

PERFORMANCE STANDARDS FOR COUNSELORS / CDS

1. Professional and Personal
 - 1.1. Is current and has depth in counseling theory, methods, and district standards.
 - 1.2. Communicates, cooperates, and works effectively with fellow professionals, parents, and others in utilizing support services.
 - 1.3. Acts in a discreet and professional manner when discussing student or school issues.
 - 1.4. Seeks professional self-improvement.
 - 1.5. Writes and implements personal performance goals.
 - 1.6. Has a positive attitude and interest in counseling as a profession.
 - 1.7. Maintains confidentiality.
 - 1.8. Attends district counseling “job alike” meetings.

2. Planning
 - 2.1. Plans counseling activities of high quality in keeping with Oregon Comprehensive Guidance and Counseling Framework.
 - 2.2. Selects research-based activities and materials that are clearly related to state/District/school/department objectives
 - 2.3. Matches research-based activities and materials for individual and group needs.
 - 2.4. Designs procedures for counseling data-based outcomes.
 - 2.5. Develops a resource network for tasks related to the counseling program.
 - 2.6. Seeks input in counseling at the building through the site council

3. Guidance and Curriculum
 - 3.1. Establishes and maintains an orderly and supportive environment for students.
 - 3.2. Follows school regulations.
 - 3.3. Student and Counselor interactions affirm the dignity and worth of all students.
 - 3.4. Functions in a manner that proactively guides students toward positive behavioral outcomes.
 - 3.5. Follows procedures defined in District/building behavior intervention and safety protocols.
 - 3.6. Provides structured, developmentally appropriate experiences to students for acquisition and use of life skills.

4. Program Implementation
 - 4.1. Provides individual counseling in academic, career, personal-social development and community contribution.
 - 4.2. Provides group counseling to target populations.
 - 4.3. Conducts goal-oriented counseling sessions.
 - 4.4. Delivers guidance instruction in collaboration with school staff and community resources.
 - 4.5. Delivers guidance instruction in collaboration with school staff and community resources.
 - 4.6. Promotes and facilitates parent education groups.
 - 4.7. Assists students in transitions from elementary to middle to high school, and post-graduate planning.
 - 4.8. Provides intervention/support in crisis situations.
 - 4.9. Serves as a member of student threat assessment, violence risk and suicide screening teams.
 - 4.10. Reviews individual school counseling plan annually.
 - 4.11. Evaluates individual and program methods and activities, using data to improve student outcomes.
 - 4.12. Serves as Student services Team Coordinator, as assigned.
 - 4.13. Serves as 504 Team Coordinator, as assigned.
 - 4.14. Conducts an annual review of the comprehensive guidance and counseling program in the assigned school.
 - 4.15. Attends outside agency “wrap around” meetings and IEP meetings.
 - 4.16. Performs other CGC duties as assigned.

COUNSELING AND CHILD DEVELOPMENT SPECIALIST DOMAINS

(To be used as part of the Ashland School District Teacher Evaluation System)

Domain 1: Professional and Personal

Standard	Undeveloped	Emerging	Applying	Extending
Is current and has depth in counseling theory, methods, and district standards.	Limited or no depth.	Moderate depth.	Appropriate and current.	Able to provide leadership to others.
Communicates, cooperates, and works effectively with fellow professionals, parents, and others in utilizing support services.	Does not interact productively with colleagues, administrators, supervisors, educational assistants, support staff, and parents. Is isolated from the school community.	Interacts and communicates constructively to fulfill school or district minimum requirements. Beginning to participate positively in the school community.	Interacts and communicates constructively with colleagues, administrators, supervisors, educational assistants, support staff, and parents. Makes positive contributions to the school community.	Takes initiative and leadership in interactions with colleagues, administrators, supervisors, educational assistants, support staff, and parents. Actively shapes the positive school community.
Acts in a discreet and professional manner when discussing student or school issues.	Is not consistently dependable, conscientious, discrete, and professional.	Is dependable, conscientious, discrete, and professional.	Is dependable, conscientious, discrete, and professional.	Is dependable, conscientious, discrete, and professional.
Seeks professional self-improvement.	Does not participate in professional development activities.	Participates in required professional development activities and initiates some activities personally.	Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Seeks out opportunities for professional development; conducts action-research in his/her classroom. Provides professional development support to others.
Writes and implements personal performance goals.	Does not write performance goals and follow up documentation.	Writes performance goals and completes follow up documentation.	Writes performance goals and completes follow up documentation.	Writes performance goals and completes follow up documentation.
Has a positive attitude and interest in counseling as a profession.	Consistently communicates a negative attitude through verbal or non-verbal means about counseling program or work obligations, and this serves as a barrier for group or individual service.	Generally communicates a positive attitude through verbal or non-verbal means about counseling program or work obligations, and this serves to welcome individuals or groups.	Consistently communicates a positive attitude through verbal or non-verbal means about counseling program or work obligations, and is sought out to serve individuals or groups.	Consistently communicates a positive attitude through verbal or non-verbal means about counseling program or work obligations, and is sought out to serve individuals or groups.

Domain 1: Professional and Personal
(continued)

Maintains confidentiality.	Does not understand or disregards confidentiality of student records or information.	Understands and consistently follows confidentiality rules for student records; generally demonstrates appropriate judgment in sharing student information based on job role and 'need-to-know' guideline.	Understands and consistently follows confidentiality rules for student records; consistently demonstrates appropriate judgment in sharing student information based on job role and 'need-to-know' guideline.	Understands and consistently follows confidentiality rules for student records; consistently demonstrates appropriate judgment in sharing student information based on job role and 'need-to-know' guideline.
Attends district counseling "job alike" meetings.	Does not attend regular meetings with job-alikes.	Attends some but not all meetings with job-alikes including PLCs.	Attends all meetings with job-alikes including PLCs.	Coordinates meetings or serves as recorder for job-alike meetings including PLCs.

Domain 2: Planning

Standard	Undeveloped	Emerging	Applying	Extending
Plans counseling activities of high quality in keeping with Oregon Comprehensive Guidance and Counseling Framework.	Content is inappropriate. Instructional materials and resources are unsuitable to the instructional goals and do not engage students.	Content is somewhat appropriate. Some materials and resources are suitable to instructional goals. Level of student's engagement is moderate.	Content is appropriate and instructional materials and resources are suitable to instructional goals and engage the students.	Content is appropriate and materials and resources are suitable. Students initiate choice, adaptation, or creation of materials to enhance their own learning.
Selects research-based activities and materials that are clearly related to state/District/school/department objectives; activities and materials are matched to individual and group needs; involves parents as appropriate...	No research-based practices are apparent. Counselor displays insensitivity to individual differences and diverse cultures. Parent participation is not evident.	Uses some research-based practices. Counselor is inconsistently sensitive to individual differences and diverse cultures. Parent participation is sometimes evident.	Evidence of research-based practices is apparent. Counselor is sensitive to individual differences and diverse cultures. Parent participation is evident on a consistent basis.	Counselor uses a variety of research-based practices consistently. Students adopt research-based practices to adapt their own learning. Students' choices demonstrate sensitivity to individual differences and diverse cultures. Family and community participation is evident.
Designs procedures for counseling data-based outcomes.	Does not establish methods or track data for intervention outcomes on school, group or individual levels.	Establish some methods and tracks some data for intervention outcomes on school, group or individual levels.	Establish methods and tracks data for intervention outcomes on school, group or individual levels. Completes M.E.A.S.U.R.E. (or other data evaluation system) study every other year.	Establish methods and tracks data for intervention outcomes on school, group or individual levels. Completes M.E.A.S.U.R.E. (or other data evaluation system) study annually.
Develops a resource network for tasks related to the counseling program.	Does little or nothing to develop in-agency or community based resources.	Is developing some key relationships and working to build in-agency and community networks to support counseling outcomes.	Has established and maintains in-agency and community networks to support counseling outcomes. Actively works to increase resources for new issues as they arise.	Has established and maintains in-agency and community networks to support counseling outcomes. Actively works to increase resources for new issues as they arise.

Domain 2: Planning
(continued)

Standard	Undeveloped	Emerging	Applying	Extending
Seeks input in counseling at the building through the site council	Does not interact with site council.	Provides input to site council when asked.	Regularly (annually or more) attends site council. Seeks regular input into counseling program. Works to integrate the Comprehensive Guidance and Counseling Framework building wide.	Regularly (annually or more) attends site council. Seeks regular input into counseling program. Works to integrate the Comprehensive Guidance and Counseling Framework building wide. Actively participates in District improvement planning to promote counseling services.
Plans counseling activities of high quality in keeping with Oregon Comprehensive Guidance and Counseling Framework.	Ineffective at planning activities in the following areas: Guidance Curriculum, Individual Planning, Responsive Services, System Support or Student advocacy (see District CGC Program Overview).	Effectively plans some activities in the following areas: Guidance Curriculum, Individual Planning, Responsive Services, System Support or Student advocacy (see District CGC Program Overview).	Effectively plans activities in the following areas: Guidance Curriculum, Individual Planning, Responsive Services, System Support or Student advocacy (see District CGC Program Overview).	Effectively plans activities in the following areas: Guidance Curriculum, Individual Planning, Responsive Services, System Support or Student advocacy (see District CGC Program Overview). Works at a District level to plan activities across buildings.

Domain 3: Guidance and Curriculum

Standard	Undeveloped	Emerging	Applying	Extending
Establishes and maintains an orderly and supportive environment for students.	Counseling and/or physical resources are used poorly, or learning is not accessible to some students.	Counseling and/or physical resources are used adequately, and essential learning is accessible to students.	Counseling and/or physical resources are used skillfully and learning is equally accessible to students.	Counseling and/or physical resources are used optimally by counselor and students, and students are engaged in ensuring that learning is accessible to other students.
Follows school regulations.	Does not follow school regulations or serve as a model for students.	Follows school regulations.	Follows school regulations.	Follows school regulations.
Student and Counselor interactions affirm the dignity and worth of all students.	Interactions between student and Counselor or student to student are sometimes negative, disrespectful, demeaning, sarcastic, or inappropriate to age, culture or gender.	Interactions are generally appropriate, but may reflect occasional inconsistencies, favoritism, or disregard for students' culture or gender. Student interactions are generally positive.	Interactions are friendly and generally warm, caring and respectful. Students are respectful of others. Diversity is valued.	Interactions are based on respect and compassion. Genuine caring for one another is observable.
Functions in a manner that proactively guides students toward positive behavioral outcomes.	Student behavior is not monitored; the response is non-existent or inconsistent.	Counselor is generally aware of student behavior and attempts to respond to misbehavior with limited success. Has taken steps to implement school wide supports such as PBS, Second Steps or other social/behavioral curriculum.	Counselor is attentive to student behavior, and responds appropriately and successfully to misbehavior. Has implemented and maintains school wide supports such as PBS, Second Steps or other social/behavioral curriculum. Serves as a resource for program support and behavior response.	Counselor implements preventive strategies that are sensitive to student needs and responds effectively, compassionately and respectfully. Has implemented and maintains school wide supports such as PBS, Second Steps or other social/behavioral curriculum. Serves as a resource for program support and behavior response.
Follows procedures defined in District/building behavior intervention and safety protocols.	Does not follow procedures defined in District/building behavior intervention and safety protocols.	Consistently follows procedures defined in District/building behavior intervention and safety protocols.	Consistently follows and contributes to development of procedures defined in District/building behavior intervention and safety protocols.	Provides leadership in defining and implementing District/building behavior intervention and safety protocols.

Domain 4: Program Implementation
(continued)

Standard	Undeveloped	Emerging	Applying	Extending
Provides structured, developmentally appropriate experiences to students for acquisition and use of life skills.	Does not provide structured, developmentally appropriate experiences to students for acquisition and use of life skills.	Provides some structured, developmentally appropriate experiences to students for acquisition and use of life skills.	Provides structured, developmentally appropriate experiences to students for acquisition and use of life skills.	Demonstrates leadership in developing and implementing structured, developmentally appropriate experiences to students for acquisition and use of life skills.

Domain 4: Program Implementation

Standard	Undeveloped	Emerging	Applying	Extending
Provides individual counseling in academic, career, personal-social development and community contribution.	Does not provide individual counseling in academic, career, personal-social development and community contribution.	Provides some individual counseling in academic, career, personal-social development and community contribution.	Provides individual counseling in academic, career, personal-social development and community contribution sufficient to building needs. Seeks input and monitors program effectiveness and makes adjustments to services based on data.	Provides individual counseling in academic, career, personal-social development and community contribution sufficient to building needs. Monitors program effectiveness and makes adjustments to services based on data. Provides leadership to peers and other school personnel in developing the individual counseling program.
Provides group counseling to target populations.	Does not provide group counseling to target populations.	Provides some group counseling to target populations.	Provides group counseling to target populations sufficient to building needs. Seeks input and monitors program effectiveness, and makes adjustments to services based on data..	Provides group counseling to target populations sufficient to building needs. Seeks input and monitors program effectiveness and makes adjustments to services based on data. Provides leadership to peers and other school personnel in developing the group counseling program.
Conducts goal-oriented counseling sessions.	Does not conduct goal-oriented counseling sessions or provides no documentation of services.	Generally sets realistic goals with the student, appropriately documents goals, session attendance and progress. Monitors and adjusts goals based on progress.	Consistently sets realistic goals with the student, appropriately documents goals, session attendance and progress. Monitors and adjusts goals based on progress.	Consistently sets realistic goals with the student, appropriately documents goals, session attendance and progress. Monitors and adjusts goals based on progress. Provides leadership in goal oriented counseling strategies.



Domain 4: Program Implementation
(continued)

Standard	Undeveloped	Emerging	Applying	Extending
Delivers guidance instruction in collaboration with school staff and community resources.	Does not deliver guidance instruction in collaboration with school staff and community resources.	Delivers some guidance instruction in collaboration with school staff and community resources.	Consistently delivers guidance instruction in collaboration with school staff and community resources. Works effectively with teachers and school staff to integrate guidance instruction into the academic day.	Consistently delivers guidance instruction in collaboration with school staff and community resources. Works effectively with teachers and school staff to integrate guidance instruction into the academic day. Provides leadership in guidance instruction or curriculum.
Promotes and facilitates parent education groups.	Does not promote or facilitate parent education groups.	Promotes and facilitates some parent education groups targeted to topical needs based on staff, parent, student and administrative input.	Promotes and facilitates parent education groups targeted to topical needs based on staff, parent, student and administrative input sufficient for building needs.	Promotes and facilitates parent education groups targeted to topical needs based on staff, parent, student and administrative input sufficient for building needs. Shows leadership in assessing needs, developing and delivering parent education groups.
Assists students in transitions from elementary to middle to high school, and post-graduate planning.	Does not assist students in transitions from elementary to middle to high school, and post-graduate planning.	Developing and implementing some strategies to assist students in transitions from elementary to middle to high school, and post-graduate planning. Performance is inconsistent or insufficient to identify needs or address identified needs.	Assists students in transitions from elementary to middle to high school, and post-graduate planning. Collaborates with sending and receiving schools. Schedules and completes necessary transition activities. Collects data and monitors effectiveness of transition process.	Assists students in transitions from elementary to middle to high school, and post-graduate planning. Collaborates with sending and receiving schools. Schedules and completes necessary transition activities. Collects data and monitors effectiveness of transition process. Provides leadership in the transition process.

Domain 4: Program Implementation
(continued)

Standard	Undeveloped	Emerging	Applying	Extending
Provides intervention/support in crisis situations.	Provides no or inadequate intervention/support in crisis situations.	Provides some appropriate intervention/support in crisis situations.	Provides intervention/support in crisis situations. Works effectively as an individual or as part of a larger crisis report response team.	Provides intervention/support in crisis situations. Works effectively as an individual or as part of a larger crisis report response team. Provides leadership in the area of crisis response.
Serves as a member of student threat assessment, violence risk and suicide screening teams.	Does not participate in or minimally participates in student threat assessment, violence risk and suicide screening teams.	Inconsistent or with limited effectiveness, serves as a member of student threat assessment, violence risk and suicide screening teams.	Effectively serves as a member of student threat assessment, violence risk and suicide screening teams. May investigate incidents and resources, and provide follow up or documentation at any part in the process.	Effectively serves as a member of student threat assessment, violence risk and suicide screening teams. May investigate incidents and resources, and provide follow up or documentation at any part in the process. Shows leadership in refining the process or in coordinating efforts.
Reviews individual school counseling plan annually.	No or limited review of individual school counseling plan annually.	Reviews some individual school counseling plan annually.	Reviews individual school counseling plan annually. Establishes ownership of individual school counseling plans and processes.	Reviews individual school counseling plan annually. Establishes ownership of individual school counseling plans and processes. Provides district leadership in this area.
Evaluates individual and program methods and activities, using data to improve student outcomes.	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research. Data has been reviewed but is insufficient or inconclusive.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research. Data is adequate and supports program effectiveness.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research. Data is adequate and supports program effectiveness.

Domain 4: Program Implementation
(continued)

Standard	Undeveloped	Emerging	Applying	Extending
Serves as Student services Team Coordinator, as assigned.	Does not serve or serve effectively in the role of Student Services Team coordinator when assigned.	Serves effectively in some aspects of the role of Student Services Team coordinator when assigned. Needs improvement in organization, communication, follow-through, assessment, team facilitation or team response.	Serves as Student services Team Coordinator, as assigned. Effectively organizes and communicates team activities, follows through on most issues in a timely and effective manner, and assists the team in adequately assessing and responding to needs.	Serves as Student services Team Coordinator, as assigned. Effectively organizes and communicates team activities, follows through on most issues in a timely and effective manner, and assists the team in adequately assessing and responding to needs. Provides leadership in team development, needs assessment or response strategies.
Serves as 504 Team Coordinator, as assigned.	Does not serve or serve effectively in the role of 504 Team Coordinator, as assigned. (See ADA 504 Manual)	Serves effectively in some aspects of the role of 504 Team Coordinator when assigned. (See ADA 504 Manual) Needs improvement in organization, communication, follow-through, assessment, team facilitation or development of 504 plans.	Serves as 504 Team Coordinator, as assigned. (See ADA 504 Manual) Effectively organizes and communicates team activities, follows through on most issues in a timely and effective manner, and assists the team in adequately assessing needs and developing 504 action plans.	Serves as 504 Team Coordinator, as assigned. (See ADA 504 Manual) Effectively organizes and communicates team activities, follows through on most issues in a timely and effective manner, and assists the team in adequately assessing needs and developing 504 action plans. Provides leadership in team development, 504 compliance, needs assessment or response strategies.

Domain 4: Program Implementation
(continued)

Standard	Undeveloped	Emerging	Applying	Extending
Conducts an annual review of the comprehensive guidance and counseling program in the assigned school.	Does not conduct a full or sufficient annual review of the comprehensive guidance and counseling program in the assigned school.	Conducts an annual review of the comprehensive guidance and counseling program in the assigned school but the review is not comprehensive or does not provide an accurate analysis of needs/responses.	Conducts an annual review of the comprehensive guidance and counseling program in the assigned school. Reviews program data and drafts a needs analysis. Make suggestions for changes/modifications and discusses this with building administration and site council.	Conducts an annual review of the comprehensive guidance and counseling program in the assigned school. Reviews program data and drafts a needs analysis. Make suggestions for changes/modifications and discusses this with building administration and site council. Provides district leadership in this area. Participates in report to the school board.
Attends outside agency “wrap around” meetings and IEP meetings.	Does not consistently attend “wrap around” or IEP team meetings, or effectively communicate with outside agencies or IEP team members.	Attends some “wrap around” or IEP team meetings, and is minimally effectively at communicating with outside agencies or IEP team members.	Consistently attends most “wrap around” or IEP team meetings, and is effectively at communicating with outside agencies or IEP team members.	Consistently attends most “wrap around” or IEP team meetings, and is effectively at communicating with outside agencies or IEP team members. Provides leadership in outside agency resource development and collaboration.
Performs other CGC duties as assigned.	Refuses or does not follow through on other CGC duties as assigned by the building principal or director of student services.	Performs some “other CGC duties as assigned” as assigned, or performs all with limited efficacy or follow through.	Performs other CGC duties as assigned in a timely manner.	Performs other CGC duties as assigned in a timely manner.

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Professional Development Plan 2008-09

Counselor/CDS Name: _____

Evaluation Cycle (circle one) Year I, II, III

Team Members (if any)

1. Please use the Counselor Domain Scoring Guide to reflect on your strengths and weaknesses.

What areas do you recognize as strengths?

What areas do you target for growth?

2. Please describe your professional development plan activities. What Domain(s) and Standard(s) does this relate to?

Month	Activity	Domain/Standard
May	Submit Final Report	

Counselor/CDS Signature Date

Administrator's Signature Date

ASHLAND SCHOOL DISTRICT

COUNSELOR/CDS
Post Observation Form

Formal Observation Informal Observation

Educator _____
School Year _____
Date and Time _____

Supervisor _____
School _____
Setting _____

M = Meets District Standards IR = Improvement Required NA = Not Applicable

I. PROFESSIONAL AND PERSONAL

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|-------|
| 1. Is current, has depth and understanding of the Oregon Comprehensive Guidance and Counseling Framework | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 2. Communicates, cooperates, and works effectively with fellow professionals, parents and others in utilizing support services | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 3. Acts in a discreet and professional manner when discussing student or school issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 4. Seeks professional self-improvement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 5. Writes and implements personal performance goals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 6. Models and promotes a positive attitude and interest in counseling as a profession | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 7. Maintains student and record confidentiality | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 8. Attends district counseling job alike meetings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |

II. PLANNING

1. Annually plans counseling activities of high quality in keeping with Oregon Comprehensive Guidance and Counseling Framework. (e.g. PBS, Second Steps, etc.)

1.1 Matches activities and materials in individual and group needs

1.2 Selects activities and materials that are clearly related to state/district/school/department objectives

2. Designs procedures for counseling data based outcomes (discipline data, attendance, behavior change, etc.)

3. Writes an annual plan that utilizes short and long term goals and objectives based on building improvement plan (may be done through input/participation in site council)

9. Develops a resource network for tasks related to the counseling program (on site and community based)

III. GUIDANCE AND CURRICULUM

9. Establishes and maintains an orderly and supportive environment for students

9. Consistently follows school regulations

9. Demonstrates a courteous and helpful attitude toward students

9. Functions in a manner that proactively guides students toward positive behavioral outcomes

V. ADDITIONAL RESPONSIBILITIES SECONDARY LEVEL (GRADES 6-12)

- 1. Provides information and guidance in selection of schools and colleges
- 2. Provides a systematic approach to individual planning from middle school through high school
- 3. Develops with each student a written education/career plan that is revised annually
- 4. Informs students/parents about pertinent test results and their implications for educational/career planning
- 5. Support programs that are an extension of the counseling program (financial Aid, College Fair, etc.)
- 6. Assists students from middle school through high school with course selection, schedule adjustments, and alternative placement options

VI EVALUTION

- 1. Participates in the evaluation of CSIP using data to improve student outcomes
- 2. Conducts a review of the goals and objectives identified in the CGC annual plan

GENERAL REMARKS

Counselor/CDS's Signature

Date

Supervisor's Signature

Date

Additional Comments:

SCHOOL COUNSELOR / CDS
SUMMARY OBSERVATION FORM

1. Guidance Curriculum (classroom instruction, large and small groups, school presentations, parent workshops, community events that focus on student skill building)

2. Individual Planning (assists each student to articulate personal, educational, and career goals. These plans are reviewed and updated annually)

3. Response Services (individual or small group counseling, consultation with parents, staff, and agencies, referrals, crisis counseling, peer mediation, peer mentor or conflict manager training)

4. Systems Support and Integration (program coordination, professional development, on-site collaboration and partnering, community referral and resource outreach)

5. Student Advocacy (supports, encourages, empowers, and promotes equity, and furthers the achievement of high standards for all students)

Additional Comments: