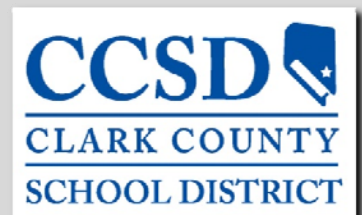


**2009 - 2010**

# Comprehensive K-12 Guidance & Counseling Program Manual

Clark County School District  
Curriculum and Professional  
Development Division



Mission Statement:

The Clark County School District Guidance and Counseling Services Department along with Professional School Counselors advocate for and empower all students to achieve academic, personal/social, and career goals through the development and consistent delivery of an equitable and relevant comprehensive guidance program.

The Clark County School District does not knowingly discriminate against any person on the basis of race, color, creed, religion, national origin, sex, age, or disability in admission or access to, treatment or employment in, or participation in its programs and activities.

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# SCHOOL COUNSELOR: ROLES, DUTIES, AND RESPONSIBILITIES

## Role of the School Counselor

The school counselor shall implement the comprehensive guidance and counseling program according to the State of Nevada's School Counseling Program Student Standards which are aligned with the national standards set forth by the American School Counselors Association (ASCA). The employee, utilizing leadership, advocacy, and collaboration, shall participate in a school counseling program that promotes and enhances career development, academic achievement, and personal/social growth for all students, kindergarten through grade twelve. Included in the program shall be a delivery system of individual student planning, responsive services and system support within the guidance curriculum. Performing the duties delineated in the Annual Guaranteed Level of Service, as defined in the Comprehensive K-12 Guidance and Counseling Program Manual, is also required.

## Duties and Responsibilities of the School Counselor

Counselors shall be allowed sufficient time to assist students with academic, career and social/emotional needs. Testing coordination and administration shall be limited to post-secondary and college preparatory examinations; thus, counselor proctoring of all district and state-mandated examinations shall be commensurate with that of teachers. A school counselor's duties and responsibilities are set forth in the Comprehensive K-12 Guidance and Counseling Program Manual and include the following:

1. Complete assigned counseling duties from the Annual Guaranteed Level of Service.
2. Conduct goal-oriented counseling, responsive to identified student needs, relative to student achievement and school success.
3. Support the school improvement process and assist in the implementation of school improvement goals.
4. Participate in the annual evaluation and revision of the school counseling program by collecting and analyzing data.
5. Collaborate with school personnel to assist students with developing skills that support academic achievement and lifelong learning.
6. Assist students with investigating college, university and career and technical schools in an effort to develop post secondary options.
7. Assist students and parents with scholarship options and financial aid information in an effort to finance post secondary studies.
8. Assist students with investigating career opportunities.
9. Assist students with acquiring skills that maximizes their personal and social development.
10. Maintain confidentiality and accurate student records using SASixp as appropriate.
11. Facilitate parent and student conferences with teachers.
12. Serve as a resource for the school community.
13. Participate as a member of the school-based crisis team.
14. Work professionally with administration, staff, parents and community.
15. Attend required job-related meetings, activities, and on-going professional development.
16. Comply with school and district policies and regulations as well as state and federal laws.
17. Attain professional improvement goals and directions as identified in the annual appraisal report.
18. Abide by the American School Counselor Association's Code of Ethics.
19. Coordinate testing of post-secondary and college preparatory examinations.

Counselors, due to the nature of their job, have an opportunity to work planning time into their daily schedules. Counselors may choose to use this time to do school-related paperwork, return phone calls, or prepare for an upcoming class visit or lesson. This does not preclude counselors from responding to an emergency. Because counselors are not governed by the bell schedule and due to the nature of their role on a school campus, counselors need flexibility. It is, therefore, the responsibility of each counselor to determine if and when to use time for planning.

**STATE OF NEVADA  
SCHOOL COUNSELING PROGRAMS - STUDENT STANDARDS**

**Academic Domain – 1.0: Students demonstrate skills that support academic achievement and lifelong learning.**

Performance Standard 1.1	Students will demonstrate attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
Performance Standard 1.2	Students complete school academically prepared to choose from a wide range of postsecondary options.
Performance Standard 1.3	Students explain the relationship of education to work, life, and community.

**Career Domain – 2.0: Students investigate career options and develop the necessary skills and attitude to make a successful transition from school to work.**

Performance Standard 2.1	Students explain career goals.
Performance Standard 2.2	Students explain the relationship between personal characteristics, education, training, and work.
Performance Standard 2.3	Students develop strategies to achieve future career goals.

**Personal/Social Domain – 3.0: Students acquire skills that maximize their personal and social development.**

Performance Standard 3.1	Students acquire the attitudes, knowledge and interpersonal skills to understand and respect self and others.
Performance Standard 3.2	Students make decisions, set goals and take appropriate action to achieve goals.
Performance Standard 3.3	Students apply life skills that contribute to safe and healthy development.

**CLARK COUNTY SCHOOL DISTRICT  
GUIDANCE AND COUNSELING  
STUDENT COMPETENCIES**

STATE OF NEVADA SCHOOL COUNSELING PROGRAMS - STUDENT STANDARDS	CLARK COUNTY SCHOOL DISTRICT Student Competencies ELEMENTARY SCHOOL LEVEL (Shaded = Grades K, 1, 2. Un-shaded = Grades 3, 4, 5.)		
<b>1.0: Students demonstrate skills that support academic achievement and lifelong learning.</b>			
<b>A C A D E M I C</b>	<b>Performance Standard 1.1</b> Students will demonstrate attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	<ul style="list-style-type: none"> <li>• Student will display a positive interest in learning.</li> <li>• Students will articulate feelings of competence and confidence as learners.</li> <li>• Students will use communication skills to know when and how to ask for help when needed.</li> <li>• Students will apply time and task management skills.</li> <li>• Students will take responsibility for their actions</li> <li>• Students will take responsibility for their actions</li> </ul>	
	<b>Performance Standard 1.2</b> Students will complete school academically prepared to choose from a wide range of postsecondary options.	<ul style="list-style-type: none"> <li>• Students will become self-directed and independent learners</li> <li>• Students will apply the study skills necessary for achieving academic success at each level.</li> <li>• Students will understand the relationship between classroom performance and success in school.</li> <li>• Students will use problem solving and decision making skills to assess progress toward educational goals.</li> </ul>	
	<b>Performance Standard 1.3</b> Students will explain the relationship of education to work, life, and community.	<ul style="list-style-type: none"> <li>• Students will understand the relationship between learning and work.</li> <li>• Students will understand how school success and academic achievement enhance future career and vocational opportunities.</li> </ul>	
	<b>2.0: Students investigate career options and develop the necessary skills and attitude to make a successful transition from school to work.</b>		
	<b>C A R E E R</b>	<b>Performance Standard 2.1</b> Students will explain career goals.	<ul style="list-style-type: none"> <li>• Students will learn about the variety of traditional and nontraditional occupations.</li> <li>• Students will develop an awareness of personal abilities, skills, interests and motivations.</li> <li>• Students will learn to respect individual uniqueness in the workplace.</li> <li>• Students will understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.</li> </ul>
		<b>Performance Standard 2.2</b> Students explain the relationship between personal characteristics, education, training, and work.	<ul style="list-style-type: none"> <li>• Students will understand the relationship between educational achievement and career success.</li> <li>• Students will understand the relationship between educational achievement and career success</li> <li>• Students will learn how to use conflict management skills with peers and adults.</li> <li>• Students will learn to work cooperatively with others as a team member.</li> </ul>
		<b>Performance Standard 2.3</b> Students develop strategies to achieve future career goals.	<ul style="list-style-type: none"> <li>• Students will describe traditional and nontraditional career choices and how they relate to career goals.</li> <li>• Students will demonstrate awareness of the education and training needed to achieve career goals.</li> </ul>

	STATE OF NEVADA SCHOOL COUNSELING PROGRAMS - STUDENT STANDARDS	CLARK COUNTY SCHOOL DISTRICT Student Competencies ELEMENTARY SCHOOL LEVEL (Shaded = Grades K, 1, 2. Un-shaded = Grades 3, 4, 5.)
P E R S O N A L / S O C I A L	<b>3.0: Students acquire skills that maximize their personal and social development.</b>	
	<b>Performance Standard 3.1</b> Students acquire the attitudes, knowledge and interpersonal skills to understand and respect self and others.	<ul style="list-style-type: none"> <li>• Students will learn to identify feelings.</li> <li>• Students will develop a positive attitude toward self as a unique and worthy person.</li> <li>• Students will understand the need for self control and how to practice it.</li> </ul>
		<ul style="list-style-type: none"> <li>• Students will develop a positive attitude toward self as a unique and worthy person.</li> <li>• Students will understand the need for self control and how to practice it.</li> </ul>
		<ul style="list-style-type: none"> <li>• Students will know that communication involves speaking, listening, and nonverbal behavior.</li> <li>• Students will recognize, accept, respect, and appreciate individual differences.</li> </ul>
		<ul style="list-style-type: none"> <li>• Students will use effective communication skills.</li> <li>• Students will recognize, accept, respect, and appreciate individual differences.</li> </ul>
	<b>Performance Standard 3.2</b> Students make decisions, set goals and take appropriate action to achieve goals.	<ul style="list-style-type: none"> <li>• Students will demonstrate when, where, and how to seek help for solving problems and making decisions.</li> <li>• Students will understand the consequences of decisions and choices.</li> </ul>
		<ul style="list-style-type: none"> <li>• Students will know how to apply conflict resolution skills.</li> <li>• Students will understand the consequences of decisions and choices.</li> </ul>
	<b>Performance Standard 3.3</b> Students apply life skills that contribute to safe and healthy development.	<ul style="list-style-type: none"> <li>• Students will identify resource people in the school and community, and know how to seek their help.</li> <li>• Student will learn the differences between appropriate and inappropriate physical contact.</li> </ul>
		<ul style="list-style-type: none"> <li>• Students will apply effective problem solving and decision making skills to make safe and healthy choices.</li> <li>• Student will learn the differences between appropriate and inappropriate physical contact.</li> </ul>



STATE OF NEVADA SCHOOL COUNSELING PROGRAMS - STUDENT STANDARDS		CLARK COUNTY SCHOOL DISTRICT Student Competencies MIDDLE SCHOOL LEVEL
<b>1.0: Students demonstrate skills that support academic achievement and lifelong learning.</b>		
A C A D E M I C	<b>Performance Standard 1.1</b> Students will demonstrate attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	<ul style="list-style-type: none"> <li>• Students will recognize the relationship between academic progress and graduation from high school.</li> <li>• Students will apply goal setting strategies to promote academic achievement.</li> <li>• Students will demonstrate how effort and persistence positively affect learning.</li> </ul>
	<b>Performance Standard 1.2</b> Students complete school academically prepared to choose from a wide range of postsecondary options.	<ul style="list-style-type: none"> <li>• Students will explore a variety of post-secondary options available to them including the relationship between academic achievement and course of study.</li> <li>• Students will demonstrate the skills needed to develop an ongoing academic plan.</li> <li>• Students will understand the importance of a high school course of study and/or program selection as it relates to future academic achievement.</li> </ul>
	<b>Performance Standard 1.3</b> Students explain the relationship of education to work, life, and community.	<ul style="list-style-type: none"> <li>• Students will demonstrate the knowledge and skills necessary to ensure a successful transition to high school.</li> <li>• Students will apply the skills necessary to work independently and cooperatively.</li> <li>• Students will learn skills to balance school, studies, extra-curricular activities, and family life.</li> </ul>
C A R E E R	<b>Performance Standard 2.1</b> Students explain career goals.	<ul style="list-style-type: none"> <li>• Students will explore a variety of career and educational resources.</li> <li>• Students will demonstrate awareness of the education and training needed to achieve career goals.</li> <li>• Students will understand the educational, vocational, and technical training opportunities in high school.</li> </ul>
	<b>Performance Standard 2.2</b> Students explain the relationship between personal characteristics, education, training, and work.	<ul style="list-style-type: none"> <li>• Students will understand the relationship between skills, interests, and personal abilities with current market trends and the changing workplace.</li> <li>• Students will recognize employability skills such as initiative and teamwork.</li> <li>• Students will recognize behaviors such as punctuality, proper dress, courtesy, and hard work to success in the job market.</li> </ul>
	<b>Performance Standard 2.3</b> Students develop strategies to achieve future career goals.	<ul style="list-style-type: none"> <li>• Students will understand how effective decision making skills relate to personal success and satisfaction in career planning.</li> <li>• Students will learn time management and task management skills.</li> <li>• Students will learn how to use conflict management skills with peers and adults.</li> </ul>

	STATE OF NEVADA SCHOOL COUNSELING PROGRAMS - STUDENT STANDARDS	CLARK COUNTY SCHOOL DISTRICT Student Competencies MIDDLE SCHOOL LEVEL
P E R S O N A L / S O C I A L	<b>Performance Standard 3.1</b> Students acquire the attitudes, knowledge and interpersonal skills to understand and respect self and others.	<ul style="list-style-type: none"> <li>• Students will develop a positive self attitude through understanding, acceptance, and respect of individual differences.</li> <li>• Students will apply effective coping skills for dealing with problems.</li> <li>• Students will recognize personal boundaries, rights, and privacy needs.</li> </ul>
	<b>Performance Standard 3.2</b> Students make decisions, set goals and take appropriate action to achieve goals.	<ul style="list-style-type: none"> <li>• Students will recognize that family, peer, school, and/or community resources can be used for improving self-advocacy, meeting personal goals, solving problems, and making decisions.</li> <li>• Students will recognize when peer pressure is influencing a decision.</li> <li>• Students will identify alternative ways of achieving goals.</li> </ul>
	<b>Performance Standard 3.3</b> Students apply life skills that contribute to safe and healthy development.	<ul style="list-style-type: none"> <li>• Students will learn effective problem solving and decision making skills in making safe and healthy choices.</li> <li>• Students will be able to demonstrate the ability to assert boundaries, rights, and personal safety.</li> <li>• Students will be able to learn techniques for managing stress and conflict.</li> </ul>

	STATE OF NEVADA SCHOOL COUNSELING PROGRAMS - STUDENT STANDARDS	CLARK COUNTY SCHOOL DISTRICT Student Competencies HIGH SCHOOL LEVEL
A C A D E M I C	<b>1.0: Students demonstrate skills that support academic achievement and lifelong learning.</b>	
	<b>Performance Standard 1.1</b> Students will demonstrate attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	<ul style="list-style-type: none"> <li>• Students will understand their academic progress toward meeting the 21st Century Course of Study expectations and graduation requirements.</li> <li>• Students will know the academic requirements for graduation and diploma types.</li> <li>• Students will read and interpret their transcript.</li> </ul>
	<b>Performance Standard 1.2</b> Students complete school academically prepared to choose from a wide range of postsecondary options.	<ul style="list-style-type: none"> <li>• Students will understand the variety of post-secondary options available to them and the requirements of those options including the relationship of their academic achievement and course of study.</li> <li>• Students will complete an on-line 4 year academic plan with encouragement to enroll in the most rigorous coursework possible.</li> <li>• Students will understand the connection among class selection, academic plan, and external credit options.</li> </ul>
	<b>Performance Standard 1.3</b> Students explain the relationship of education to work, life, and community.	<ul style="list-style-type: none"> <li>• Students will demonstrate the knowledge and skills necessary to ensure a successful transition from high school to post-secondary options.</li> <li>• Students will know how to access and use various internet resources such as the CCSD guidance and counseling website.</li> <li>• Students will participate in a freshman success seminar.</li> </ul>
C A R E E R	<b>2.0: Students investigate career options and develop the necessary skills and attitude to make a successful transition from school to work.</b>	
	<b>Performance Standard 2.1</b> Students explain career goals.	<ul style="list-style-type: none"> <li>• Students will demonstrate skills involved in locating, using, and interpreting a variety of career and educational resources.</li> <li>• Students will put their post-secondary plans in writing, receive assistance in supporting these goals, and participate in a senior transition program from twelfth grade to life.</li> <li>• Students will be introduced to and know how to use the school's career and college center.</li> </ul>
	<b>Performance Standard 2.2</b> Students explain the relationship between personal characteristics, education, training, and work.	<ul style="list-style-type: none"> <li>• Students will understand and demonstrate the employability skills necessary for current job market trends and the changing workplace.</li> <li>• Students will take the PSAT, ACT or SAT, and ASVAB if desired and be able to interpret their results.</li> <li>• Students will have the skills necessary to navigate NCIS and My CollegeQuickStart using the MyRoad component.</li> </ul>
	<b>Performance Standard 2.3</b> Students develop strategies to achieve future career goals.	<ul style="list-style-type: none"> <li>• Students will apply decision making skills for personal success and satisfaction in career planning.</li> <li>• Students will be encouraged to attend a variety of college and financial aid presentations, including the College Fair, participate in a College Fair Classroom Guidance Lesson, and career and college speakers.</li> <li>• Students will have the opportunity to participate in variety of leadership programs and community career days.</li> </ul>

	STATE OF NEVADA SCHOOL COUNSELING PROGRAMS - STUDENT STANDARDS	CLARK COUNTY SCHOOL DISTRICT Student Competencies HIGH SCHOOL LEVEL
P E R S O N A L / S O C I A L	<b>3.0: Students acquire skills that maximize their personal and social development.</b>	
	<b>Performance Standard 3.1</b> Students acquire the attitudes, knowledge and interpersonal skills to understand and respect self and others.	<ul style="list-style-type: none"> <li>• Students will develop a positive self attitude through recognition, acceptance, and respect of individual differences.</li> <li>• Students will know positive character traits through instruction in character education.</li> </ul>
	<b>Performance Standard 3.2</b> Students make decisions, set goals and take appropriate action to achieve goals.	<ul style="list-style-type: none"> <li>• Students will understand when and how to utilize family, peer, school, and/or community resources for improving self-advocacy, meeting personal goals, solving problems, and making decisions.</li> <li>• Students will be made aware of and know how to request community-based and school-based resources when needed.</li> </ul>
	<b>Performance Standard 3.3</b> Students apply life skills that contribute to safe and healthy development.	<ul style="list-style-type: none"> <li>• Students will apply effective problem-solving and decision making skills in order to make safe and healthy choices.</li> <li>• Students will participate in classroom suicide prevention lessons.</li> </ul>

**Clark County School District  
Curriculum and Professional Development Division  
Guidance Goals for 2009-2010 School Year  
Building Successful Transitions**

**Academic Domain Goal** – Promote the 21<sup>st</sup> Century Course of Study Expectations empowering students to achieve academic success, high school graduation, and post-secondary education.

**Elementary School Measurable Objectives:**

- Increase enrollment in Nevada State Pre-Paid Tuition and UPromise programs. (source of data: Nevada Pre-Paid Tuition Office & End of Year Report)
- Increase 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students' organizational skills and literacy. (source of data: End of Year Report)
- Increase 5<sup>th</sup> grade students' understanding of middle school academic expectations and high school 21<sup>st</sup> Century Course of Study Expectations to provide a successful transition to sixth grade. (source of data: pre/post survey & End of the Year Report)
  - Outcome measure: Perception Data (Assess 5<sup>th</sup> grade students' understanding of the requirements for successful transition)
    - Identify middle school academic expectations
    - Identify delivery system
    - Measure student perception

**Middle School Measurable Objectives:**

- Increase 6<sup>th</sup> grade students' organizational and study skills to promote a successful transition to middle school and to prepare for the 21<sup>st</sup> Century Course of Study Expectations in high school. (source of data: End of Year Report)
- Increase 8<sup>th</sup> grade students' understanding of high school graduation requirements, high school diploma options, Nevada System of Higher Education (NSHE) admissions requirements, and the Governor Guinn Millennium Scholarship to promote successful transition to high school. (source of data: End of Year Report)
- Increase 6<sup>th</sup> – 8<sup>th</sup> grade students' understanding of middle school promotion requirements. (source of data: End of Year Report)
  - Outcome measure: Retention Rates (Assess the impact of interventions and programs to decrease the retention rate.)
    - Identify students who are not on track to meet promotion requirements
    - Identify intervention/program
    - Measure retention numbers each quarter

**High School Measurable Objectives:**

- Enroll all students in the 21<sup>st</sup> Century Course of Study Expectations to prepare for Nevada System of Higher Education (NSHE) admissions requirements, the Governor Guinn Millennium Scholarship requirements, and successful postsecondary transition. (source of data: School SASI Data)
- Increase the percent of graduates at each high school. (source of data: CCSD Diploma Rate)
- Increase AP/IB/Honors/Dual Credit course enrollment to reflect the student population of the school (source of data: AP Report/Guidance Office)
- Increase participation of 11<sup>th</sup> grade students taking the PSAT and ensure College Board allocated fee waivers are utilized (source of data: College Board)
- Increase the number of 9<sup>th</sup> grade students transitioning off Academic Probation through Freshman Academy activities.

- Outcome measure: Academic Probation Rates (Assess the impact of interventions and programs to increase the number of students transitioning off Academic Probation.)
  - Identify the number of 9<sup>th</sup> grade students on Academic Probation
  - Identify interventions/programs
  - Measure Academic Probation numbers each semester

**Career Domain Goal** – Build student understanding of the relationship between school, educational planning, and the world of work.

**Elementary School Measurable Objectives:**

- Develop career awareness for kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> students. (source of data: End of Year Report)
- Increase 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students' awareness of the relationship between school, educational planning and the world of work to prepare for successful transitions. (source of data: End of Year Report)
- Increase 5<sup>th</sup> grade students' awareness of CCSD Select School Programs for middle school prior to application deadline. (source of data: End of Year Report)

**Middle School Measurable Objectives:**

- Increase 6<sup>th</sup> grade students' awareness of career and college opportunities by utilizing the Nevada Career Information System (NCIS) or NCIS Junior. (source of data: End of Year Report)
- Assist 6<sup>th</sup> and 7<sup>th</sup> grade students in developing and updating a CCSD web-based Academic Plan to prepare for successful transition to high school. (source of data: Guidance Office/webmaster)
- Increase 8<sup>th</sup> grade students' understanding of the relationship between school, educational planning and the world of work, including apprenticeships and Career Clusters. (source of data: End of Year Report)

**High School Measurable Objectives:**

- Assist students in developing and updating the CCSD web-based Academic Plan to prepare for successful postsecondary transition. (source of data: Guidance Office/webmaster)
- Increase 9<sup>th</sup> grade students' use of Nevada Career Information System (NCIS) and utilize the O\*NET Interest Profiler. (source of data: End of Year Report)
- Introduce 10<sup>th</sup> grade students to *MyCollegeQuickStart*, and encourage 11<sup>th</sup> and 12<sup>th</sup> grade students to utilize *MyRoad*. (source of data: End of Year Report)

**Personal / Social Domain Goal** – Increase student understanding of interpersonal skills for successful life transitions, emphasizing resiliency, character development, and healthy relationships.

**Elementary School Measurable Objectives:**

- Increase K through 5<sup>th</sup> grade students' understanding of positive character traits and interactions in the 21<sup>st</sup> Century, emphasizing resilience, character development, and safe relationships at home, school, and on the internet/electronics. (source of data: End of Year Report)
- Increase 5<sup>th</sup> grade students' understanding of appropriate behavior strategies to deal with bullying, harassment, and other socially inappropriate behaviors to prepare for successful transition to middle school. (source of data: End of Year Report)

**Middle School Measurable Objectives:**

- Increase 6<sup>th</sup> grade students' awareness of appropriate interpersonal skills and knowledge of healthy relationships to promote a successful transition to middle school. (source of data: End of Year Report)
- Increase 7<sup>th</sup> grade students' understanding of personal boundaries, rights, and safety through strategies to deal with bullying, harassment, and other socially inappropriate behaviors. (source of data: End of Year Report)

- Increase 8<sup>th</sup> grade students' development of a positive self-attitude through understanding, acceptance, and respect of individual differences to promote a successful transition to high school. (source of data: End of Year Report)

**High School Measurable Objectives:**

- Assist health teachers in facilitating Suicide Prevention lessons using the *Jason Foundation Program* or the *It's Never Too Late: Stopping Teen Suicide*. (source of data: End of Year Report)
- Increase 9<sup>th</sup> through 12<sup>th</sup> grade students' understanding of positive character traits necessary for successful transition to adulthood. (source of data: End of Year Report)

## Quarter 1

- = ideas/suggestions

### Academic Domain:

- Facilitate course selection with new students, provide parents/guardians with credit/course selection guidance (1.1)(1.2)
  - *School course catalog*
  - *Recommended Course of Study handout: Interact> Counseling Services> High School> HS Guidance Forms*
  - *CCSD 21<sup>st</sup> Century Course of Study Expectations*
- Review preregistration schedules to ensure proper placement of students to support post-secondary plans (1.2)
  - *Student SASI schedule*
  - *Student transcript*
  - *CCSD 21<sup>st</sup> Century Course of Study Expectations*
- Review Academic Probation list from the middle school and ensure students are placed in the appropriate probationary class/program
- Review all student transcripts to ensure accuracy
- Review graduation requirements with seniors and juniors (1.2)
  - *School course catalog*
  - *CCSD 21<sup>st</sup> Century/ Graduation Requirements/Credit Options poster GAC 1829*
- Complete Credit Deficiency Plan for seniors who need credits outside the school day
  - *Senior Credit Deficiency Plan: Interact > High School> HS Forms and Letters> Forms*
- Review transcripts of seniors and identify those to be reclassified; communicate names to registrar (1.2)
- Maintain senior status of students who have less than the required credits but have an academic plan in place to graduate in June
  - *Manual for Registrars and Counselors*
- Complete credit checks with seniors making sure they are enrolled in necessary classes for 21<sup>st</sup> Century, Millennium, NSHE or other desired options
  - *Repeat Course Authorization Form: Interact> Counseling Services> High School> HS Guidance Forms and Letters> Forms*
    - Remind students to review and update their CCSD Academic Plan <http://eduplan.ccsd.net>
    - Identify repeat tag courses and process with registrar
- Promote testing dates and review ACT/SAT results with students (1.2)
  - [www.collegeboard.com](http://www.collegeboard.com)
  - [www.actstudent.org](http://www.actstudent.org)
  - *College Counselor Sourcebook: section 7, pages 12-25*
- Work with your special education facilitator to provide ACT/College Board Eligibility Forms for students with disabilities who may need accommodations on the ACT, PLAN, PSAT, SAT I, SAT II, and AP exams
  - *College Board, 800-257-5123*
  - *ACT, 800-553-6244 ext. 1332*
- Accurately communicate and refer students to appropriate credit retrieval options (1.3)
  - *Manual for Registrars and Counselors, guidelines for external and concurrent credit sections*
  - *Educational Options for Students flier: Interact> Counseling Services> High School> HS Guidance Forms and Letters> Forms*
  - *Making Appropriate Referrals chart: Interact> Counseling Services> High School> HS Credit Retrieval*
- Assist in the coordination and administration of PSAT test (1.2)
  - *PSAT Administrator Manual*
  - *College Counselor Sourcebook: section 4, pages 4-10*



- Ascertain senior students' post- secondary plans in writing and provide each with appropriate materials, i.e. college admissions, apprenticeship information, etc. It is recommended this be conducted in the counselor's office
  - *Credit Evaluation Form: Interact> High School> HS Forms and Letters> Forms*
  - *Moving On: College and Career Transitional Planning Guide for High School Students*
- Visit Senior Classrooms to discuss (1.3)
  - ✓ How to access scholarship information: *Moving On College and Career Transitional Planning Guide*
  - ✓ Review college information and the admissions process
  - ✓ How to access the CCSD Guidance website
  - ✓ Use of career/college center
  - ✓ How to attend a college speaker presentation
  - ✓ How to ask for letter of recommendation
  - ✓ How to register for the NCAA Clearinghouse at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net), and to send six-semester transcript to Clearinghouse
  - ✓ Early-decision options on university admissions applications, military academy and ROTC applications
  - ✓ Facilitate distribution of scholarship/financial aid information and materials (1.3)
  - ✓ Promote senior student/parent attendance at Community FAFSA Workshop (1.2)
  - ✓ Promote senior student/parent attendance at Culturally Diverse College Workshops (1.2)
  - ✓ Review who must register for the Selective Service System
  - ✓ Gather demographic information from seniors to use with programs and scholarships throughout the school year (1.2)
- Visit Junior/Sophomore classrooms to discuss (1.1)
  - Provide post-secondary planning information to juniors and sophomores (1.1, 1.2)
  - ✓ PSAT – what/when/why
  - ✓ Discuss PSAT fee waiver option with juniors
  - ✓ How to access the CCSD Guidance website – [www.ccsd.net/cpd](http://www.ccsd.net/cpd)
  - ✓ Encourage juniors to register for their MyRoad account using the access code found on their sophomore PSAT results
  - ✓ Discuss qualifications for the Governor Guinn Millennium Scholarship
- Mail Senior, Junior, and Sophomore Parent communiqué for the above information (1.1, 1.3)
  - *PSAT Parent Letter: Interact> Counseling Services> College/Scholarship Information> College Board Information*
- Promote College Fair attendance to seniors, juniors, and sophomores (1.2, 2.3)
  - *College Counselor Sourcebook: College Fair Classroom Guidance Lesson, handout: section 3-F*
  - *Daily announcements*
- Participate in Freshmen Orientation activities (1.1, 1.2)
  - *Freshman Success Seminar: Interact> Counseling Services> High School> HS Power Points/Lesson Plans*
- Monitor freshmen absences and progress in classes and communicate this information to parents
- Facilitate parent conferences as needed (1.1, 1.3)
- Monitor students who are failing courses to discuss options and support
- Attend and participate in Open House (1.1)
- Write letters of recommendation for senior students as necessary (1.3)
  - *College Counselor Sourcebook: section4, pages 2,3,4*
- Review NCAA Clearinghouse process with student athletes/coaches
- Facilitate distribution of scholarship/financial aid information and materials

#### Career Domain:

- Facilitate selection of students for the Latin Chamber of Commerce Career Day (2.3)
  - *School-Community Partnership Office, 799-6560*
- Facilitate post-secondary speakers in the college and career areas for students (2.2)
  - *College Counselor Sourcebook: section 3, pages 3, 4, 5*
- Coordinate ASVAB testing for eleventh and twelfth grade students making sure students who have opted out of release of directory information do not participate (2.1, 2.2)
  - ASVAB Education Service Specialist - Rafe Homan, 800-323-0513

### Personal/Social Domain:

- Provide Health teachers with the suicide kits for them to teach in their classes during first semester, make sure pre/post tests are administered, and collect copies of the pre/post tests and retain for use to complete End of Year Report
  - *Jason Foundation Suicide Kit*
  - *Human Relations: "It's Never Too Late: Stopping Teen Suicide"*
- Provide community-based and school-based resources when appropriate (3.3)
  - *'08 Community Resources list: Interact> Counseling Services> High School> HS Domains> Personal/Social*
- Identify appropriate interventions/activities that promote positive character traits, incorporating the Developmental Assets (3.1)
  - *The Guide: High School Guidance Curriculum Activities: Person/Social section, pages 144-189*
- Participate in school-based crisis response team when activated (3.2)
  - *Student Threat Evaluation & Crisis Response: Interact> District Link*
- Review the school-based crisis response plan with department members and school personnel (3.3)

### System Support:

- Attend Nevada System of Higher Education (NSHE) Counselor Events (UNLV, Nevada State College, and UNR)
- Form school Scholarship Committee
- Advertise College Events list for students
  - Provided by Guidance Services
  - *New College Counselor Binder*
- Review the Annual Guaranteed Level of Service, school improvement goals, and confirm department calendar
- Build, reschedule and level classes within appropriate deadlines
- Register with AP Central
  - [www.collegeboard.com/schools/](http://www.collegeboard.com/schools/)
- Confirm receipt (or order if new school) of ACT/SAT I registration materials and fee waivers
  - *College Counselor Sourcebook: section 7, page 15 & 25*
- Arrange for an ELL Placement Training Session for the counseling department
  - *See your school's ELL facilitator*
- Update School Profile and submit two copies to the Guidance and Counseling Office
  - *Sample school profile: Interact> Counseling Services> College/Scholarship> School Profiles*
  - *College Counselor Sourcebook: section 4, pages 7, 8, 9*
- Identify Homeless Advocate/504 Designee
- Provide counseling department article(s) for school newsletter
  - *College Counselor Sourcebook: section 3, page 9*
  - *Newsletter articles: Interact> Counseling Services> College/Scholarship Information> College Information>*
- Attend professional development and mandatory meetings
- Complete documentation in SASI Counselor Conference
- Meet with newly identified Title I HOPE students (notified by the Enrollment Voucher from registration process) to ensure needs of homeless students are met, complete the Student Service Assessment, and provide the information to the Homeless Advocate on your campus to assist with the delivery of services from Title I HOPE
  - *Title I HOPE: Interact> Global Resources*

### Quarter 2

- = ideas/suggestions

### Academic Domain:

- Complete credit checks with juniors making sure they are enrolled in necessary classes for 21<sup>st</sup> Century, Millennium, NSHE or other desired option
  - identify repeat tag courses and process with registrar (1.2)
  - Remind students to review and update their CCSD Academic Plan <http://eduplan.ccsd.net>
  - Promote dual credit options

- *Dual Credit list: Interact> Counseling Services> Guidance Curriculum Manuals> Lists-Adv. Dipl./Dual Credit/Corr. Programs*
- Conduct Freshman guidance lesson to discuss academic planning
  - Freshman Academic Plan lesson: Interact> High School> HS Power Points/Lesson Plans> Academic Plan
    - Complete web-based Academic Plan
- Promote junior student/parent attendance at Community FAFSA Workshop (1.2)
  - *Guidance Office e-mail*
- Promote junior student/parent attendance at Culturally Diverse College Workshops (1.2)
  - *Equity & Diversity Education Department, Interact e-mail*
- Assist with Proficiency Exam proctoring (1.2)
- Review graduation requirements with sophomores (1.2)
- Complete credit checks with sophomores making sure they are enrolled in necessary classes for 21<sup>st</sup> Century, Millennium, NSHE or other desired options
  - identify repeat tag courses and process with registrar
  - *Remind students to review and update their CCSD Academic Plan <http://eduplan.ccsd.net>*
- Host College/Financial Aid Program for parents and senior students (1.2)
  - *College Counselor Sourcebook: section 8*
- Inform seniors of deadlines for financial aid, the FAFSA form, housing, and Grant-in aid applications for UNLV and UNR (1.2)
  - [www.fafsa.ed.gov/](http://www.fafsa.ed.gov/)
  - [www.unlv.edu](http://www.unlv.edu)
  - [www.unr.edu](http://www.unr.edu)
- Facilitate an alumni activity such as, Alumni College Panel (1.2)
- Provide input into course guide development and assist other departments with student placement criteria (1.2)
- Have new seniors, who have less than the required credits but have an academic plan in place to graduate in June, complete the Required Academic Plan for Participation in NHSPE
- Monitor freshmen absences and progress in classes and communicate this information to parents
- Meet with students who failed quarter one courses to discuss what is needed for success
- Review grades of Academic Probation students and remove from Academic Probation in SASI if earned
- Review PSAT results, go over AP Potential and registration for “MyRoad” with sophomores and juniors by the end of February
  - *College Counselor Sourcebook: section 7, pages 7, 8, 9*
- Continue to:
  - Facilitate course selection with new students/provide parents/guardians with credit/course selection guidance
  - Accurately communicate and refer students to appropriate credit retrieval options
  - Promote testing dates and review ACT/SAT results with students
  - Facilitate distribution of scholarship/financial aid information and materials
  - Write letters of recommendation
  - Facilitate parent conferences as needed

#### Career Domain:

- Introduce the CollegeBoard My Road web-based program to 10<sup>th</sup> and 11<sup>th</sup> grade students during the PSAT results presentations
  - <http://professionals.collegeboard.com/k-12/prepare/quickstart>
- Facilitate selection of students for Hugh O’Brian Youth Leadership and Rotary Youth Leadership Association (2.3)
  - *School-Community Partnership Office, 799-6560*
- Continue to:
  - ✓ Facilitate post-secondary speakers in the college and career areas for students

#### Personal/Social Domain:

- Continue to:
  - ✓ Provide community-based and school-based resources when appropriate

- ✓ Identify appropriate interventions/activities that promote positive character traits, incorporating the Developmental Assets (3.1)
- ✓ Participate in school-based crisis response team when activated

### System Support:

- Discuss College Board and ACT data reports with administration
  - *Integrated Summary Report*
- Confirm early graduation status for students and have students reclassified as a senior make sure early grads have passed proficiency exams
- Promote availability of AP fee waivers to AP teachers/parents/students
  - *Guidance Services*
- Post Selective Service System information
- Get list of potential outstanding fall athletes from Athletic Office and ensure they are aware of and following the NCAA core requirements, verify PE II Waivers have been posted to course history for athletes who have not previously earned the credit
  - *College Counselor Sourcebook: section 4, page 7 and appendix C*
- Review the current semester of the Annual Guaranteed Level of Service – provide feedback to department chair
- Contact names of potential students attending post-secondary institution for Alumni Panel
- Review school-based crisis response plan with department
- Continue to:
  - Attend professional development and mandatory meetings
  - Document in SASI Counselor Conference
  - Provide counseling department article(s) for school newsletter
  - Meet with newly identified Title I HOPE students (notified by the Enrollment Voucher from registration process) to ensure needs of homeless students are met, complete the Student Service Assessment, and provide the information to the Homeless Advocate on your campus to assist with the delivery of services from Title I HOPE

### Quarter 3

- = ideas/suggestions

### Academic Domain:

- Visit freshmen classrooms (1.1, 1.2)
  - ✓ Distribute the University System Brochures
  - ✓ Review graduation requirements
  - ✓ Explain how to read a transcript
  - ✓ Complete credit checks. Identify repeat tag courses and process with registrar
  - ✓ Discuss post-secondary options
  - ✓ Provide students the information needed so they may create an educational plan using the CCSD Educational Plan and also select courses for sophomore year <http://eduplan.ccsd.net>
  - ✓ Encourage students to enroll in honors/AP courses
- Review senior students' post-secondary plans in writing and provide each with appropriate materials, i.e. college admissions, apprenticeship information, etc. It is recommended this be conducted in the counselor's office
  - Credit Evaluation Form: Interact> High School> HS Forms and Letters> Forms
- Advertise Service Academy Night (1.3)
- Conduct preregistration activities (1.2)
  - Review student transcripts and evaluate credits to identify required and/or recommended courses
  - Ensure enrollment in 21<sup>st</sup> Century Course of Study Expectations, complete 21<sup>st</sup> Century Opt-Out form if necessary
  - Insure accurate placement in selected courses to support post-secondary plans
  - Identify repeat tag courses and process with registrar, if needed
  - Encourage AP/IB and honors course registration to reflect the student population of the school
  - Promote dual credit course work as an option in the junior and senior years
- Promote availability of AP fee waiver to students/parents/teachers

- Promote junior student/parent attendance at Culturally Diverse College Workshops (1.2)
  - *Equity & Diversity Education*
- Review NCAA Clearinghouse process with student athletes/coaches (1.2, 1.3)
  - *College Counselor Sourcebook, Appendix C*
- Assist with Proficiency Exam proctoring (1.1)
- Assist in the collection of college acceptance and financial award letters (1.2)
  - *College Counselor Sourcebook: section 4, handout A and section 8, handout E*
- Meet with students who failed courses to discuss options and support
- Monitor freshmen absences and progress in classes and communicate this information to parents
- Conduct a parent presentation for Junior Postsecondary Planning (1.1, 1.2)
  - *College Counselor Sourcebook: section 3, handout C*
- Work with juniors on college choices – tie into preregistration (1.1, 1.2)
  - *College Counselor Sourcebook: section 3, handout C*
- Continue to:
  - Facilitate course selection with new students/provide parents/guardians with credit/course selection guidance
  - ✓ Accurately communicate and refer students to appropriate credit retrieval options
  - ✓ Promote testing dates and review ACT/SAT results with students
  - ✓ Advertise/facilitate distribution of scholarship/financial aid information and materials
  - ✓ Write letters of recommendation
  - ✓ Facilitate parent conferences as needed

#### Career Domain:

- Facilitate selection of students for Boys'/Girls' State, consider using previous students who have attended to recruit (3.1, 3.2)
  - American Legion & American Legion Auxiliary
- Facilitate selection of students for African-American Career Day , pending funding (3.1, 3.2)
  - School Community Partnership Office, 799-6560
- Continue to:
  - ✓ Provide post-secondary speakers for students *College Counselor Sourcebook: Section 3 , pages 3, 4*

#### Personal/Social Domain:

- Work with Health teachers to teach suicide prevention during second semester lesson by using Human Relations Media, It's Never Too Late: Stopping Teen Suicide or the Jason Foundation Program, assist with pre/post tests administration, and collect copies of the pre/post tests and retain for use to complete End of Year Report
- Continue to:
  - ✓ Provide community-based and school-based resources when appropriate
    - Identify appropriate interventions/activities that promote positive character traits, incorporating the Developmental Assets (3.1)
  - ✓ Participate in school-based crisis response team when activated

#### System Support:

- Make sure seventh semester transcripts are sent by registrar to universities
- Complete and send mid-year admissions reports
  - *College Counselor Sourcebook: section 4, page 10*
- Promote registering for the Selective Service System with seniors
- Get list of potential outstanding winter athletes from Athletic Office and ensure they are aware of and following the NCAA core requirements, verify PE II Waivers have been posted to course history for athletes who have not previously earned the credit
- Review school-based crisis response plan with department
- Continue to:
  - ✓ Attend professional development and mandatory meetings
  - ✓ Document in SASI Counselor Conference
  - ✓ Provide counseling department article(s) for school newsletter

- ✓ Meet with newly identified Title I HOPE students (notified by the Enrollment Voucher from registration process) to ensure needs of homeless students are met, complete the Student Service Assessment, and provide the information to the Homeless Advocate on your campus to assist with the delivery of services from Title I HOPE

## Quarter 4

- = ideas/suggestions

### Academic Domain:

- Identify potentially credit deficient students and provide interventions and possible alternative credit options (1.1, 1.2)
- Review ACT/SAT results with students (1.2, 1.3)
- Communicate summer school information to students and parents (1.1)
- Complete Summer School Registration information on-line (1.1)
- Incorporate PSAT results into preregistration by using AP Potential (1.2)
  - *College Counselor Sourcebook: section 7, pages 4 - 9*
- Recommend juniors take the ACT/SAT June tests (1.1, 1.2)
- Resolve course conflicts during the last two weeks of May
- Assist with Proficiency Exam proctoring (1.1)
- Make sure each senior has a post secondary plan in place and information as needed
- Conduct a post-secondary transition activity with graduating seniors (1.3)
- Advertise the military academy night (1.3)
- Facilitate the coordination of the Senior Awards Night Program (1.1)
- Identify seniors who are in jeopardy of not graduating for the Senior Failure Notification certified letter and develop a monitoring system throughout the last quarter for identified students (1.1, 1.3)
  - *Interact> Counseling Services> High School> HS Guidance Forms and Letters> Letters*
- Work with your special education facilitator to provide ACT/College Board Eligibility Forms for students with disabilities who may need accommodations on the ACT, PLAN, PSAT, SAT I, SAT II, and AP exams for the following school year
- Monitor freshmen absences and progress in classes and communicate this information to parents
- Review grades of Academic Probation students and remove from Academic Probation in SASI if earned
- Coordinate the administration of AP testing (1.2)
- Have all Seniors complete post-secondary scantrons
- Remind Seniors to request final transcripts be sent by Registrar
- Gather names of volunteers for participation in Student Alumni Activity
- Remind eligible Seniors to complete and return the Millennium Scholarship packet mailed in July
- Recommend Juniors take the ACT/SAT June tests
- Student Athlete Reminders: (1.1, 1.2)
  - Juniors need to register for the NCAA Clearinghouse at [https://web1.ncaa.org/eligibilitycenter/student/index\\_student.html](https://web1.ncaa.org/eligibilitycenter/student/index_student.html) and to send sixth-semester transcript to Clearinghouse
  - Inform Junior Athletes to use code 9999 for ACT/SAT scores to be sent to Clearinghouse
  - Seniors need to request final transcript be sent to the Clearinghouse
- Participate in senior check-out procedures (1.1, 1.3)
  - ✓ Make sure graduating seniors have met all graduation requirements
  - ✓ Identify which diploma type each senior has earned
  - ✓ Have all seniors complete post-secondary scantrons and return to the Guidance Office once completed
  - ✓ Provide opportunity for seniors to request final transcripts be sent by registrar
  - ✓ Athletes need to request final transcript be sent to the Clearinghouse
  - ✓ Remind senior males to register with the Selective Service System
  - ✓ Gather names of volunteers for participation in the December/January Alumni Activity
  - ✓ Remind eligible seniors to complete and return the Millennium Scholarship packet mailed in July
  - ✓ Meet with non-graduates, who are not approved to return for a fifth year, to develop an education plan of action

- Continue to:
  - Facilitate course selection with new students/provide parents/guardians with credit/course selection guidance
  - Accurately communicate and refer students to appropriate credit retrieval options
  - Write letters of recommendation
  - Promote testing dates and review ACT/SAT results with students
  - Advertise/facilitate distribution of scholarship/financial aid information and materials
  - Facilitate parent conferences as needed

Career Domain:

- Implement a senior transition program from twelfth grade to life (2.2, 2.3)
  - *The Guide: High School Guidance Curriculum Activities: Career section, pages 73 - 141*
- Assist ninth grade students in receiving training on NCIS (2.1)
  - <http://www.nvcis.intocareers.org/>
- Continue to:
  - ✓ Provide post-secondary speakers for students

Personal/Social Domain:

- Retrieve from Health teachers the suicide prevention kits, pre/post test data, and complete End of Year Report and send to the Guidance office
- Continue to:
  - Provide community-based and school-based resources when appropriate
  - Identify appropriate interventions/activities that promote positive character traits, incorporating the Developmental Assets (3.1)
  - Participate in school-based crisis response team when activated

System Support:

- Get list of potential outstanding spring athletes from Athletic Office and ensure they are aware of and following the NCAA core requirements, verify PE II Waivers have been posted to course history for athletes who have not previously earned the credit
- Convene school Scholarship Committee as needed
- Assist with awards and the graduation ceremony
- Identify students to be retained
  - ✓ Send retention letter to parents prior to school starting
- Place PSAT order and request fee waivers for juniors from College Board
  - [www.collegeboard.com](http://www.collegeboard.com)
- Review current semester of the Annual Guaranteed Level of Service – provide feedback to department chair
- Evaluate the department's data to support the District-Wide Guidance Goals
- Identify department goals incorporating the school improvement and district-wide goals and calendar for next school year
- Complete CCSD District-Wide Goals Report
  - *Guidance office*
- Promote participation in the Hispanic and B-CON Baccalaureate Programs
  - *Hispanic Educators Association of Nevada and the Black Community Organizations Network*
- 
- Continue to:
  - ✓ Attend professional development and mandatory meetings
  - ✓ Document in SASI Counselor Conference
  - ✓ Provide counseling department article(s) for school newsletter
  - ✓ Meet with newly identified Title I HOPE students (notified by the Enrollment Voucher from registration process) to ensure needs of homeless students are met, complete the Student Service Assessment, and provide the information to the Homeless Advocate on your campus to assist with the delivery of services from Title I HOPE

## Quarter 1

- = Ideas/suggestions

### Academic Domain:

- Review transcripts of retained students identifying those to be promoted or placed on ninth grade academic probation based on successful completion of summer school. (1.1)
- Schedule new students, ensuring proper placement (Accelerated, ELL, Special Education, 504 Plan, etc.).
- Assist with opening school procedures to facilitate student transition. (3.2)
- Assist students with individual academic planning and interpretation of test results. (1.1)
- Track academic progress of students to identify those at-risk for failure during Quarter 1. (1.1)
- Identify specific interventions for Quarter 1 for students at risk of failure. (1.1)
  - Parent notification
  - Individual/group counseling or large group lesson
  - Schedule change, if appropriate
- Present informational, grade level orientations to facilitate student transition. (1.3, 3.2)
  - Participate in planning and assisting with transition activities
  - Accessing the school counselor
  - Accessing the CCSD Guidance and Counseling website for information on preparing for postsecondary options.
  - Review promotion/retention policy for each grade level
  - How to Succeed in Middle School: Video (Grade 6)
  - Organizational and study skills (Grade 6)
- Assist with or facilitate parent conferences to promote school success. (1.1, 1.3)
- Promote test taking skills and strategies for students. (1.1)
  - Post Test-Taking Skills and Strategies in school shared folder for teachers to access.
- Promote postsecondary education beyond high school. (2.3, 1.2)
  - College Brochure (NSHE): The College Journey
  - College Spirit Week/College Day
  - CollegeEd
  - Coffee with the Counselors/Parent Breakfast: "Preparing Your Children for College"
  - Lunch and Learn for Students
  - CCSD Guidance and Counseling Website
  - Millennium Scholarship
  - PAYBAC activities
  - Apprenticeship Programs

### Personal/Social Domain:

- Assist with or facilitate a school-wide peer mediation, bully prevention, or conflict resolution program and a school-wide character education program. (3.1, 3.3)
  - 40 Developmental Assets
  - Classroom guidance
  - Standing Tall Kit (Grade 7)
- Identify student needs as a basis for counseling groups/workshops to be conducted at beginning of second quarter. (3.3)
- Assist students with individual counseling when appropriate. (3.1)
- Provide community-based referrals to students and parents when appropriate. (3.3)
- Facilitate an orientation for all student aides to review course expectations, responsibilities and rules. (3.2)



- Review school-based crisis response plan with department. (3.1)
- Participate in school-based crisis response team when activated. (3.1)
- Participate in planning and assisting with recognition programs promoting school success. (3.2)
  - Quarter Honor Rolls / Student of the Month/Most Improved Student, etc.

#### Career Domain:

- Promote understanding of how to access and use the Nevada Career Information System (NCIS) at all grade levels. (2.3)
  - Parent newsletter
  - School Library
  - School Website

#### System Support:

- Review pre-registration schedules to ensure appropriate placement for each student (Accelerated, ELL, Special Education, 504 Plan, etc.).
- Build, reschedule and level classes to meet student/classroom needs.
- Review student office/cafeteria aide positions to ensure appropriate balance and placement.
- Be accessible to students and parents, including Open House.
- Assist staff with student management and parent conference skills to enhance achievement and relationships.
- Participate in and/or access school-based and student-support resources.
  - Student Assistance Program (SAP)
  - Student Intervention Program
  - School Improvement Plan
  - Homeless Advocate
  - Indian Education
  - 504 Plans / Special Education
- Provide a counseling department article for school newsletter.
  - “Opt-Out of Counseling Survey” article
  - Parents Still Make a Difference (online newsletter)

#### **Quarter 2**

- = Ideas/suggestions

#### Academic Domain:

- Organize Magnet Select Schools and Schools of Choice presentations for students in Grade 8 in conjunction with the Magnet School office. (1.2)
- Advertise Magnet Select Schools and Schools of Choice application deadlines. (1.2)
- Assist students with the Magnet Select Schools and Schools of Choice application process. (1.2)
- Provide staff with classroom intervention options when appropriate to improve student achievement. (1.1)
- Provide staff with intervention options that enhance the school/student/parent relationship to improve student achievement. (1.1)
- Assist 6<sup>th</sup> and 7<sup>th</sup> grade students with completing/updating an ongoing academic plan using the CCSD Academic Plan for secondary students.

#### **Continue to:**

- Promote test taking skills and strategies for students. (1.1)
  - Post Test-Taking Skills and Strategies in school shared folder for teachers to access.
- Schedule new students, ensuring appropriate placement (accelerated, ELL, Special Education, 504 Plan, etc.).
- Facilitate new student transition. (1.3)
  - How to Succeed in Middle School: Video (Grade 6)
  - Organizational and study skills (Grade 6)
- Assist students with individual academic planning and interpretation of test results. (1.1)
- Assist with proctoring of tests (CRT, SBAPS, Interim Assessments, Writing Proficiency). (1.2)
- Track academic progress of students to identify those at-risk for failure for Quarter 2 and Semester 1. (1.1)

- Identify specific interventions to be used at end of Quarter 2, Semester 1 for students at risk of failure/retention. (1.1)
  - Parent notification
  - Parent conference
  - Individual/group counseling or large group lesson
    - Review promotion/retention policy
    - Tips for school success
  - Present possibility of Summer School
  - Present Approved Correspondence School options for students
  - Schedule change, if appropriate
- Assist with or facilitate parent conferences to promote school success. (1.1, 1.3)
- Promote using the CCSD Guidance and Counseling Website for information on preparing for postsecondary options. (1.3, 3.2)
- Promote postsecondary education beyond high school. (2.3, 1.2)
  - College Brochure (NSHE): The College Journey
  - College Spirit Week/College Day
  - CollegeEd
  - Coffee with the Counselors/Parent Breakfast: “Preparing Your Children for College”
  - Lunch and Learn for Students
  - CCSD Guidance and Counseling website
  - Millennium Scholarship
  - PAYBAC activities
  - Apprenticeship Programs

**Personal/Social Domain:**

- Provide group counseling/workshops based on needs identified at end of Quarter 1. (3.3)

**Continue to:**

- Assist with or facilitate a school-wide peer mediation, bully prevention, or conflict resolution program and a school-wide character education program. (3.1, 3.3)
  - 40 Developmental Assets
  - Classroom guidance
- Assist students with individual counseling as appropriate. (3.1)
- Provide community-based referrals to students and parents when appropriate. (3.3)
- Review school-based crisis response plan with department. (3.1)
- Participate in school-based crisis response team when activated. (3.1)
- Participate in planning and assisting with recognition programs promoting school success. (3.2)
  - Quarter Honor Rolls / Student of the Month / Most Improved Student, etc.

**Career Domain:**

- Introduce how to access and use the Nevada Career Information System Junior (NCIS) to Grade 6, first semester, Computer Literacy students. (2.3)
- Participate in planning and facilitating career exploration activities for students through classroom guidance at all grade levels. (2.1, 2.2)
  - Provide career speakers
    - PAYBAC
  - Explore career clusters and/or individual careers
    - NCIS or NCIS Junior
    - Career Fair/Job Shadowing
    - Nevada Department of Education-Career Clusters (Grade 8)
    - Dream Catchers and Pathways PowerPoint presentations
  - Explore likes, values, abilities and their relationship to career choices
  - Explore the relationship between school, work, careers and postsecondary education
- Promote understanding of Magnet Select School Programs and requirements at all grade levels. (1.2)
  - Daily Announcements
  - Parent newsletter

Continue to:

- Promote understanding of how to access and use the Nevada Career Information System (NCIS) at all grade levels. (2.3)
  - Parent newsletter

System Support:

- Build, reschedule and level classes to meet student/classroom needs.
- Participate in and/or access school-based and student-support resources.
  - Student Assistance Program (SAP)
  - Student Intervention Program
  - School Improvement Plan
  - Homeless Advocate
  - Indian Education
  - 504 Plans / Special Education
- Provide a counseling department article for school newsletter.
  - Parents Still Make a Difference (online newsletter)
- Assist staff with student management and parent conference skills to enhance achievement and relationships.

**Quarter 3**

- = Ideas/suggestions

Academic Domain:

- Review the *Moving On to High School: Transitional Planning Guide* with students in Grade 8. (1.2)
  - PowerPoint presentation
  - Academic Plan
- Pre-register students into the appropriate grade and classes for the next school year (See System Support). (1.2)

Continue to:

- Schedule new students, ensuring appropriate placement (Accelerated, ELL, Special Education, 504 Plan, etc.). (1.2)
- Facilitate new student transition. (1.3)
- Assist students with individual academic planning and interpretation of test results. (1.1)
- Advertise Magnet Select Schools and Schools of Choice application deadlines. (1.2)
- Assist students with the magnet school application process. (1.2)
- Assist with proctoring of tests (Iowa, CRT, SBAPS, Interim Assessments, Writing Proficiency). (1.2)
- Promote test taking skills and strategies for students. (1.1)
  - Post Test-Taking Skills and Strategies in school shared folder for teachers to access.
- Track academic progress of students to identify those at-risk for failure for Quarter 3, Semester 2 and for retention in current grade. (1.1)
- Determine 8<sup>th</sup> grade students who meet criteria for ninth grade academic probation. (1.1)
- Identify specific interventions to be used at end of Quarter 3 for students at risk of failure/retention as identified above. (1.1)
  - Parent notification
  - Parent conference
  - Individual/group counseling or large group lesson
    - Review promotion/retention policy
    - Tips for school success
  - Present upcoming summer school
  - Present Approved Correspondence School options for students
  - Schedule change, if appropriate
- Assist with or facilitate parent conferences to promote school success. (1.1, 1.3)
- Provide staff with classroom intervention options when appropriate to improve student achievement. (1.1)
- Provide staff with intervention options that enhance the school/student/parent relationship to improve student achievement. (1.1)
- Promote using the CCSD Guidance and Counseling website for information on preparing for postsecondary options. (1.3, 3.2)
- Promote postsecondary education beyond high school. (2.3, 1.2)

- College Brochure (NSHE): The College Journey
- College Spirit Week/College Day
- CollegeEd
- Coffee with the Counselors/Parent Breakfast: "Preparing Your Children for College"
- Lunch and Learn for Students
- CCSD Guidance and Counseling Website
- Millennium Scholarship
- PAYBAC activities
- Apprenticeship Programs

#### Personal/Social Domain:

##### Continue to:

- Provide group counseling/workshops based on needs identified at end of Quarter 2. (3.3)
- Assist with or facilitate a school-wide peer mediation, bully prevention, or conflict resolution program and a school-wide character education program. (3.1, 3.3)
  - 40 Developmental Assets
  - Classroom guidance
  - Standing Tall Kit (Grade 7)
- Assist students with individual counseling as appropriate. (3.1)
- Provide community-based referrals to students and parents when appropriate. (3.3)
- Review school-based crisis response plan with department. (3.1)
- Participate in school-based crisis response team when activated. (3.1)
- Participate in planning and assisting with recognition programs promoting school success and/or improvement, including the annual Awards Presentation. (3.2)
  - Quarter Honor Rolls / Student of the Month / Most Improved Student, etc.

#### Career Domain:

##### Continue to:

- Reinforce concepts, programs and requirements of Magnet Select Schools and Schools of Choice at all grade levels. (1.2)
  - Daily Announcements
  - Classroom guidance
- Promote understanding of how to access and/or use the Nevada Career Information System (NCIS) at all grade levels. (2.3)
  - Parent newsletter
  - School Library
  - School Website
- Participate in planning and facilitating career exploration activities for students through classroom guidance at all grade levels. (2.1, 2.2)
  - Provide career speakers
    - PAYBAC
  - Explore career clusters and/or individual careers
    - NCIS or NCIS Junior
    - Career Fair/Job Shadowing
    - Nevada Department of Education-Career Clusters (Grade 8)
    - Dream Catchers and Pathways PowerPoint presentations
  - Explore likes, values, abilities and their relationship to career choices
  - Explore the relationship between school, work, careers and postsecondary education

#### System Support:

- Build, reschedule and level classes within to meet student/classroom needs.
- Assist with organizing and facilitating pre-registration activities to prepare students for a smooth transition into the appropriate grade and classes for the next school year.
  - Assist the administration in development of course catalogs, pre-registration forms, and parent communiqués.
  - Communicate with administrators, department coordinators and/or special area facilitators at feeder schools, high schools, and in-house to articulate guidelines for and to ensure appropriate:

- Academic placement
  - Identification of needs for students in special-populations
- Acquire teacher recommendations and updated student testing data to assist with student academic placement.
- Assist in establishing criteria for placement in elective classes and advise students of requirements.
- Maintain current knowledge of zoning, projected student audit lists and zone variance status to complete a comprehensive pre-registration.
- Facilitate high school pre-registration for students in Grade 8.
- Facilitate elementary feeder school pre-registration for students in Grade 5.
- Facilitate in-house pre-registration for Grades 6 and 7.
- Adhere to data processing deadlines to ensure timely processing of student schedules.
- Participate in and/or access school-based and student-support resources.
  - Student Assistance Program (SAP)
  - Student Intervention Program
  - Homeless Advocate
  - Indian Education
  - 504 Plans / Special Education
  - School Improvement Plan
- Provide a counseling department article for school newsletter.
  - Parents Still Make a Difference (online newsletter)
- Assist staff with student management and parent conference skills to enhance achievement and relationships.

## Quarter 4

- = Ideas/suggestions

### Academic Domain:

- Assist parents with interpretation of standardized test results as requested. (1.1)
- Communicate Summer School information to students and parents. (1.1)
- Register identified students for summer school assuring appropriate class and semester. (1.1)
- Assist 6<sup>th</sup> and 7<sup>th</sup> grade students with completing/updating an ongoing academic plan using the CCSD Academic Plan for secondary students.

### Continue to:

- Pre-register students into the appropriate grade level and classes for the next school year (See System Support). (1.2)
- Schedule new students, ensuring appropriate placement (Accelerated, ELL, Special Education, 504 Plan, etc.). (1.2)
- Facilitate new student transition. (1.3)
- Assist students with individual academic planning and interpretation of test results. (1.1)
- Assist with proctoring of tests (CRT, SBAPS, Interim Assessments, Writing Proficiency). (1.2)
- Promote test taking skills and strategies for students. (1.1)
  - Post Test-Taking Skills and Strategies in school shared folder for teachers to access.
- Track academic progress of students to identify those at-risk for failure for Quarter 4, Semester 2 and for retention in their current grade. (1.1)
- Review Semester 2 grades to determine 8th grade students' ninth grade academic probation status. (1.1)
- Identify specific interventions to be used at end of Semester 2 for students at risk of retention. (1.1)
  - Parent notification
  - Parent conference
  - Present options to students in Grade 6, 7, and 8
    - Summer School information
    - Approved Correspondence School
    - Assist students with appropriate course selection
- Assist with or facilitate parent conferences to promote school success. (1.1, 1.3)
- Provide staff with classroom intervention options when appropriate to improve student achievement. (1.1)
- Provide staff with intervention options that enhance the school/student/parent relationship to improve student achievement. (1.1)

- Promote using the CCSD Guidance and Counseling website for information on preparing for postsecondary options. (1.3, 3.2)
- Promote postsecondary education beyond high school. (2.3, 1.2)
  - College Brochure (NSHE): The College Journey
  - College Spirit Week/College Day
  - CollegeEd
  - Coffee with the Counselors/Parent Breakfast: “Preparing Your Children for College”
  - Lunch and Learn for Students
  - CCSD Guidance and Counseling website
  - Millennium Scholarship
  - PAYBAC activities
  - Apprenticeship Programs

### Personal/Social Domain:

#### Continue to:

- Provide group counseling based on needs identified at end of Quarter 3. (3.3)
- Assist with or facilitate a school-wide peer mediation, bully prevention, or conflict resolution program and a school-wide character education program. (3.1, 3.3)
  - 40 Developmental Assets
  - Classroom guidance lessons
  - Standing Tall Kit (Grade 7)
- Assist students with individual counseling as appropriate. (3.1)
- Provide community-based referrals to students and parents when appropriate. (3.3)
- Review school-based crisis response plan with department. (3.1)
- Participate in school-based crisis response team when activated. (3.1)
- Participate in planning and assisting with recognition programs promoting school success, including the annual Awards Presentation. (3.2)
  - Quarter Honor Rolls / Student of the Month / Most Improved Student, etc.

### Career Domain:

- Introduce how to access and use the Nevada Career Information System Junior (NCIS) to Grade 6, second semester Computer Literacy students. (2.3)

#### Continue to:

- Promote understanding of how to access and/or use the Nevada Career Information System (NCIS) at all grade levels. (2.3)
  - Parent newsletter
  - School Library
  - School Website
- Participate in planning and facilitating career exploration activities for students through classroom guidance at all grade levels. (2.1, 2.2)
  - Provide career speakers
    - PAYBAC
  - Explore career clusters and/or individual careers
    - NCIS or NCIS Junior
    - Career Fair/Job Shadowing
    - Nevada Department of Education-Career Clusters (Grade 8)
    - Dream Catchers and Pathways PowerPoint presentations (Grades 6-7)
  - Explore likes, values, abilities and their relationship to career choices
  - Explore the relationship between school, work, careers and postsecondary education

### System Support:

- Assist with organizing and facilitating pre-registration activities to transition students into the appropriate grade and classes for the next school year.
  - Assist the administration in development of course catalogs, pre-registration forms, and parent communiqués.
  - Communicate with administrators, department coordinators and/or special area facilitators at feeder schools, high schools, and in-house to articulate guidelines for and to ensure appropriate:

- Academic placement
  - Identification of needs for students in special-populations
- Acquire teacher recommendations and updated student testing data to assist with student academic placement.
- Assist in establishing criteria for placement in elective classes and advise students of requirements.
- Maintain current knowledge of zoning, projected student audit lists and zone variance status to complete a comprehensive pre-registration.
- Facilitate high school pre-registration for students in Grade 8.
- Facilitate elementary feeder school pre-registration for students in Grade 5.
- Facilitate in-house pre-registration for Grades 6 and 7.
- Adhere to data processing deadlines to ensure timely processing of student schedules.
- Participate in and/or access school-based and student-support resources.
  - Student Assistance Program (SAP)
  - Student Intervention Program
  - Homeless Advocate
  - Indian Education
  - 504 Plans / Special Education
  - School Improvement Plan
- Provide a counseling department article for school newsletter.
  - Parents Still Make a Difference (on-line newsletter)
- Assist staff with student management and parent conference skills to enhance achievement and relationships.

## Trimester 1

- = Ideas/suggestions

### Academic Domain:

- Identify specific interventions to promote student success (1.1)
  - Individual/group counseling or classroom lessons [Study Skills FUN, The Guide]
  - Lunch and Learn for students
- Present grade level introduction of the counseling program (1.3, 3.2)
  - Inform parents, students and staff regarding procedures for accessing the school counselor
  - Inform parents, students and staff regarding procedures for accessing the CCSD Guidance and Counseling website – [www.ccsd.net/cpd/guidance/guidance](http://www.ccsd.net/cpd/guidance/guidance)
- Assist with or facilitate parent conferences to promote school success. (1.1, 1.3) [Parents Make A Difference]
- Promote test-taking strategies for students. (1.1)
  - Provide Test-Taking Skills and Study Skills lessons [Study Skills FUN, The Guide]
- Promote the College Culture. (2.3, 1.2)
  - Provide Nevada Prepaid Tuition, UPromise information to parents
  - College Spirit Week/College Day
  - CCSD Guidance and Counseling website - [www.ccsd.net/cpd/guidance/guidance](http://www.ccsd.net/cpd/guidance/guidance)
- Provide staff with classroom intervention options when appropriate to improve student achievement (1.1)
  - [The Guide, I Can't Do My Homework, Why? (Video), Counselor Pages]
- Provide staff with intervention options that enhance the school/student/parent relationship to improve student achievement (1.1) [Parents Make A Difference]

### Personal/Social Domain:

- Assist with or facilitate a school-wide character education program (3.1, 3.3)
  - Follow program prescribed by administrator [Character Building Activities for Kids, 6 Pillars of Character Video Series, Kids are the CORE, Character Classics]
- Assist with or facilitate school-wide bully prevention and/or conflict resolution program (3.1, 3.3)
  - Developmental Assets [Assets Building is Elementary, Instant Assets]
  - Peer Mediation [Kids are the CORE]
- Identify student needs as a basis for counseling groups to be conducted (3.3)
- Assist students with individual/group counseling when appropriate (3.1)
- Provide community-based referrals to students, parents, and staff when appropriate (3.3)
- Review school-based crisis response plan and participate in crisis team (3.1)
- Participate in planning and assisting with recognition programs promoting school success (3.2)

### Career Domain:

- Promote understanding of relationship between school and work (2.3)
  - The Guide: Elementary School Guidance Curriculum Activities – career domain

### System Support:

- Assist with orientation of new students to school procedures to facilitate transition (3.2)
- Be accessible to students and parents



- Assist with or facilitate staff classroom management and parent conference skills to enhance achievement and relationships
- Meet with newly identified Title I HOPE students (notified by the registration process) to ensure needs of homeless students are met. Complete the Student Service Assessment and provide the information to the Homeless Advocate on your campus to assist with the delivery of services from Title I HOPE
- Participate in and/or access school-based and student-support resources
  - Student Assistance Program (SAP)/Student Intervention Program
  - School Improvement Plan
  - Homeless Advocate
  - Indian Education
  - 504 Plans
  - Multi-Disciplinary Team (MDT) and Individual Education Plans (IEP)
- Provide an article for the school newsletter
  - Parents Make a Difference (on-line newsletter)

## Trimester 2

- = Ideas/suggestions

### Academic Domain:

- Organize Magnet School presentations for students in Grade 5 in conjunction with the Magnet School office schedule (1.2)
- Advertise Magnet School application deadlines (1.2)
- Assist students with the magnet school application process (1.2)
- Provide staff with classroom intervention options when appropriate to improve student achievement (1.1)
- Provide staff with intervention options that enhance the school/student/parent relationship to improve student achievement (1.1)

#### Continue to:

- Promote test-taking strategies for students. (1.1)
  - Provide test taking and study skill lessons
- Provide support/interventions for teachers and parents to use with students at risk of failure/retention (1.1)
  - Parent conference
  - Individual/group counseling or classroom lesson
- Assist with or facilitate parent conferences to promote school success (1.1, 1.3)
- Promote using the CCSD Guidance and Counseling website for information tips for parents
- Promote the College Culture (2.3, 1.2)

### Personal/Social Domain:

#### Continue to:

- Assist with or facilitate a school-wide character education program (3.1, 3.3)
- Assist with or facilitate school-wide bully prevention and/or conflict resolution program (3.1, 3.3)
  - Developmental Assets
  - Peer Mediation
- Identify student needs as a basis for counseling groups to be conducted (3.3)
- Assist students with individual/group counseling when appropriate (3.1)
  
- Provide community-based referrals to students, parents, and staff when appropriate (3.3)
- Review school-based crisis response plan and participate in crisis team (3.1)
- Participate in planning and assisting with recognition programs promoting school success (3.2)

### Career Domain:

- Participate in planning and facilitating career exploration activities for students through classroom guidance at all grade levels. (2.1, 2.2)
  - Explore career clusters and/or individual careers

- Career Fair/Career Day
    - Explore interests, values, abilities and their relationship to career choices
- Introduce how to acquire knowledge and skills to identify possible career goals (2.3)

**Continue to:**

- Provide Nevada Prepaid Tuition, UPromise information to parents (2.3)
  - Parent newsletter
- Explore the relationship between school, work, careers and postsecondary education

**System Support:**

- Assist with orientation of new students to school procedures to facilitate transition (3.2)
- Be accessible to students and parents
- Assist with or facilitate staff classroom management and parent conference skills to enhance achievement and relationships
- Meet with newly identified Title I HOPE students (notified by the registration process) to ensure needs of homeless students are met. Complete the Student Service Assessment and provide the information to the Homeless Advocate on your campus to assist with the delivery of services from Title I HOPE
- Participate in and/or access school-based and student-support resources
  - Student Assistance Program (SAP)/Student Intervention Program
  - School Improvement Plan
  - Homeless Advocate
  - Indian Education
  - 504 Plans
  - Multi-Disciplinary Team (MDT) and Individual Education Plans (IEP)
- Provide an article for the school newsletter
  - Parents Make a Difference (on-line newsletter)

**Trimester 3**

- = Ideas/suggestions

**Academic Domain:**

- Provide Moving On to Middle School Transitional Planning Guide to students in Grade 5 (1.2)
  - PowerPoint presentation
  - Develop and present classroom lessons from the Moving On to Middle School Transitional Planning Guide including 21<sup>st</sup> Century course of studies and information on promotion/retention/academic probation
- Assist with pre- registration of Grade 5 students into the appropriate Middle School for the next school year (1.2)

**Continue to:**

- Promote test-taking strategies for students. (1.1)
  - Provide test taking and study skill lessons
- Provide support/interventions for teachers and parents to use with students at risk of failure/retention (1.1)
  - Parent conference
  - Individual/group counseling or classroom lesson
- Assist with or facilitate parent conferences to promote school success (1.1, 1.3)
- Promote using the CCSD Guidance and Counseling website for information tips for parents
- Promote the College Culture (2.3, 1.2)

**Personal/Social Domain:**

**Continue to:**

- Assist with or facilitate a school-wide character education program (3.1, 3.3)
- Assist with or facilitate school-wide bully prevention and/or conflict resolution program (3.1, 3.3)
  - Developmental Assets
  - Peer Mediation
- Identify student needs as a basis for counseling groups to be conducted (3.3)

- Assist students with individual/group counseling when appropriate (3.1)
- Provide community-based referrals to students, parents, and staff when appropriate (3.3)
- Review school-based crisis response plan and participate in crisis team (3.1)
- Participate in planning and assisting with recognition programs promoting school success (3.2)

#### Career Domain:

- Promote understanding of how to access and/or use the Nevada Career Information System, Jr. (NCIS) for Grade 5 students. (2.3)

#### Continue to:

- Participate in planning and facilitating career exploration activities for students through classroom guidance at all grade levels. (2.1, 2.2)
  - Explore career clusters and/or individual careers
    - Career Fair/Career Day
  - Explore interests, values, abilities and their relationship to career choices
- Introduce how to acquire knowledge and skills to identify possible career goals (2.3)
- Explore the relationship between school, work, careers and postsecondary education

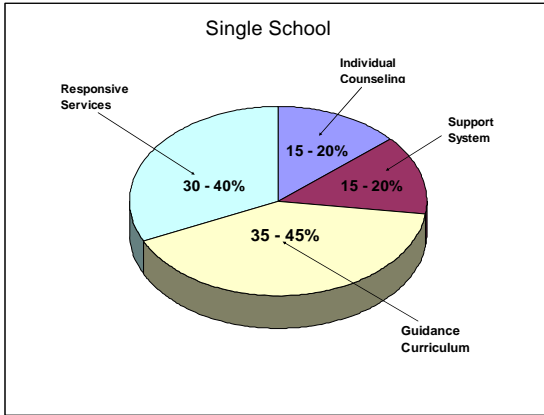
#### System Support:

- Assist with orientation of new students to school procedures to facilitate transition (3.2)
- Be accessible to students and parents
- Assist with or facilitate staff classroom management and parent conference skills to enhance achievement and relationships
- Meet with newly identified Title I HOPE students (notified by the registration process) to ensure needs of homeless students are met. Complete the Student Service Assessment and provide the information to the Homeless Advocate on your campus to assist with the delivery of services from Title I HOPE
- Participate in and/or access school-based and student-support resources
  - Student Assistance Program (SAP)/Student Intervention Program
  - School Improvement Plan
  - Homeless Advocate
  - Indian Education
  - 504 Plans
  - Multi-Disciplinary Team (MDT) and Individual Education Plans (IEP)
- Provide an article for the school newsletter

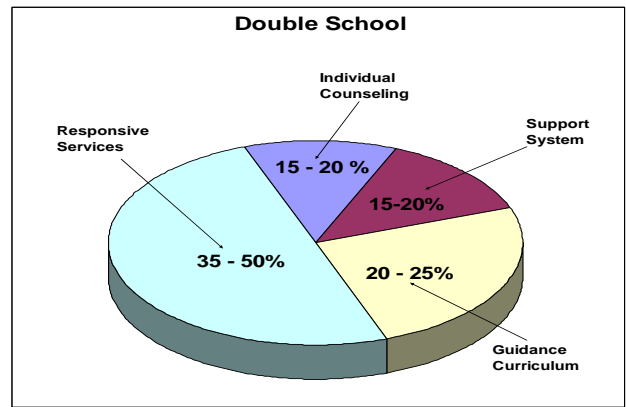
Parents Make a Difference (on-line newsletter)

## ANNUAL GUARANTEED LEVEL OF SERVICE ELEMENTARY ASSIGNMENTS

### Single School



### Double School



Guidance Curriculum consists of lessons, activities, and programs presented in the classroom and in groups which address the objectives of the Academic, Personal/Social and Career Domains as listed in the Guaranteed Level of Service.

Responsive Services consists of services delivered to meet immediate needs and concerns of the general student/parent population.

Individual Counseling addresses concerns of students that require *short term* individual interventions.

System Support is planning and preparation, including attending staff meetings, workshops and in-services which develop, maintain, or enhance the total guidance curriculum.

Student population determines the frequency of classroom guidance lessons and groups. The following is suggested as a guideline for single or double schools assignments:

- Total student population of <500 = 8 – 10 times per class per year
- Total student population of >500 = 6 – 8 times per class per year
- Total student population of 1000 – 1500 = 5 - 7 times per class per year
- Total student population of 1500 or more = 3 - 5 times per class per year

12 month schools can be adjusted to accommodate track schedules.

LICENSED EMPLOYEE APPRAISAL REPORT – SCHOOL COUNSELOR

Employee's Name: School/Location: Social Security No.: Assignment: Years in CCSD: Location: Observation Dates: From to Conference Date: Page 1 of

Report and analysis of observations and other factors which may be pertinent to performance; probationary/post probationary status, date of last evaluation, and directions.

Table with 2 main sections: LEVELS OF PERFORMANCE and PROFESSIONAL DOMAINS. Includes performance levels (1-4) and detailed criteria for Organization and Management, Job Specific Responsibilities, and Professional Standards.

I certify that I have supervised and evaluated the professional performance of the above named [ ] probationary [ ] post probationary employee, and I certify that to date this school year his/her overall performance [ ] is satisfactory [ ] is not satisfactory

\*Signature of Employee Date Signature of Supervising Administrator

[ ] A response will be made (within 30 working days). [ ] A response was submitted on Date Signature of Supervising Administrator Receiving Response

\*A signature on this summary does not necessarily mean the licensed employee agrees with the opinions expressed, but merely indicates the employee has read the analysis, had an opportunity for discussion with his/her immediate supervisor, and understands that he/she has the privilege of discussing it with the Human Resources Division.

# SCHOOL COUNSELOR

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• The employee supported the school improvement process and implemented school improvement goals.	
• The employee was a member of the school-based crisis team.	
• The employee participated in the annual evaluation and revision of the school counseling program.	
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• The employee assisted students with developing skills that support academic achievement and lifelong learning.	
• The employee assisted students with investigating career opportunities and developing the necessary skills and attitudes to make a successful transition from school to work.	
• The employee assisted students with acquiring skills that maximized their personal and social development.	
• The employee fulfilled assigned counseling activities from the Annual Guaranteed Level of Service.	
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• The employee facilitated and/or participated in conferences with teachers, students, and parents.	
• The employee consulted with and served as a resource for the school community.	
• The employee maintained student records.	
• The employee addressed identified individual improvement goals and directions.	
• The employee participated in on-going professional development.	
• The employee participated in required job-related meetings and activities.	
• The employee complied with school and district policies and regulations as well as state and federal laws.	
• The employee worked professionally with administration, staff, parents, and community.	

## INTRODUCTION

*"Results are not about what counselors do. Results are about what students do."*

*C. D. Johnson*

**PROFESSIONAL DOMAINS:** The Clark County School District Performance Evaluation Report for School Counselors is organized by **PROFESSIONAL DOMAINS** that encompass the primary areas of a school counselor responsibility: *Organization and management, job specific responsibilities, and professional responsibilities.*

**PROFESSIONAL STANDARDS:** Standards are identified for each of the three professional domains and describe the expectancies of what a school counselor should know and be able to do.

### LEVELS OF PERFORMANCE

The Clark County School District Performance Evaluation Report for School Counselors includes **LEVELS OF PERFORMANCE INDICATORS** for the standards identified as a part each professional domain.

- Level 4: Performance exceeds standards consistently at a distinguished level.
- Level 3: Performance consistently meets standards and may exceed standards in some areas.
- Level 2: Performance approaches standards and/or does not consistently meet standards.
- Level 1: Performance is below standards and is not satisfactory.

LEVEL 4: PERFORMANCE EXCEEDS STANDARDS CONSISTENTLY AT A DISTINGUISHED LEVEL.

The “Performance Exceeds Standards” level represents the school counselor who consistently met all of the performance criteria for Level 3 and also consistently performed at a distinguished level as defined by the *Levels of Performance Rubric*, Level 4.

LEVEL 3: PERFORMANCE CONSISTENTLY MEETS STANDARDS AND MAY EXCEED STANDARDS IN SOME AREAS.

The “Performance Consistently Meets Standards” level represents solid, consistent practice typically displayed by a successful, experienced school counselor. There may be certain areas within the professional domain that the counselor exceeded the standards.

LEVEL 2: PERFORMANCE APPROACHES STANDARDS AND/OR DOES NOT CONSISTENTLY MEET STANDARDS.

The “Performance Approaches Standards and/or Does Not Consistently Meet Standards” level represents the skill typically displayed by a school counselor who has some understanding of the principles of leadership, and may have come close to meeting the standards in some areas, but did not consistently and/or successfully address the standards as defined in the *Levels of Performance Rubric* for Level 3.

LEVEL 1: PERFORMANCE IS BELOW STANDARDS AND IS NOT SATISFACTORY.

The “Performance is Below Standards and is Not Satisfactory” level represents performance that was below standards and warrants immediate intervention.

### LEVELS OF PERFORMANCE RUBRIC

The Levels of Performance Rubric includes descriptive criteria for a school counselor performance related to each professional domain and the identified standards. Descriptive criteria for each performance level indicate the degree to which the school counselor performance has met the established expectancies.



## PROFESSIONAL DOMAIN: ORGANIZATION AND MANAGEMENT

PROFESSIONAL STANDARDS	PERFORMANCE INDICATORS
<p>1. The employee conducted goal-oriented counseling in response to identified needs relative to achievement and school success.</p>	<p>The counselor:</p> <ul style="list-style-type: none"> <li>• Consistently met with students in goal-oriented sessions.</li> <li>• Identified students' needs relative to achievement and school success.</li> </ul>
<p>2. The employee supported the school improvement process and implemented school improvement goals.</p>	<p>The counselor:</p> <ul style="list-style-type: none"> <li>• Contributed to the school improvement process by working collaboratively with staff to analyze data and identify school goals.</li> <li>• Demonstrated a thorough understanding of the school improvement plan.</li> <li>• Made a consistent effort to implement identified programs and/or strategies to address school goals.</li> </ul>
<p>3. The employee was a member of the school-based crisis team.</p>	<p>The counselor:</p> <ul style="list-style-type: none"> <li>• Contributed to the school crisis team in a variety of capacities.</li> <li>• Demonstrated a thorough understanding of the prevention, de-escalation, and stabilization of a crisis.</li> <li>• Responded to the immediate student/staff needs in a crisis.</li> </ul>
<p>4. The employee participated in the annual evaluation and revision of the school counseling program.</p>	<p>The counselor:</p> <ul style="list-style-type: none"> <li>• Participated in the school counseling program annual evaluation process by working with the staff to analyze data and identify goals.</li> <li>• Demonstrated a thorough understanding of the school counseling program goals.</li> <li>• Made a consistent effort to implement programs that address the school counseling goals.</li> </ul>

DOMAIN: ORGANIZATION AND MANAGEMENT	LEVELS OF PERFORMANCE INDICATORS			
PROFESSIONAL STANDARDS	Level 4: Performance exceeds standards consistently at a distinguished level.	Level 3: Performance consistently meets standards and may exceed standards in some areas.	Level 2: Performance approaches standards and/or does not consistently meet standards.	Level 1: Performance is below standards and is not satisfactory.
<p>1. The employee conducted goal-oriented counseling in response to identified needs relative to achievement and school success.</p>	<ul style="list-style-type: none"> <li>• Systematically met with students in productive goal-oriented sessions.</li> <li>• Consistently identified students' needs relative to achievement and implemented an action plan for school success.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently met with students in goal-oriented sessions.</li> <li>• Consistently identified students' needs relative to achievement and school success.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally met with students in goal-oriented sessions.</li> <li>• Occasionally identified students' needs relative to achievement and school success.</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely met with students in goal-oriented sessions.</li> <li>• Seldom identified student's needs relative to achievement and school success.</li> </ul>
<p>2. The employee supported the school improvement process and implemented school improvement goals.</p>	<ul style="list-style-type: none"> <li>• Was instrumental in the school improvement process by working collaboratively with staff to analyze data and identify school goals.</li> <li>• Demonstrated an unqualified understanding of the school improvement plan.</li> <li>• Made an extraordinary effort to implement identified programs and/or strategies to address school goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Contributed to the school improvement process by working collaboratively with staff to analyze data and identify school goals.</li> <li>• Demonstrated a thorough understanding of the school improvement plan.</li> <li>• Made a consistent effort to implement identified programs and/or strategies to address school goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Contributed somewhat to the school improvement process by working collaboratively with staff to analyze data and identify school goals.</li> <li>• Demonstrated a limited understanding of the school improvement plan.</li> <li>• Made an occasional effort to implement identified programs and/or strategies to address school goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Contributed little to the school improvement process by working collaboratively with staff to analyze data and identify school goals.</li> <li>• Demonstrated a lack of understanding of the school improvement plan.</li> <li>• Made no effort to implement identified programs and/or strategies to address school goals.</li> </ul>

<p>3. The employee was a member of the school-based crisis team.</p>	<ul style="list-style-type: none"> <li>• Was a major participant on the school crisis team in a variety of capacities.</li> <li>• Assumed a leading role in the prevention, de-escalation, and stabilization of a crisis.</li> <li>• Anticipated and responded to the immediate and long range student/staff needs in a crisis.</li> </ul>	<ul style="list-style-type: none"> <li>• Contributed to the school crisis team in a variety of capacities.</li> <li>• Demonstrated a thorough understanding of the prevention, de-escalation, and stabilization of a crisis.</li> <li>• Responded to the immediate student/staff needs in a crisis.</li> </ul>	<ul style="list-style-type: none"> <li>• Contributed to the school crisis team in a minor capacity.</li> <li>• Demonstrated a moderate understanding of the prevention, de-escalation, and stabilization of a crisis.</li> <li>• Responded marginally to the immediate student/staff needs in a crisis.</li> </ul>	<ul style="list-style-type: none"> <li>• Seldom contributed to the school crisis team in a variety of capacities.</li> <li>• Demonstrated a lack of understanding of the prevention, de-escalation, and stabilization of a crisis.</li> <li>• Provided no response to the immediate student/staff needs in a crisis.</li> </ul>
<p>4. The employee participated in the annual evaluation and revision of the school counseling program.</p>	<ul style="list-style-type: none"> <li>• Was a major participant in the school counseling program annual evaluation process by working with the staff to analyze data and identify goals.</li> <li>• Demonstrated a superior understanding of the school counseling program goals.</li> <li>• Made a systematic effort to create and implement programs that address the school counseling goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Participated in the school counseling program annual evaluation process by working with the staff to analyze data and identify goals.</li> <li>• Demonstrated a thorough understanding of the school counseling program goals.</li> <li>• Made a consistent effort to implement programs that address the school counseling goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Participated minimally in the school counseling program annual evaluation process by working with the staff to analyze data and identify goals.</li> <li>• Demonstrated a limited understanding of the school counseling program goals</li> <li>• Made an occasional effort to implement programs that address the school counseling goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Seldom participated in the school counseling program annual evaluation process by working with the staff to analyze data and identify goals.</li> <li>• Demonstrated a lack of understanding of the school counseling program goals.</li> <li>• Made no effort to implement programs that address the school counseling goals.</li> </ul>

## PROFESSIONAL DOMAIN: JOB SPECIFIC RESPONSIBILITIES

PROFESSIONAL STANDARDS	PERFORMANCE INDICATORS
<p>1. The employee assisted students with developing skills that support academic achievement and lifelong learning.</p>	<p>The counselor:</p> <ul style="list-style-type: none"> <li>• Fostered knowledge and skills that contributed to effective learning in school and across the life span.</li> <li>• Encouraged students to complete school academically prepared for a wide range of postsecondary options.</li> <li>• Provided students with the opportunity to understand the relationship of education to work, life, and community.</li> </ul>
<p>2. The employee assisted students with investigating career opportunities and developing the necessary skills and attitudes to make a successful transition from school to work.</p>	<p>The counselor:</p> <ul style="list-style-type: none"> <li>• Created student awareness of career options.</li> <li>• Helped students recognize the relationship among abilities, education, training, and work.</li> <li>• Promoted student development of strategies to achieve future career goals.</li> </ul>
<p>3. The employee assisted students with acquiring skills that maximized their personal and social development.</p>	<p>The counselor:</p> <ul style="list-style-type: none"> <li>• Provided opportunities for students to acquire attitudes, knowledge and interpersonal skills to understand and respect self and others.</li> <li>• Assisted students with decision making, setting and achieving goals.</li> <li>• Supported student acquisition of life skills that contribute to a safe and healthy development.</li> </ul>

**PROFESSIONAL DOMAIN: JOB SPECIFIC RESPONSIBILITIES (cont'd.)**

PROFESSIONAL STANDARDS	PERFORMANCE INDICATORS
<p>4. The employee fulfilled assigned counseling activities from the Annual Guaranteed Level of Service.</p>	<p>The counselor:</p> <ul style="list-style-type: none"> <li>• Understood expectations of assigned counseling responsibilities based on the Annual Guaranteed Level of Service.</li> <li>• Developed, implemented, and/or monitored activities to support assigned counseling responsibilities from the Annual Guaranteed Level of Service.</li> </ul>

DOMAIN: JOB SPECIFIC RESPONSIBILITIES	LEVELS OF PERFORMANCE INDICATORS			
PROFESSIONAL STANDARDS	Level 4: Performance exceeds standards consistently at a distinguished level.	Level 3: Performance consistently meets standards and may exceed standards in some areas.	Level 2: Performance approaches standards and/or does not consistently meet standards.	Level 1: Performance is below standards and is not satisfactory.
<p>1. The employee assisted students with developing skills that support academic achievement and lifelong learning.</p>	<ul style="list-style-type: none"> <li>• Pursued and fostered knowledge and skills that contributed to effective learning in school and across the life span.</li> <li>• Ensured that students complete school academically prepared for a wide range of postsecondary options.</li> <li>• Systematically provided students with multiple opportunities to understand the relationship of education to work, life, and community.</li> </ul>	<ul style="list-style-type: none"> <li>• Fostered knowledge and skills that contributed to effective learning in school and across the life span.</li> <li>• Encouraged students to complete school academically prepared for a wide range of postsecondary options.</li> <li>• Provided students with the opportunity to understand the relationship of education to work, life, and community.</li> </ul>	<ul style="list-style-type: none"> <li>• Made limited effort to foster knowledge and skills that contributed to effective learning in school and across the life span.</li> <li>• Provided sporadic encouragement for students to complete school academically prepared for a wide range of postsecondary options.</li> <li>• Occasionally provided students with the opportunity to understand the relationship of education to work, life, and community.</li> </ul>	<ul style="list-style-type: none"> <li>• Did little to foster knowledge and skills that contributed to effective learning in school and across the life span.</li> <li>• Provided no encouragement for students to complete school academically prepared for a wide range of postsecondary options.</li> <li>• Failed to provide students with the opportunity to understand the relationship of education to work, life, and community.</li> </ul>
<p>2. The employee assisted students with investigating career opportunities and developing the necessary skills and attitudes to make a successful transition from school to work.</p>	<ul style="list-style-type: none"> <li>• Created ongoing opportunities for student awareness of career options.</li> <li>• Provided timely resources to help students recognize the relationship among abilities, education, training, and work.</li> <li>• Actively encouraged student development of strategies to achieve future career goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Created student awareness of career options.</li> <li>• Helped students recognize the relationship among abilities, education, training, and work.</li> <li>• Promoted student development of strategies to achieve future career goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Created marginal student awareness of career options.</li> <li>• Occasionally helped students recognize the relationship among abilities, education, training, and work.</li> <li>• Promoted limited student development of strategies to achieve future career goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Failed to create student awareness of career options.</li> <li>• Seldom helped students recognize the relationship among abilities, education, training, and work.</li> <li>• Rarely promoted student development of strategies to achieve future career goals.</li> </ul>

DOMAIN: JOB SPECIFIC RESPONSIBILITIES	LEVELS OF PERFORMANCE INDICATORS			
PROFESSIONAL STANDARDS	Level 4: Performance exceeds standards consistently at a distinguished level.	Level 3: Performance consistently meets standards and may exceed standards in some areas.	Level 2: Performance approaches standards and/or does not consistently meet standards.	Level 1: Performance is below standards and is not satisfactory.
<p>3. The employee assisted students with acquiring skills that maximized their personal and social development.</p>	<ul style="list-style-type: none"> <li>• Pursued and provided varied opportunities for students to acquire attitudes, knowledge and interpersonal skills to understand and respect self and others.</li> <li>• Initiated opportunities assist students with decision making, setting and achieving goals.</li> <li>• Actively supported student acquisition of life skills that contribute to a safe and healthy development.</li> </ul>	<ul style="list-style-type: none"> <li>• Provided opportunities for students to acquire attitudes, knowledge and interpersonal skills to understand and respect self and others.</li> <li>• Assisted students with decision making, setting and achieving goals.</li> <li>• Supported student acquisition of life skills that contribute to a safe and healthy development.</li> </ul>	<ul style="list-style-type: none"> <li>• Provided sporadic opportunities for students to acquire attitudes, knowledge and interpersonal skills to understand and respect self and others.</li> <li>• Occasionally assisted students with decision making, setting and achieving goals.</li> <li>• Provided limited supported for student acquisition of life skills that contribute to a safe and healthy development.</li> </ul>	<ul style="list-style-type: none"> <li>• Provided limited opportunities for students to acquire attitudes, knowledge and interpersonal skills to understand and respect self and others.</li> <li>• Provided limited assistance for students with decision making, setting and achieving goals.</li> <li>• Rarely supported student acquisition of life skills that contribute to a safe and healthy development.</li> </ul>
<p>4. The employee fulfilled assigned counseling activities from the Annual Guaranteed Level of Service.</p>	<ul style="list-style-type: none"> <li>• Understood and modeled the expectations of assigned counseling responsibilities based on the Annual Guaranteed Level of Service.</li> </ul>	<ul style="list-style-type: none"> <li>• Understood expectations of assigned counseling responsibilities based on the Annual Guaranteed Level of Service.</li> </ul>	<ul style="list-style-type: none"> <li>• Had limited understanding of expectations of assigned counseling responsibilities based on the Annual Guaranteed Level of Service.</li> </ul>	<ul style="list-style-type: none"> <li>• Failed to understand the expectations of assigned counseling responsibilities based on the Annual Guaranteed Level of Service.</li> </ul>

DOMAIN: JOB SPECIFIC RESPONSIBILITIES	LEVELS OF PERFORMANCE INDICATORS			
PROFESSIONAL STANDARDS	Level 4: Performance exceeds standards consistently at a distinguished level.	Level 3: Performance consistently meets standards and may exceed standards in some areas.	Level 2: Performance approaches standards and/or does not consistently meet standards.	Level 1: Performance is below standards and is not satisfactory.
	<ul style="list-style-type: none"> <li>Assumed a major role in developing, implementing, and monitoring activities to support assigned counseling responsibilities from the Annual Guaranteed Level of Service.</li> </ul>	<ul style="list-style-type: none"> <li>Implemented and monitored activities to support assigned counseling responsibilities from the Annual Guaranteed Level of Service.</li> </ul>	<ul style="list-style-type: none"> <li>Played a marginal role in implementing, and monitoring activities to support assigned counseling responsibilities from the Annual Guaranteed Level of Service.</li> </ul>	<ul style="list-style-type: none"> <li>Played no role in implementing, and monitoring activities to support assigned counseling responsibilities from the Annual Guaranteed Level of Service.</li> </ul>



## PROFESSIONAL DOMAIN: PROFESSIONAL RESPONSIBILITIES

PROFESSIONAL STANDARDS	PERFORMANCE INDICATORS
1. The employee maintained confidentiality.	<p>The counselor:</p> <ul style="list-style-type: none"> <li>• Demonstrated a strong commitment to maintain student confidentiality.</li> <li>• Maintained confidential records in the manner required by federal and state laws, as well as district policies.</li> </ul>
2. The employee facilitated and/or participated in conferences with teachers, students, and parents.	<p>The counselor:</p> <ul style="list-style-type: none"> <li>• Adhered to school and district procedures and timelines for communicating academic progress to parents and students.</li> <li>• Facilitated parent/teacher conferences on a consistent basis.</li> </ul>
3. The employee consulted with and served as a resource for the school community.	<p>The counselor:</p> <ul style="list-style-type: none"> <li>• Used a multitude of resources to meet the needs of students, parents, and staff.</li> <li>• Made community referrals as needed.</li> <li>• Demonstrated comprehensive knowledge of educational alternatives for students.</li> </ul>
4. The employee maintained student records.	<p>The counselor:</p> <ul style="list-style-type: none"> <li>• Maintained student records that were accurate, thorough and communicated to appropriate staff in a timely manner.</li> </ul>

**PROFESSIONAL DOMAIN: PROFESSIONAL RESPONSIBILITIES (cont'd)**

PROFESSIONAL STANDARDS	PERFORMANCE INDICATORS
<p>5. The employee addressed identified individual improvement goals and directions.</p>	<p>The counselor:</p> <ul style="list-style-type: none"> <li>• Addressed previously identified individual professional improvement goals and/or directions.</li> <li>• Identified improvement goals collaboratively with the administrator.</li> </ul>
<p>6. The employee participated in on-going professional development.</p>	<p>The counselor:</p> <ul style="list-style-type: none"> <li>• Participated in required school/district professional development activities designed to improve knowledge/skills and demonstrated a consistent pattern of professional growth.</li> <li>• Implemented and described applications of knowledge gained through professional development.</li> <li>• Shared professional development knowledge with the school counseling department and other staff as appropriate.</li> </ul>
<p>7. The employee participated in required job-related meetings and activities.</p>	<p>The counselor:</p> <ul style="list-style-type: none"> <li>• Participated in required job-related meetings, activities, and performed assigned duties.</li> </ul>
<p>8. The employee complied with school and district policies and regulations as well as state and federal laws.</p>	<p>The counselor:</p> <ul style="list-style-type: none"> <li>• Complied with school and district policies and regulations, as well as state and federal laws applicable to school counselors.</li> </ul>

**PROFESSIONAL DOMAIN: PROFESSIONAL RESPONSIBILITIES (cont'd)**

PROFESSIONAL STANDARDS	PERFORMANCE INDICATORS
<p>9. The employee worked professionally with administration, staff, parents, and community</p>	<p>The counselor:</p> <ul style="list-style-type: none"> <li>• Maintained professional and collegial relationships with colleagues.</li> <li>• Responded to parent/guardian and/or student concerns.</li> <li>• Participated in most school/community events.</li> </ul>

DOMAIN: PROFESSIONAL RESPONSIBILITIES	LEVELS OF PERFORMANCE INDICATORS			
PROFESSIONAL STANDARDS	Level 4: Performance exceeds standards consistently at a distinguished level.	Level 3: Performance consistently meets standards and may exceed standards in some areas.	Level 2: Performance approaches standards and/or does not consistently meet standards.	Level 1: Performance is below standards and is not satisfactory.
1. The employee maintained confidentiality.	<ul style="list-style-type: none"> <li>• Demonstrated an absolute commitment to maintain student confidentiality.</li> <li>• Maintained thorough, accurate confidential records in the manner required by federal and state laws, as well as district policies.</li> </ul>		<ul style="list-style-type: none"> <li>• Demonstrated an adequate commitment to maintain student confidentiality.</li> <li>• Occasionally, though inconsistently, maintained confidential records in the manner required by federal and state laws, as well as district policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrated a poor commitment to maintain student confidentiality.</li> <li>• Failed to maintained confidential records in the manner required by federal and state laws, as well as district policies.</li> </ul>
2. The employee facilitated and/or participated in conferences with teachers, students, and parents.	<ul style="list-style-type: none"> <li>• Conscientiously followed school and district procedures and timelines for regularly communicating academic progress to parents and students.</li> <li>• Scheduled and facilitated well-planned parent/teacher conferences on a systematic basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Adequately followed school and district procedures and timelines for communicating academic progress to parents and students.</li> <li>• Facilitated parent/teacher conferences on a consistent basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently followed school and district procedures and timelines for communicating academic progress to parents and students.</li> <li>• Facilitated parent/teacher conferences on a satisfactory basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Seldom followed school and district procedures and timelines for communicating academic progress to parents and students.</li> <li>• Facilitated parent/teacher conferences on an inconsistent basis.</li> </ul>
3. The employee consulted with and served as a resource for the school community.	<ul style="list-style-type: none"> <li>• Actively sought, created and used appropriate and varied resources to meet the needs of students, parents, and staff.</li> <li>• Anticipated the need for and made community referrals as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Used adequate resources to meet the needs of students, parents, and staff.</li> <li>• Made community referrals as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Used limited resources to meet the needs of students, parents, and staff.</li> <li>• Made occasional community referrals.</li> </ul>	<ul style="list-style-type: none"> <li>• Failed to utilize the needs of students, parents, and staff.</li> <li>• Rarely made community referrals as needed.</li> </ul>

DOMAIN: PROFESSIONAL RESPONSIBILITIES	LEVELS OF PERFORMANCE INDICATORS			
PROFESSIONAL STANDARDS	Level 4: Performance exceeds standards consistently at a distinguished level.	Level 3: Performance consistently meets standards and may exceed standards in some areas.	Level 2: Performance approaches standards and/or does not consistently meet standards.	Level 1: Performance is below standards and is not satisfactory.
	<ul style="list-style-type: none"> <li>• Demonstrated exceptional knowledge of educational alternatives for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrated comprehensive knowledge of educational alternatives for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrated satisfactory knowledge of educational alternatives for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrated marginal knowledge of educational alternatives for students.</li> </ul>
4. The employee maintained student records.	<ul style="list-style-type: none"> <li>• Served as a model for maintaining student records that were accurate, thorough and communicated to appropriate staff in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintained student records that were accurate, thorough and communicated to appropriate staff in a timely manner.</li> </ul>		<ul style="list-style-type: none"> <li>• Maintained student records that were inadequate and failed to communicate to appropriate staff in a timely manner.</li> </ul>
5. The employee addressed identified individual improvement goals and directions.	<ul style="list-style-type: none"> <li>• Systematically addressed previously identified individual professional improvement goals and/or directions at a superior level.</li> <li>• Effectively identified improvement goals collaboratively with the administrator.</li> </ul>	<ul style="list-style-type: none"> <li>• Addressed previously identified individual professional improvement goals and/or directions at a thorough level.</li> <li>• Identified improvement goals collaboratively with the administrator.</li> </ul>	<ul style="list-style-type: none"> <li>• Made minimal effort to address previously identified individual professional improvement goals and/or directions at a satisfactory level.</li> <li>• Identified improvement goals with the administrator.</li> </ul>	<ul style="list-style-type: none"> <li>• Addressed previously identified individual professional improvement goals and/or directions in an unsatisfactory level.</li> <li>• Rarely identified improvement goals collaboratively with the administrator.</li> </ul>
6. The employee participated in on-going professional development.	<ul style="list-style-type: none"> <li>• Actively pursued and participated in required school/district professional development activities designed to improve knowledge/skills and demonstrated an exceptional pattern of professional growth.</li> </ul>	<ul style="list-style-type: none"> <li>• Participated in required school/district professional development activities designed to improve knowledge/skills and demonstrated a consistent pattern of professional growth.</li> </ul>	<ul style="list-style-type: none"> <li>• Participated in required school/district professional development activities designed to improve knowledge/skills and demonstrated an adequate pattern of professional growth.</li> </ul>	<ul style="list-style-type: none"> <li>• Seldom participated in required school/district professional development activities designed to improve knowledge/skills and demonstrated a lack of professional growth.</li> </ul>

DOMAIN: PROFESSIONAL RESPONSIBILITIES	LEVELS OF PERFORMANCE INDICATORS			
PROFESSIONAL STANDARDS	Level 4: Performance exceeds standards consistently at a distinguished level.	Level 3: Performance consistently meets standards and may exceed standards in some areas.	Level 2: Performance approaches standards and/or does not consistently meet standards.	Level 1: Performance is below standards and is not satisfactory.
	<ul style="list-style-type: none"> <li>Served as an exemplary model for implementing and describing applications of knowledge gained through professional development.</li> <li>Systematically shared professional development knowledge with the school counseling department and other staff as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Implemented and described applications of knowledge gained through professional development.</li> <li>Shared professional development knowledge with the school counseling department and other staff as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally implemented and described applications of knowledge gained through professional development.</li> <li>Seldom shared professional development knowledge with the school counseling department and other staff.</li> </ul>	<ul style="list-style-type: none"> <li>Failed to implement and describe applications of knowledge gained through professional development.</li> <li>Failed to share professional development knowledge with the school counseling department and other staff.</li> </ul>
7. The employee participated in required job-related meetings and activities.	<ul style="list-style-type: none"> <li>Assumed a leadership role in required job-related meetings, activities, and performed assigned duties at an exemplary level.</li> </ul>	<ul style="list-style-type: none"> <li>Actively participated in required job-related meetings, activities, and consistently performed assigned duties.</li> </ul>	<ul style="list-style-type: none"> <li>Participated in required job-related meetings, activities, and performed assigned duties.</li> </ul>	<ul style="list-style-type: none"> <li>Sporadically participated in required job-related meetings, activities, and inconsistently performed assigned duties.</li> </ul>
8. 9. The employee complied with school and district policies and regulations as well as state and federal laws.		<ul style="list-style-type: none"> <li>Complied consistently with school and district policies and regulations, as well as state and federal laws applicable to school counselors.</li> </ul>	<ul style="list-style-type: none"> <li>Complied adequately with school and district policies and regulations, as well as state and federal laws applicable to school counselors.</li> </ul>	<ul style="list-style-type: none"> <li>Made limited effort to comply with school and district policies and regulations, as well as state and federal laws applicable to school counselors.</li> </ul>
10. The employee worked professionally with administration, staff, parents, and community	<ul style="list-style-type: none"> <li>Maintained professional and collegial relationships with colleagues and took initiative in assuming leadership among the faculty in promoting a professional and collegial environment.</li> </ul>	<ul style="list-style-type: none"> <li>Maintained professional and collegial relationships with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>Generally maintained professional and collegial relationships with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>Did not maintain professional and collegial relationships with colleagues.</li> </ul>

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PROFESSIONAL STANDARDS	Level 4: Performance exceeds standards consistently at a distinguished level.	Level 3: Performance consistently meets standards and may exceed standards in some areas.	Level 2: Performance approaches standards and/or does not consistently meet standards.	Level 1: Performance is below standards and is not satisfactory.
	<ul style="list-style-type: none"> <li>• Handled and responded to parent/guardian and/or student concerns professionally and expediently.</li> <li>• Volunteered to participate in most school/ community events and frequently assumed a leadership role.</li> </ul>	<ul style="list-style-type: none"> <li>• Responded consistently to parent/guardian and/or student concerns.</li> <li>• Participated in most school/community events.</li> </ul>	<ul style="list-style-type: none"> <li>• Responded inconsistently to parent/guardian and/or student concerns.</li> <li>• Participated in limited school/community events primarily only those that were required.</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely or never responded to parent/guardian and/or student concerns.</li> <li>• Avoided becoming involved in school/community events.</li> </ul>