet needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e. Demonstrating flexibility and responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Domain 4: Professional Responsibilities</b>				
4a. Reflecting on practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b. Maintaining records and submitting them in a timely fashion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c. Communicating with families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4d. Participating in a professional community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4e. Engaging in professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4f. Showing professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Staff member's signature:** \_\_\_\_\_

**ADMINISTRATIVE ANNUAL SUMMATIVE ASSESSMENT FORM**

**NR-W Central School District**

**(Completed by Administrator)**

**The Administrator should carefully reflect on the Professional Staff Member's performance in all four domains and complete the summative assessment, using the more extensive rubrics in the *Components of Professional Practice* book.**

Name

School

Grade/Subject

Observation Date

Time

**Key: U=Unsatisfactory B=Basic P=Proficient D=Distinguished**

<b>Domain 1: Planning and Preparation</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
1a. Demonstrating knowledge of counseling theory and techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b. Demonstrating knowledge of child and adolescent development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c. Establishing goals for the counseling program appropriate to the setting and the students served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e. Planning the counseling program, integrated with the regular school program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f. developing a plan to evaluate the counseling program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Domain 2: The Environment</b>				
2a. Creating an environment of respect and rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b. Establishing a culture for productive communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c. Managing routines, procedures and professional responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d. Establish standards of conduct and contributing to the culture for students behavior throughout the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e. Organizing physical space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Domain 3: Delivery of Services</b>				
3a. Assessing student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b. Assessing students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c. Using counseling techniques in individual and classroom programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d. Brokering resources to meet needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e. Demonstrating flexibility and responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Domain 4: Professional Responsibilities</b>				
4a. Reflecting on practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b. Maintaining records and submitting them in a timely fashion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c. Communicating with families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4d. Participating in a professional community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4e. Engaging in professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4f. Showing professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Administrator's signature:** \_\_\_\_\_

**Appendix B DOMAIN I for Counselors: Planning and Preparation**  
**LEVEL OF PERFORMANCE**

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Ia: Demonstrating Knowledge of Counseling Theory and Techniques	Counselor demonstrates little understanding of counseling theory and techniques	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates solid understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
Ib: Demonstrating Knowledge of Child and Adolescent Development	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
Ic: Establishing Goals for the Counseling Program Appropriate to the Setting and the Students Served	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
Id: Demonstrating Knowledge of state and federal regulations and of resources both within and beyond the school and district	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
Ie: Planning the counseling program, integrated with the regular school program	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
If: Developing a plan to evaluate the counseling program	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

**Appendix C DOMAIN II for Counselors: The Environment**  
**LEVEL OF PERFORMANCE**

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Creating an Environment of Respect and Rapport	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
2b: Establishing a Culture for Productive Communication	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
2c: Managing routines, procedures and professional responsibilities	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.
2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
2e: Organizing Physical Space	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangements.

**Appendix D DOMAIN III for Counselors: Delivery of Service**  
**LEVEL OF PERFORMANCE**

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: Assessing student needs	Counselor does not assess student needs, or the assessment result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
3b: Assessing students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
3c: Using Counseling techniques in individual and classroom programs	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
3d: Brokering resources to meet needs	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
3e: Demonstrating flexibility and responsiveness	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

**Appendix E DOMAIN IV for Counselors: Professional Responsibilities**  
**LEVEL OF PERFORMANCE**

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Reflecting on practice	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
4b: Maintaining records and submitting them in a timely fashion	Counselor reports, records, and documentations are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records and documentation are accurate and are submitted in a timely fashion.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
4c: Communicating with families	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
4d: Participating in a professional community	Counselor relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in professional development	Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing Professionalism	Counselor displays dishonesty to interactions with colleagues, students, and the public and violates principles of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking leadership role with colleagues.

## **Academic Development**

**K-4   5-8   9-12**

*ASCA National Standards for academic development guide  
school counseling programs to implement strategies and activities to  
support and maximize each student's ability to learn*

### **Standard**

#### **A:**

***Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.***

#### **A:A1 Improve Academic Self-Concept**

<b>A:A1.1</b>	Articulate feelings of competence and confidence as learners			X
<b>A:A1.2</b>	Display a positive interest in learning	X	X	
<b>A:A1.3</b>	Take pride in work and achievement	X	X	
<b>A:A1.4</b>	Accept mistakes as essential to the learning process	X	X	
<b>A:A1.5</b>	Identify attitudes and behaviors that lead to successful learning	X	X	X

#### **A:A2 Acquire Skills for Improving Learning**

<b>A:A2.1</b>	Apply time-management and task-management skills	X	X	X
<b>A:A2.2</b>	Demonstrate how effort and persistence positively affect learning	X	X	
<b>A:A2.3</b>	Use communications skills to know when and how to ask for help when needed	X	X	X
<b>A:A2.4</b>	Apply knowledge and learning styles to positively influence school performance		X	

#### **A:A3 Achieve School Success**

<b>A:A3.1</b>	Take responsibility for their actions	X	X	X
<b>A:A3.2</b>	Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students	X		
<b>A:A3.3</b>	Develop a broad range of interests and abilities	X	X	
<b>A:A3.4</b>	Demonstrate dependability, productivity and initiative			
<b>A:A3.5</b>	Share knowledge	X	X	

### **Standard**

#### **B:**

***Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college***

#### **A:B1 Improve Learning**

<b>A:B1.1</b>	Demonstrate the motivation to achieve individual potential			X
<b>A:B1.2</b>	Learn and apply critical thinking skills		X	X
<b>A:B1.3</b>	Apply the study skills necessary for academic success at each level			
<b>A:B1.4</b>	Seek information and support from faculty, staff, family and peers	X	X	X
<b>A:B1.5</b>	Organize and apply academic information from a variety of sources	X		
<b>A:B1.6</b>	Use knowledge of learning styles to positively influence school performance			X
<b>A:B1.7</b>	Become a self-directed and independent learner			X

## **Academic Development**

**K-4   5-8   9-12**

#### **A:B2 Plan to Achieve Goals**

<b>A:B2.1</b>	Establish challenging academic goals in elementary, middle/yr. high and high school	X	X	X
<b>A:B2.2</b>	Use assessment results in educational planning	X	X	X
<b>A:B2.3</b>	Develop and implement annual plan of study to maximize academic ability and achievement	X	X	
<b>A:B2.4</b>	Apply knowledge of aptitudes and interests to goal setting	X	X	X
<b>A:B2.5</b>	Use problem-solving and decision-making skills to assess progress toward educational goals	X	X	X
<b>A:B2.6</b>	Understand the relationship between classroom performance and success in school	X	X	X



<b>A:B2.7</b>	Identify post-secondary options consistent with interests, achievement, aptitude and abilities	X	X	X
<b>Standard C:</b>	<b><i>Students will understand the relationship of academics to the world of work and to life at home and in the community</i></b>			

**A:C1 Relate School to Life Experiences**

<b>A:C1.1</b>	Demonstrates the ability to balance school, studies, extracurricular activities, leisure time and family life	X	X	
<b>A:C1.2</b>	Seek co-curricular and community experiences to enhance the school experience		X	X
<b>A:C1.3</b>	Understand the relationship between learning and work	X	X	
<b>A:C1.4</b>	Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals	X	X	
<b>A:C1.5</b>	Understand that school success is the preparation to make the transition from student to community member		X	X
<b>A:C1.6</b>	Understand how school success and academic achievement enhance future career and vocational opportunities	X	X	X

**Career Development**

**K-4   5-8   9-12**

*ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.*

**Standard A:** ***Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions***

<b>C:A1 Develop Career Awareness</b>				X
<b>C:A1.1</b>	Develop skills to locate, evaluate and interpret career information	X	X	
<b>C:A1.2</b>	Learn about the variety of traditional and nontraditional occupations		X	X
<b>C:A1.3</b>	Develop an awareness of personal abilities, skills, interests and motivations	X	X	X
<b>C:A1.4</b>	Learn how to interact and work cooperatively in teams	X	X	
<b>C:A1.5</b>	Learn to make decisions	X	X	X
<b>C:A1.6</b>	Learn how to set goals	X	X	X
<b>C:A1.7</b>	Understand the importance of planning	X	X	X
<b>C:A1.8</b>	Pursue and develop competency in areas of interest		X	X
<b>C:A1.9</b>	Develop hobbies and vocational interests		X	X
<b>C:A1.10</b>	Balance between work and leisure time	X	X	
<b>C:A2 Develop Employment Readiness</b>				
<b>C:A2.1</b>	Acquire employability skills such as working on a team, problem-solving and organizational skills		X	
<b>C:A2.2</b>	Apply job readiness skills to seek employment opportunities	X	X	
<b>C:A2.3</b>	Demonstrate knowledge about the changing workplace		X	

<b>C:A2.4</b>	Learn about the rights and responsibilities of employers and employees		X	
<b>C:A2.5</b>	Learn to respect individual uniqueness in the workplace	X	X	
<b>C:A2.6</b>	Learn how to write a resume		X	
<b>C:A2.7</b>	Develop a positive attitude toward work and learning	X	X	
<b>C:A2.8</b>	Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace	X	X	
<b>C:A2.9</b>	Utilize time and task-management skills	X	X	X

<b>Career Development</b>		<b>K-4</b>	<b>5-8</b>	<b>9-12</b>
<b>Standard</b>	<b><i>Students will employ strategies to achieve future career goals with success and satisfaction</i></b>			
<b>B:</b>				
<b>C:B1 Acquire Career Information</b>				
<b>C:B1.1</b>	Apply decision making skills to career planning, course selection and career transition		X	X
<b>C:B1.2</b>	Identify personal skills, interests and abilities and relate them to correct career choice	X	X	X
<b>C:B1.3</b>	Demonstrate knowledge of the career-planning process		X	X
<b>C:B1.4</b>	Know the various ways in which occupations can be classified		X	X
<b>C:B1.5</b>	Use research and information resources to obtain career information		X	X
<b>C:B1.6</b>	Learn to use the Internet to access career-planning information	X	X	X
<b>C:B1.7</b>	Describe traditional and nontraditional career choices and how they relate to career choice		X	
<b>C:B1.8</b>	Understand how changing economic and societal needs influence employment trends and future training		X	
<b>C:B2 Identify Career Goals</b>				
<b>C:B2.1</b>	Demonstrate awareness of the education and training needed to achieve career goals	X	X	X
<b>C:B2.2</b>	Assess and modify their educational plan to support career		X	X
<b>C:B2.3</b>	Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience		X	
<b>C:B2.4</b>	Select course work that is related to career interests		X	X
<b>C:B2.5</b>	Maintain a career-planning portfolio		X	
<b>Standard</b>	<b><i>Students will understand the relationship between personal qualities, education, training and the world of work</i></b>			
<b>C:</b>				
<b>C:C1 Acquire Knowledge to Achieve Career Goals</b>				
<b>C:C1.1</b>	Understand the relationship between educational achievement and career success	X	X	X
<b>C:C1.2</b>	Explain how work can help to achieve personal success and satisfaction	X	X	
<b>C:C1.3</b>	Identify personal preferences and interests influencing career choice and success	X	X	X
<b>C:C1.4</b>	Understand that the changing workplace requires lifelong learning and acquiring new skills			
<b>C:C1.5</b>	Describe the effect of work on lifestyle	X	X	

C:C1.7	Understand the importance of equity and access in career choice		X	
	Understand that work is an important and satisfying means of personal expression	X	X	
<b><u>Career Development</u></b>		<b><u>K-4</u></b>	<b><u>5-8</u></b>	<b><u>9-12</u></b>
<b>C:C2 Apply Skills to Achieve Career Goals</b>		X	X	
<b>C:C2.1</b>	Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals	X		X
<b>C:C2.2</b>	Learn how to use conflict management skills with peers and adults	X	X	X
<b>C:C2.3</b>	Learn to work cooperatively with others as a team member			
<b>C:C2.4</b>	Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences			

<b>Personal/Social Development</b>		<b>K-4</b>	<b>5-8</b>	<b>9-12</b>
<i>ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students' progress through school and into adulthood</i>				
<b>Standard A:</b>	<b>Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others</b>			
<b>PS:A1 Acquire Self-knowledge</b>				
	Develop positive attitudes toward self as a unique and worthy person	X	X	X
<b>PS:A1.1</b>				
<b>PS:A1.2</b>	Identify values, attitudes and beliefs	X	X	X
<b>PS:A1.3</b>	Learn the goal-setting process	X	X	X
<b>PS:A1.4</b>	Understand change is a part of growth	X	X	
<b>PS:A1.5</b>	Identify and express feelings	X	X	
<b>PS:A1.6</b>	Distinguish between appropriate and inappropriate behavior	X	X	X
<b>PS:A1.7</b>	Recognize personal boundaries, rights and privacy needs	X	X	X
<b>PS:A1.8</b>	Understand the need for self-control and how to practice it	X	X	X
<b>PS:A1.9</b>	Demonstrate cooperative behavior in groups	X	X	
<b>PS:A1.10</b>	Identify personal strengths and assets	X	X	X
<b>PS:A1.11</b>	Identify and discuss changing personal and social roles		X	
<b>PS:A1.12</b>	Identify and recognize changing family roles	X	X	
<b>PS:A2 Acquire Interpersonal Skills</b>				
<b>PS:A2.1</b>	Recognize that everyone has rights and responsibilities	X	X	
<b>PS:A2.2</b>	Respect alternative points of view	X	X	X
<b>PS:A2.3</b>	Recognize, accept, respect and appreciate individual differences	X	X	X
<b>PS:A2.4</b>	Recognize, accept, and appreciate ethnic and cultural diversity	X		
<b>PS:A2.5</b>	Recognize and respect differences in various family configurations	X	X	X
<b>PS:A2.6</b>	Use effective communications skills	X	X	X
<b>PS:A2.7</b>	Know that communication involves speaking, listening and nonverbal behavior	X	X	
<b>PS:A2.8</b>	Learn how to make and keep friends	X	X	

**Personal/Social Development**

<b>Standard</b>	<b><i>Students will make decisions, set goals and take necessary action to achieve goals</i></b>	<b><u>K-4</u></b>	<b><u>5-8</u></b>	<b><u>9-12</u></b>
<b>B:</b>				
<b>PS:B1 Self-knowledge Application</b>				
<b>PS:B1.1</b>	Use a decision-making and problem solving model	X	X	X
<b>PS:B1.2</b>	Understand consequences of decisions and choices	X	X	X
<b>PS:B1.3</b>	Identify alternative solutions to a problem	X	X	X
<b>PS:B1.4</b>	Develop effective coping skills for dealing with problems	X	X	X
<b>PS:B1.5</b>	Demonstrate when, where and how to seek help for solving problems and making decisions	X	X	
<b>PS:B1.6</b>	Know how to apply conflict resolution skills	X	X	X
<b>PS:B1.7</b>	Demonstrate a respect and appreciation for individual and cultural differences	X		X
<b>PS:B1.8</b>	Know when peer pressure is influencing a decision	X	X	X
<b>PS:B1.9</b>	Identify long and short term goals	X	X	X
<b>PS:B1.10</b>	Identify alternative ways of achieving goals	X	X	
<b>PS:B1.11</b>	Use persistence and perseverance in acquiring knowledge and skills	X	X	
<b>PS:B1.12</b>	Develop an action plan to set and achieve realistic goals	X	X	
<b>Standard</b>				
<b>C:</b>				
<b><i>Students will understand safety and survival skills</i></b>				
<b>PS:C1 Acquire Personal Safety Skills</b>				
<b>PS:C1.1</b>	Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)			
<b>PS:C1.2</b>	Learn about the relationship between rules, laws, safety and the protection of rights of the individual	X	X	X
<b>PS:C1.3</b>	Learn about the differences between appropriate and inappropriate physical contact	X	X	X
<b>PS:C1.4</b>	Demonstrate the ability to set boundaries, rights and personal privacy	X	X	X
<b>PS:C1.5</b>	Differentiate between situations requiring peer support and situations requiring adult professional help	X	X	X
<b>PS:C1.6</b>	Identify resource people in the school and community, and know how to seek their help	X	X	X
<b>PS:C1.7</b>	Apply effective problem-solving and decision-making skills to make safe and healthy choices	X	X	X
<b>PS:C1.8</b>	Learn about the emotional and physical dangers of substance use and abuse	X	X	X
<b>PS:C1.9</b>	Learn how to cope with peer pressure	X	X	X
<b>PS:C1.10</b>	Learn techniques for managing stress and conflict	X	X	X
<b>PS:C1.11</b>	Learn coping skills for managing life events	X	X	X

**Standard B:***Students will make decisions, set goals and take necessary action to achieve goals*

	<u>K-4</u>	<u>5-8</u>	<u>9-12</u>
<b>PS:B1 Self-knowledge Application</b>			
<b>PS:B1.1</b>	X	X	X
<b>PS:B1.2</b>	X	X	X
<b>PS:B1.3</b>	X	X	X
<b>PS:B1.4</b>	X	X	X
<b>PS:B1.5</b>			
	X	X	
<b>PS:B1.6</b>	X	X	X
<b>PS:B1.7</b>			
	X		X
<b>PS:B1.8</b>	X	X	X
<b>PS:B1.9</b>	X	X	X
<b>PS:B1.10</b>	X	X	
<b>PS:B1.11</b>	X	X	
<b>PS:B1.12</b>	X	X	

**Standard C:***Students will understand safety and survival skills***PS:C1 Acquire Personal Safety Skills**

<b>PS:C1.1</b>			
<b>PS:C1.2</b>			
	X	X	X
<b>PS:C1.3</b>			
	X	X	X
<b>PS:C1.4</b>	X	X	X
<b>PS:C1.5</b>			
	X	X	X
<b>PS:C1.6</b>			
	X	X	X
<b>PS:C1.7</b>			
	X	X	X
<b>PS:C1.8</b>			
	X	X	X
<b>PS:C1.9</b>	X	X	X
<b>PS:C1.10</b>	X	X	X
<b>PS:C1.11</b>	X	X	X

## **Appendix F High School Calendar 2013-2014**

### **September**

Senior Year Graduation Review Meetings  
College Application Support/ Post Secondary Advisement  
FLCC Gemini Registration  
Coordinate and host Rochester Area College Fair

### **October**

Finger Lakes Works Field Trip-Career Exploration  
Senior Year Graduation Review Meetings  
Individual Freshmen Check-Ins  
College Application Support/ Post Secondary Advisement  
PSAT Administration  
ACT Administration

### **November**

Individual Freshmen Check ins  
ASVAB Administration-Career Exploration  
College Application Support/ Post Secondary Advisement  
Identify 1st Quarter Failures and coordination of Potential Interventions

### **December**

Financial Aid Night  
College Application Support/ Post Secondary Advisement  
ACT Administration  
Referrals to College Bound Program  
Coordination of updating curriculum guide and course selections with administrator and faculty

### **January**

PSAT Results  
Coordination of Wayne Technical Career Center Visits-Career Exploration  
Identify 2nd Quarter Failures and coordination of Potential Interventions

### **February**

Individual Student Planning regarding Career Exploration& Course Selection Grades 9-11  
Update Regents AIS List  
Eighth Grade High School Elective Visit  
FLCC Gemini Registration

### **March**

Individual Student Planning regarding Career Exploration & Course Selection Grades 9-11  
ASVAB Career Interest Workshops-Career Exploration  
Incoming Freshman Parent Night

### **April**

Individual Student Planning regarding Career Exploration & Course Selection Grades 9-11  
Identify 3rd Quarter Failures and coordination of Potential Interventions  
Facilitate development of master schedule

### **May**

Individual Student Planning regarding Career Exploration & Course Selection Grades 9-11  
Continue development of master schedule  
Eighth Grade Special Class Transition Program

### **June**

Process Final Report Cards and identify credit recovery needs  
Summer School Registration  
ACT Administration  
Resolve scheduling conflicts

### **July**

Transcript/Graduation Requirement Reviews  
Grade Placement Corrections  
Update Regents Academic Intervention Services List  
Joint Middle School-High School Transition Meeting  
Resolve scheduling conflicts

### **August**

Grade Placement Corrections based on Summer School  
Update Regents AIS Lists  
Interview/Placement of New Students  
Freshman Orientation  
Resolve scheduling conflicts



## **Appendix G Middle School Calendar 2013-2014**

### September

- Schedule Changes
- IEP/504/Behavior Plan Compliance
- Class visit-Grade 5
- Begin individual, annual guidance review

### October

- Continue individual, annual guidance review
- Review interim grades, academic advisement (also attendance/discipline)
- Mental Health Roundtable
- Prepare for 8<sup>th</sup> grade Career Unit

### November

- Career Unit
- Review quarter 1 grades, academic advisement
- Wayne County Youth Conference

### December

- Career Unit follow up
- HS scheduling Prep
  - BOCES Speaker
  - High School Visit

### January

- Review interim grades, academic advisement (also attendance/discipline)
- BOCES Speaker
- Mental Health Roundtable

## February

- High School Visit, 8<sup>th</sup> grade
- Review quarter 2 grades, academic advisement

## March

- Summer Camp Info (Sherriff's, Sheldon, Salvation Army)
- High School Scheduling, 8<sup>th</sup> grade
- Mental Health Roundtable
- BOCES Career Visit & Competition

## April

- Scheduling- 5-7 grades select art/band/choir
- Letters home after reviewing quarter 3 grades (Summer School)
- HS plans due

## May

- Retention Meetings
- Awards-Hartley, Triple C, Comptroller, Presidents and office helpers
- Academic Advisement (At risk for summer school)
- Mental Health Roundtable

## June

- Summer School Prep
- Retention Letters
- End of year report
- Scheduling

## July

- Scheduling
- Prep for 5<sup>th</sup> grade orientation

## August

- Scheduling
- Orientation

## Weekly/Ongoing

- Parent meetings & Phone Conferences

- Team meetings
- Individual & Group Counseling (IEP & RTI)
- RTI meetings
- FBA's & BIP's

Monthly/Ongoing

- CSE/504 meetings as scheduled
- Other meetings/tasks (PBIS/Leadership/Cougar Cupboard/Counseling Department/DATA)
- Letters home for students at risk (attendance/discipline/course failure)

## **Appendix H NRW Elementary Counseling Calendar 2013-2014**

### July & August

- TCIS Training
- PBIS Planning & Summer work
- Planning – groups, classroom lessons
- Review IEP, 504 & Behavior Plans
- Parent communication/oversee Summer Camp process

### September

- Classroom lessons: Bus Expectations and Cafeteria Expectations
- IEP, 504, Behavior Plan review with staff & compliance
- Individual/IEP Counseling begins

### October

- Ongoing individual/IEP Counseling
- Career Unit
- Begin Fall Counseling Groups
- Begin Fall Peer Mentor program

### November

- Ongoing individual/IEP Counseling
- Weekly Counseling Groups
- Crisis Intervention

### December

- Ongoing individual/IEP Counseling
- Weekly Counseling Groups
- Crisis Intervention

### January

- Ongoing individual/IEP Counseling
- Weekly Counseling Groups

- Crisis Intervention
- Begin Winter Peer Mentor program
- Begin Winter Counseling groups

#### February

- Ongoing individual/IEP Counseling
- Weekly Counseling Groups
- Crisis Intervention
- Begin Winter Incredible Parenting group

#### March

- Ongoing individual/IEP Counseling
- Weekly Counseling Groups
- Crisis Intervention
- Identify students & begin applications for Summer Camp

#### April

- Ongoing individual/IEP Counseling
- Weekly Counseling Groups
- Crisis Intervention
- Begin Spring Counseling groups

#### May

- Ongoing individual/IEP Counseling
- Weekly Counseling Groups
- Crisis Intervention
- Transition planning for 4<sup>th</sup> grade students
- Complete application process for students attending Summer Camp

#### June

- Ongoing individual/IEP Counseling
- Weekly Counseling Groups
- Crisis Intervention

- 5<sup>th</sup> grade Orientation
- Transition activities for special education & targeted 4<sup>th</sup> grade students

Weekly/ongoing:

- Classroom lessons
- Crises Interventions
- Parent meetings & Phone Conferences
- Individual & Group Counseling (IEP & RTI)
- Check & Connect with targeted students
- Student Behavior Goal Intervention meetings
- Staff consultation & communication
- Peer Mentor Program
- Incredible Years parenting program
- Admin/Counseling Team Meeting
- RTI meetings

Monthly/ongoing:

- Crisis Team
- PBIS Building Team
- Bus Intervention groups
- Cubby Club Assembly
- CSE Meetings
- BIP Review and Updates
- Table of Honor

Semi-monthly

- Family Fun Literacy Night

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