

**Watertown City School District
Comprehensive School Counseling Plan**

2024-2025



Developed July 2017; Updated July 2024

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Watertown City School District School Counselors

Knickerbocker Elementary:	Gabrielle Navarra
North Elementary:	Gail Bassett
Ohio Elementary:	Yvette Edick
Sherman Elementary:	Briana Marsh
Starbuck Elementary:	Lynne Bradley
Wiley Intermediate:	TBA (A-K) Jacob Remsing (L-Z)
Case Middle School:	Kevin Durr (A-K) Carla VanWormer (L-Z)
Watertown High School:	Rachel Huntsman (A-C) McKenzie Martin (D-Ha) Annalise Parsons (He-Ma) Matt Elliott (Mc-R) Julie Houghmaster (S-Z)

Counseling Advisory Committee

Watertown City School District's Counseling Advisory Committee will meet two times annually to review the comprehensive school counseling plan. A formal report will be submitted to the Board of Education annually. A ***Closing the Gap*** intervention can be implemented to address areas of need not included in the comprehensive counseling plan. These gaps will be identified via the annual Needs Assessment.

Possible Committee Members:

District School Counselors
Administrators
School Psychologist
Home School Coordinator
School Safety Officer
Community Member
Teacher Representative
School Nurse
Board of Education Member
Student Representative
Parent Representative

New York State Regulations for School Counseling Programs

The Watertown City School District (WCSD) Comprehensive School Counseling Plan aligns with the NYSED Commissioner's Regulation §100.2(j) Guidance Programs and Comprehensive Developmental School Counseling/Guidance Programs.

The Program

The WCSD's comprehensive developmental counseling program includes all students K-12.

All WCSD students K-12 have access to a certified school counselor.

The WCSD K-12 counseling program is designed in coordination with the teaching staff to prepare students to effectively participate in their current and future educational programs. The program will address multiple student competencies including social/emotional, academic and career/college readiness standards.

The Services

The WCSD counseling program is designed to provide school-wide programming related to social/emotional development, academic success and early college/career information in addition to addressing needs related to academic success, attendance and/or behavioral issues. School counselors can make referrals to properly licensed professionals and/or certified student services personnel when appropriate.

For students in grades K-5, the program is designed by a certified school counselor in coordination with the teaching staff and any appropriate student services personnel.

For students in grades 6-12, certified school counselors will provide an annual progress review plan, which will reflect each student's educational progress and career plans. For a student with a disability, the plan shall be consistent with the student's Individualized Education Plan.

For all students in grades K-12 the program includes the following activities or services:

1. School counseling core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills, and social/emotional development
2. Direct student services to enable students to benefit from the curriculum
 - Responsive services
 - Crisis Response
 - Group Counseling

- Individual counseling, appraisal, assessment and advisement
 - Assisting students to develop and implement postsecondary education and career plans
 - Assisting students who exhibit attendance, academic, behavioral or adjustment concerns
 - Encourage parental involvement
3. Indirect student services that enable students to benefit from their education
 - Referrals to appropriately licensed or certified individuals
 - Consultation and/or collaboration with school staff, families and community agencies
 - Leadership, advocacy and teaming activities

The Plan

The WCSD has developed a district-wide and building level comprehensive school counseling plan that complies with the regulation requirements and is in accordance with the following:

1. Developed by the direction of a certified school counselor
2. The plan will be updated annually and a report will be presented to the Board of Education
3. The plan is filed in the district office and is available for review
4. The plan presents program objectives, which describe expectations of what students will learn
5. Activities to accomplish the objectives; specifications of the staff members and other resources assigned to accomplish the objectives; provisions for the annual assessment of program results

Counseling Advisory Committee (CAC)

The WCSD will develop and maintain a Counseling Advisory Committee (CAC).

1. Membership will include representative stakeholders (such as parents, members of the Board of Education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel service providers).
2. The Counseling Advisory Committee shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling plan.

Watertown City School District Mission Statement:

Watertown City School District is committed to building a caring culture that fosters lifelong learners and responsible citizens.

Watertown City School District Strategic Plan Goals for 2023-2028:

1. Increasing the graduation rate.
2. Increasing meaningful student engagement.
3. Improving overall student attendance.
4. Enhancing behavioral supports for students.
5. Enhancing infrastructure (buildings and grounds).

Watertown City School District School Counseling Department Vision Statement:

Adopting the “Whole School, Whole Community, Whole Child” model, our students will know who they are, understand their unique abilities and develop a plan towards a path of lifelong success.

Watertown City School District School Counseling Department Mission Statement:

The Watertown City School District School Counseling Department, in collaboration with our faculty and staff, is committed to serving all students in meeting their academic, career and personal goals. Our department is committed to assisting students in understanding, monitoring and developing goals to meet the graduation requirements as outlined by the New York State Education Department. By implementing the NYS Education Department’s Career Development Occupational Standards and the American School Counselor Association (ASCA) Mindsets and Behaviors Standards, we are helping our students develop the attitudes, knowledge and skills to become lifelong learners and contributing members of our society.

Watertown City School District School Counseling Department Goals:

1. All students will develop skills for good citizenship and social responsibility.
2. All students’ academic achievements and progress will be supported, preparing them for post-graduate life.
3. All students will be exposed to a variety of career paths and will be college and/or career ready by graduation.

Benefits of a Comprehensive School Counseling Program

Comprehensive school counseling programs provide a system that encourages and promotes personal/social, academic and career development in preparation for the challenges of the 21st century. School counseling programs have a positive impact on students, parents/guardians, teachers, school counselors, administrators, Boards of Education, Student Services Personnel, the community and business and industry.

Benefits for Students:

- Prepares students for the challenges of the 21st century by acquiring knowledge and skills in personal/social, academic and career development
- Connects the educational program to future success
- Ensures all students have access to a certified school counselor
- Promotes a rigorous academic curriculum for every student
- Promotes commitment to learning
- Supports development of skills to increase student success
- Ensures equitable access to educational opportunities
- Monitors data to facilitate student improvement
- Fosters advocacy for students
- Facilitates career exploration and development

Benefits for Parents/Guardians:

- Prepares their children for the challenges of the 21st century through personal/social, academic and career development
- Provides support for parents in advocating for their child's personal/social, academic and career development
- Develops a systematic approach for their child's long-range planning and learning
- Increases opportunities for parent/school interaction
- Provides training and informational workshops

Benefits for Teachers:

- Promotes an interdisciplinary team approach to address student needs and educational goals
- Positively impacts school climate and the learning community
- Supports classroom instruction
- Increases teacher accessibility to the school counselor as a classroom presenter and resource person
- Provides a system for co-facilitation of classroom counseling lessons
- Encourages positive, calendared activities and supportive working relationships
- Analyzes data to improve school climate and student achievement

Benefits for School Counselors:

- Provides a clearly defined role and function in the educational system
- Eliminates non-counseling functions

- Provides direct service to every student
- Provides a tool for program management and accountability
- Recognizes the school counselors as leaders, advocates, and change agents
- Ensures the school counseling program's contribution to the school's mission

Benefits for Administrators:

- Aligns the school counseling program with the district's mission statement
- Assists administration in utilizing school counselors effectively to enhance learning and development for all students
- Provides a proactive school counseling curriculum addressing the students' needs and enhancing school climate
- Utilizes data to jointly develop school counseling goals and school counselor responsibilities
- Provides a means of evaluating the effectiveness of the school counseling program
- Demonstrates school counseling accountability

Benefits for Boards of Education:

- Provides rationale for implementing a comprehensive developmental counseling program in the school system
- Provides assurance that a quality school counseling program is available to every student
- Informs the community about the school counseling program
- Provides data about improved student achievement
- Demonstrates the necessity of appropriate levels of funding for implementation

Benefits for Student Services Personnel:

- Provides school psychologists and other professional student services personnel with a clearly defined role of the school counselor
- Fosters a positive team approach, which enhances cooperative working relationships
- Maximizes collaborative teaming to ensure individual student success
- Utilizes school counseling program data to maximize benefit to individual student growth

Benefits for the Community:

- Provides an increased opportunity for collaboration and participation of community members with the school program
- Creates community awareness and visibility of the comprehensive school counseling program
- Enhances economic development through quality preparation of students for the world of work

Benefits for Business and Industry:

- Increases opportunities for business and industry to participate actively in the school program

- Provides increased opportunity for collaboration among school counselors and business and industry representatives
- Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity

Adapted from the New York State School Counselor Association (2005). The New York State Model for Comprehensive K-12 School Counseling Programs. Leicester, NY: Author

Action Plans

Social/Emotional District-Wide Goal: *All students will develop skills for good citizenship and social responsibility*

Grade Level	Program Activity/Service	Tier (1,2,3)	Timeline	Program Objectives	Staff & Resources	Assessment & Evaluation Methods
K-12	Individual Counseling	2, 3	Ongoing	To provide social/emotional support to all students	School Counselors Social Workers Psychologists	Grade reports, attendance rates, discipline referrals and other markers for school success
K-12	Crisis Intervention/ Counseling	3	Ongoing	To provide emergency social/emotional support to all students in crisis	School Counselors Social Workers Psychologists Home School Coordinator Staff w/ CPI Certification	Support plans as appropriate to improve students' well-being
K-12	Positive Behavioral Interventions and Support (PBIS)	1-3	Ongoing	To promote and support positive behaviors within the school setting	All Building Staff	Grade reports, attendance rates, discipline referrals and other markers for school success
K	Kindergarten Orientation	1	May, August	To introduce incoming students to school environment	School Counselors	Informal observations
K-8	Small Group Counseling	2, 3	Ongoing	To provide social and emotional support to select students	School Counselors Social Workers	Grade reports, attendance rates, discipline referrals, support plans as appropriate and other markers for school success
K-8	Classroom Lessons	1	Ongoing	To help students acquire the knowledge, attitudes, and interpersonal skills to engage in healthy relationships	School Counselors Teachers PIVOT School Resource Officers	Grade reports, attendance rates, discipline referrals and other markers for school success

K-6	Student Based Intervention Team Meetings	2, 3	Ongoing	To consult with colleagues to formulate plans for academic/behavioral interventions to aid in student achievement	School Counselors Psychologist Administration Teachers	Grade reports, attendance rates, discipline referrals, support plans as appropriate and other markers for school success
K-12	Pupil Personnel Meetings	2, 3	Ongoing	To collaborate regarding student behavioral and academic needs	Student Support Team	Implementation of recommended student support plan
5-12	New Student Orientation	1	August	To acclimate new students to the school environment prior to the first day of school	School Counselors	Presentation of NYS graduation requirements Expectations for school success Staff and technical support to assist with transition
5-8	Team meetings	1	Ongoing	To collaborate with teachers regarding student academic and emotional needs	School Counselors Teachers Administration	Implementation of recommended support plan
8	Prevention Needs Assessment	1	March - April	To assess student use of alcohol and/or drugs	Counselors	Process- 8 th grade students Perception- The assessment Outcome- Assessment data and providing prevention education

Academic District-Wide Goal: *All students' academic achievements and progress will be supported, preparing them for post-graduate life*

Grade Level	Program Activity/Service	Tier (1,2,3)	Timeline	Program Objectives	Staff & Resources	Assessment & Evaluation Methods
K-12	CSE Meetings	3	Ongoing	To create or review special education plans with parents and teachers	School Counselors Teachers Psychologists CSE Chair	CSE eligibility determination Updated IEP or 504 plan Verbal review with the committee
K-12	Parent Teacher Conferences	1, 2	Ongoing	To create an open line of communication between school and parents	School Counselors Teachers	Updated plan for student success
4	Intermediate School Tours	1	June	To visit the Intermediate School and acclimate students to the building	School Counselors Teachers Intermediate School Principal	Knowledge of school building and processes Student Exit Survey
K-8	Partnerships with After-School Programs (eg. 4-H, Liberty Partnership Program)	1, 2	Ongoing	To help provide the support needed for academic success and personal growth	School Counselors Administration Program Staff	Grade reports, attendance rates, and other markers for school success
3-8	NYS Testing Program	1	March - June	Students meeting standards for benchmark testing	School Counselors Teachers Administration	Test scores
K-6	Summer Enrichment Programs	1, 2	July - August	Student enrichment in the areas of academic and career development	Summer Program Staff	Enrollment and retention
5-8	Academic Advising	2	Ongoing	Students will meet one on one to discuss failing grades	School Counselors Teachers	Updated student plan in collaboration with counselor and teachers

7-8	Summer School	3	May - June	Recommendations from teachers	School Counselors Teachers Administration	Process- Students who would benefit from attending summer programs Perception- Recommendations from Teachers Outcome- Summer school enrollment and completion
5-7	Individual Student Meetings	1	Ongoing	Students will meet with school counselors to discuss transitions and needs	School Counselors	Updated plan for student success as appropriate
6	Presentation about Middle School	1	August	Students will learn what to expect when they enter middle school	School Counselors	Knowledge of school building and processes- Student Orientation Student Exit Survey
8	Progress Review and Scheduling	1	March - June	Students will meet with school counselor to review high school graduation requirements and review course selection sheet for 9th grade	School Counselors	Process- All 8 th grade students Perception- Course selection with student Outcome- Percentage of completed course selection sheets
8	Presentation about High School and graduation requirements to students and parents	1	August	Students and parents learn what to expect when they/their child enters high school - offered in summer by High School Counselors	School Counselors	Process- 8 th grade students Perception- Middle school needs assessment Outcome- Attendance reports, parent to counselor contact data
9-10	Individual Progress Review and Scheduling	1	February - April	Students will meet one on one with their school counselors to review their progress and select courses to meet their graduation requirements and career goals	School Counselors	Update on academic progress towards graduation. Learn about new course and program options

11	Individual Progress Review and Scheduling	1	March - June	Students will meet one on one with their school counselors to review their progress and select courses to meet their graduation requirements and career goals	School Counselors	Students will update the 4-Year Plan to chart progress towards graduation, register for summer school if necessary.
12	Senior Credit Check	1	October - November	Students will meet one on one with their school counselors to review their mandatory credits needed for graduation, graduation requirements, and review college and/or career plans	School Counselors	Seniors will receive a copy of their transcript with required courses for graduation
12	Senior Failure Letters	3	November for MP1 January for MP2 April for MP3	Students and families will be informed of failing marking period grades	School Counselors	A list of required courses needed to pass for graduation
12	Individual Progress Review	1	May	Students will meet one on one with their school counselors to review their progress	School Counselors	Review 4th marking period progress report
12	Final Senior Transcript Check	1	June	Ensure graduation requirements for all students	School Counselors	Review diploma type Complete Senior Exit Survey

College and Career District-Wide Goal: *All students will be exposed to a variety of career paths and will be college and/or career ready by graduation*

Grade Level	Program Activity/Service	Tier (1,2,3)	Timeline	Program Objectives	Staff & Resources	Assessment & Evaluation Methods
K-6	Classroom Lessons	1	Ongoing	To expose students to career interests and develop career readiness	School Counselors Teachers	Student Exit Survey Staff Needs Assessment
K-6	Class Field Trips	1	Ongoing	To expose students to career interests	School Counselors Teachers	
K-6	Individual/Group Counseling	2	Ongoing	Students will acquire life/social skills (eg. self-regulation, problem-solving, conflict resolution)	School Counselors	Pre and Post Assessment
4-6	Career Counseling	1	Ongoing	Students will obtain knowledge about various career paths	School Counselors Teachers	Student Exit Survey Staff Needs Assessment
4-6	Summer STEAM Programs	1	July - August	Students will obtain knowledge and skills in various STEAM careers	Summer Program Staff	Enrollment and retention
7-12	Career Counseling	1	Ongoing	Students will obtain knowledge about various career paths with SchoolLinks	School Counselors Teachers	Review results of SchoolLinks career assessments
8	Career Jam	1	May	Students explore different careers in the North Country	School Counselors Teachers	Process-All 8 th grade students Perception-Career Jam survey Outcome-Survey results
10-11	PSATs	2	October - December	Students practice taking a standardized test for college admission	School Counselors	Students will receive results of PSAT and suggestions to improve skills

11-12	Classroom lessons on college and career readiness	1	September	Provide information to students on college and career readiness	School Counselors	Junior and Senior Newsletters
11-12	ASVAB	2	November	Students will gain insight into skills and abilities associated with various career clusters as well as complete an interest inventory	School Counselors MEPS	Test results highlighting academic and career aptitudes
10	BOCES Presentation	1	December	All 10 th grade students receive overview of Bohlen Technical Center programs	School Counselors Bohlen Technical Center Career Coordinator	Registration for field trip and programs of interests
10	BOCES Field Trip	2	February	Students will learn about the technical education BOCES provides	School Counselors BOCES Teachers	Exit survey and completed BOCES applications
12	Workforce Connections	1	November	Students attend event focused on career opportunities in our region and engage in mock interviews with area employers	School Counselors English 12 Teachers	Evaluation from workforce representatives Data from Senior Exit Survey
12	Senior Exit Interviews	1	May	Students develop cover letter, resume, and references and participate in a formal interview	School Counselors English 12 Teachers WHS Administration and Staff Select Community Members	Senior Exit Interview rubric

Individual Annual Progress Review Meeting

Students will meet at minimum one time per school year with their counselor to discuss their individual progress. Attached are forms tailored to each grade level to explore their academic, social-emotional, and college/career progress.

5th-6th Grade Individual Annual Progress Review Meeting

ACADEMIC

- o Grades:
- o Attendance:
- o What subjects do you like/dislike:
- o Homework:
- o Free time at school:
- o Organization (desk, locker, planner):

CAREER/COLLEGE

- o Future interests:
- o Strength/weaknesses:

SOCIAL-EMOTIONAL

- o Friends:
- o Coping Skills:
- o Self-esteem:

- o Interests/Sports/Activities:
- o Health & Hygiene:

OTHER

- o What additional questions or concerns do you have that you need your school counselor to help you with:

7th-8th Grade Individual Annual Progress Review Meeting

ACADEMIC

- o Grades:
- o Attendance:
- o What classes do you like/dislike:
- o Homework:
- o Time management:
- o Organization:

CAREER/COLLEGE

- o Future interests:
- o Strength/Weaknesses:
- o Extracurricular activities:
- o Potential future career choices:

SOCIAL-EMOTIONAL

- Friends:
- Stress/Anxiety/Depression:
- Referrals:
- Self-esteem:
- Interests/activities:
- Health & Hygiene

OTHER

- What additional questions or concerns do you have that you need your school counselor to help you with:

9th-12th Grade Individual Annual Progress Review Meeting

ACADEMIC

- How is school going so far this year:
- How do you think you are doing in school:
- What coursework do you like/struggle with:
- What do you do when you are struggling in a class:

9TH-10TH COLLEGE/CAREER

- o College and career aspirations:
- o What education or training will you need:
- o Involvement:
- o Next year's course planning:
- o Suggestions and things to consider for before next year:

11TH COLLEGE/CAREER

- o Career aspirations-brainstorm list of possible majors:
- o Involvement:
- o Next year's course planning:
- o Graduation requirements and diploma type:
- o Junior scholarships:
- o Suggestions and things to consider for before next year:
- o Summer Planning:

12TH COLLEGE/CAREER

- o Career aspirations-list of possible majors:
- o College application/alternative plan progress:

- o Senior scholarships:
- o Final graduation requirements and plan:

SOCIAL-EMOTIONAL

- o General wellness check-in:

OTHER

- o What additional questions or concerns do you have that you need your school counselor to help you with:

Transition Exit Surveys

Exit surveys will be conducted once a year with students transitioning into new school buildings (grades 4, 6, 8) or graduating from the district (grade 12).

4th Grade Exit Survey

[Completed via Google Form]

1. Student ID Number:

2. I enjoyed my experience at this school.

Yes

No

3. I feel safe and welcome in this school.

Yes

No

4. I have made friends at this school.

Yes

No

5. I have learned how to be safe, responsible and respectful when I have strong emotions.

Yes

No

6. I have learned about a variety of jobs and careers while at school.

Yes

No

7. I have learned how to ask for help when I am struggling with my schoolwork.

Yes

No

8. What was your favorite thing about this school?

- 9. What was your least favorite thing about this school?
- 10. Do you feel ready to move up to Wiley? If no, why not?
- 11. What advice would you give to next years' 4th graders?

6th Grade Exit Survey

- | | | | | |
|----|---|-----|----|-------|
| 1. | I understood the academic material I learned in ELA. | Yes | No | Maybe |
| 2. | I understood the academic material I learned in Math. | Yes | No | Maybe |
| 3. | I understood the academic material I learned in Science. | Yes | No | Maybe |
| 4. | I understood the academic material I learned in Social Studies. | Yes | No | Maybe |
| 5. | I have made friends at my school. | Yes | No | Maybe |
| 6. | I have learned how to use coping skills and handle my emotions. | Yes | No | Maybe |
| 7. | I enjoyed 5th grade at Wiley. | Yes | No | Maybe |

8. I enjoyed 6th grade at Wiley.
Yes No Maybe

9. I have learned about different jobs/careers while at school.
Yes No Maybe

10. Do you know who your school counselor is?
Yes No Maybe

11. What was your favorite thing about Wiley?

12. Do you feel ready to transition into the next school building? Please explain your answer.
Yes No Maybe

13. Is there anything else you would like to add? Please explain.

8th Grade Exit Survey
Please fill out the survey with 1 being strongly disagree and 5 being strongly agree.

1. I have learned different study skills.
1 2 3 4 5

2. I have learned to be organized.
1 2 3 4 5

3. I feel comfortable in social situations.
1 2 3 4 5

4. I have learned what and how to use coping skills.
 1 2 3 4 5
5. I could easily get help from my teachers and other school staff when needed.
 1 2 3 4 5
6. I feel confident in my academic and social abilities.
 1 2 3 4 5
7. I was given the opportunity to explore different colleges and careers.
 1 2 3 4 5
8. I have completed personality and/or career assessments.
 1 2 3 4 5
9. I was able to reach my school counselor in a timely manner regarding academic/college and career/social emotional concerns.
 1 2 3 4 5
10. Do you know who your school counselor is?
 Yes No
11. Do you feel confident to enter 9th grade? If no, why not?
12. What would you tell incoming students to prepare for the next grade and transition year?
13. Is there anything else you would like to add? Please explain.

12th Grade Exit Survey

1. I feel my educational experience has made me college and career ready.
 - a. Agree
 - b. Neutral
 - c. Disagree
2. Why or Why not?
3. What are your post-high school plans?
 - a. Military
 - b. Entering the Workforce
 - c. Attending a Technical/Trade School Training Program
 - d. Attending a Two-year Institution
 - e. Attending a Four-year Institution
 - f. Unsure
 - g. Other:
4. Was your school counselor a part of this planning and choice?
 - a. Yes
 - b. No
5. Are you satisfied with your decision?
 - a. Agree
 - b. Neutral
 - c. Disagree
6. Have you ever met with your school counselor, individually or with a group?
 - a. Yes
 - b. No
7. Was this experience helpful?
 - a. Yes
 - b. No

8. When the school counselor has made classroom presentations, which topics did you feel were most valuable?
 - a. College/Career Information
 - b. Scholarships and Financial Aid
 - c. Test Prep (Regents, PSAT, ACT, SAT)
9. In what ways has your school counselor supported you academically?
 - a. Attendance
 - b. Grades
 - c. Organizational Skills
 - d. Study Skills
 - e. Time Management
 - f. Course Selection
 - g. Other:
10. In what ways has your school counselor supported you in career exploration?
 - a. Goal Setting
 - b. Four Year Planning
 - c. Internship Experience/Job Shadowing
 - d. Career and Technical Education/Vocational Education (BOCES)
 - e. College & Career Awareness
 - f. College/Job Applications
 - g. Other:
11. In what ways has your school counselor supported you socially and emotionally?
 - a. Grief
 - b. Friendships/Relationships
 - c. Conflict Resolution
 - d. Feelings Expression/Communication
 - e. Coping Skills
 - f. Suicide Ideation/Self-harm

- g. Asking for Help
- h. Self-esteem
- i. Safety at Home or in School
- j. Other:

12. What topics do you think are important for your school counselor to discuss during your annual individual meeting?

- a. Attendance
- b. Grades
- c. Organizational Skills
- d. School Expectations
- e. Time Management
- f. Goal Setting
- g. Leadership
- h. Working in Groups
- i. Life Skills
- j. How to be prepared for life after High School
- k. College & Career Awareness
- l. Friendships
- m. Conflict Resolution
- n. Feelings Expression/Communication
- o. Coping Skills
- p. Suicide Ideation/Self-harm
- q. Asking for Help
- r. Self-esteem
- s. Safety at Home or in School
- t. Other:

13. Where do you typically see your school counselor?
- a. In the hallway
 - b. In the counseling office
 - c. In the classroom
 - d. I never see them
14. The curriculum at my school interested me and was designed to help me prepare for college and/or career plans.
- a. Agree
 - b. Neutral
 - c. Disagree
15. The extracurriculars at my school were meaningful and allowed me to explore my interests.
- a. Agree
 - b. Neutral
 - c. Disagree
16. What event, class, individual, etc. had the greatest impact on your WCS D experience:
17. The level of support and encouragement I received from my WCS D gave me what I needed to succeed throughout K-12 and long after.
- a. Agree
 - b. Neutral
 - c. Disagree
18. What advice would you give your school counselor, so that he/she can better support the students of this district?
19. For the time I spent in the WCS D I enjoyed my experience.
- a. Agree
 - b. Neutral
 - c. Disagree
20. Why or Why not?

K-12 Counseling Department Needs Assessments

Students, faculty, and families will complete the needs assessment annually, in order to communicate the needs of the district.

Student Needs Assessment (K-1)

[Completed via Google Form with images]

1. Student ID Number:
2. What grade are you in?
Kindergarten 1st
3. Do you like school?
Yes No
4. Is there an adult at school that you are happy to see every day?
Yes No
5. Do you have a friend in your class?
Yes No
6. Do you feel like your family cares about you?
Yes No
7. Do you have food at home?
Yes No

Student Needs Assessment (2-4)

[Completed via Google Form]

1. Student Name:

2. What grade are you in?

2nd

3rd

4th

3. Do you know what a School Counselor does?

Yes

No

4. I need help making friends.

Yes

No

5. I need help making good choices at school.

Yes

No

6. I need help being safe, responsible and respectful when I'm feeling strong emotions.

Yes

No

7. I need help staying organized and doing my work.

Yes

No

8. Do you have any problems when you walk or ride the bus to school?

Yes

No

9. Do you feel safe at school?

Yes

No

10. Do you feel safe at home?

Yes

No

11. Is there an adult at school you trust if you need to talk to someone?

Yes

No

Student Needs Assessment (5-6)

Please fill out the following survey with 1 being strongly disagree and 5 being strongly agree.

1. What grade are you currently in?

2. I need more help from my school counselor with making friends

1

2

3

4

5

3. I need more help from my school counselor with fitting in at school

1

2

3

4

5

4. I need more help from my school counselor with making good choices

1

2

3

4

5

5. I need more help from my school counselor with ways to deal with anger

1 2 3 4 5

6. I need more help from my school counselor with ways to deal with sadness

1 2 3 4 5

7. I need more help from my school counselor with interacting with my friends

1 2 3 4 5

8. I need more help from my school counselor with dealing with bullying situation

1 2 3 4 5

9. I need more help from my school counselor with trouble at home

1 2 3 4 5

10. I need more help from my school counselor with ways to complete my homework

1 2 3 4 5

11. I feel safe at school

Yes No

12. I feel safe on the school bus/walking to school

Yes No

13. I feel safe at home

Yes No

14. Do you know who your school counselor is?

Yes No

15. Is there anything else your school counselor could assist you with?

Student Needs Assessment (7-8)

Please fill out the following survey with 1 being strongly disagree and 5 being strongly agree.

1. What grade are you currently in?

2. I need more help from my school counselor with making friends.

1 2 3 4 5

3. I need more help from my school counselor with fitting in at school.

1 2 3 4 5

4. I need more help from my school counselor with dealing with a bullying situation.

1 2 3 4 5

5. I need more help from my school counselor with coping/expressing my emotions (anger, sadness, etc.).

1 2 3 4 5

6. I need more help from my school counselor with information regarding teenage pregnancy.

1 2 3 4 5

7. I need more help from my school counselor with drug/alcohol abuse.

1 2 3 4 5

8. I need more help from my school counselor with school attendance.

1 2 3 4 5

9. I need more help from my school counselor with cutting/hurting oneself.

1 2 3 4 5

10. I need more help from my school counselor with depression/anxiety.

1 2 3 4 5

11. I need more help from my school counselor with family concerns/issues/homelessness.

1 2 3 4 5

12. I need more help from my school counselor with dealing with conflict.

1 2 3 4 5

13. I need more help from my school counselor with navigating social media appropriately.

1 2 3 4 5

14. I need more help from my school counselor with career exploration.

1 2 3 4 5

15. I feel safe at school.

Yes No

16. I feel safe at home.

Yes No

17. I feel safe on the bus.

Yes No

18. I feel safe walking to and from school.

Yes No

19. I like coming to school.

Yes No

20. I feel cared for at school.

Yes No

21. Do you know who your school counselor is?

Yes

No

22. I have food at home.

Yes

No

23. Is there anything else your school counselor could assist you with?

Student Needs Assessment (9-12)

Please fill out the following survey with 1 being strongly disagree and 5 being strongly agree.

1. What grade are you currently in?

[Use the following to answer questions 2-14]

I need more help from my school counselor with....

2. fitting in at school

1

2

3

4

5

- 3. vaping and/or e-cigarettes
1 2 3 4 5
- 4. career exploration
1 2 3 4 5
- 5. college information
1 2 3 4 5
- 6. teenage pregnancy
1 2 3 4 5
- 7. alcohol/drug abuse
1 2 3 4 5
- 8. depression/anxiety
1 2 3 4 5
- 9. family concerns/issues/homelessness
1 2 3 4 5
- 10. scheduling and selecting courses
1 2 3 4 5
- 11. navigating social media appropriately
1 2 3 4 5
- 12. cutting/hurting oneself
1 2 3 4 5
- 13. school attendance

1 2 3 4 5
14. bullying/harassment
1 2 3 4 5

15. Do you feel safe at home?
Yes No

16. Do you feel safe at school?
Yes No

17. Do you have food to eat at home?
Yes No

18. Do you feel comfortable talking to your school counselor about academic concerns?
Yes No

19. Do you feel comfortable talking to your school counselor about personal/social concerns?
Yes No

20. Do you feel comfortable talking to your school counselor about college/career concerns?
Yes No

21. Do you know who your school counselor is?
Yes No

22. Is there anything else your school counselor could assist you with?

Faculty & Staff Needs Assessment (9-12)

Please check items that you feel are issues Watertown High School students face.

1. What is your profession at Watertown High School?

2. Bullying

Yes

No

3. Self-Harm

Yes

No

4. Substance Abuse

Yes

No

5. Sex education

Yes

No

6. Coping with emotions

Yes

No

7. Expressing emotions

Yes

No

8. Organization

Yes

No

9. Career Exploration

Yes

No

10. College Information

Yes

No

11. Dealing with conflict

Yes

No

12. Appropriate behavior on social media

Yes

No

13. Depression/anxiety

Yes

No

14. School attendance

Yes

No

15. Eating disorders

Yes

No

16. Family concerns/issues/homelessness

Yes

No

17. I can reach my counselor by phone, email, and in person when I need them

1

2

3

4

5

18. Please list any other questions or concerns

Parent Needs Assessment (9-12)

Please fill out the following survey with 1 being strongly disagree and 5 being strongly agree.

1. What grade is your student in?
9th 10th 11th 12th

2. My child is a
Male Female Prefer not to respond

[Use the following to answer questions 3-15]

My child needs more help with...

3. fitting in at school
1 2 3 4 5

4. career exploration
1 2 3 4 5

5. college information
1 2 3 4 5

6. controlling anger
1 2 3 4 5

7. expressing emotions
1 2 3 4 5

8. coping with depression/anxiety
1 2 3 4 5

9. staying organized
1 2 3 4 5

10. family concerns/issues/homelessness
1 2 3 4 5

11. school attendance
1 2 3 4 5

12. substance abuse
1 2 3 4 5

13. dealing with conflict
1 2 3 4 5

14. appropriate social media use
1 2 3 4 5

15. cutting/hurting oneself
1 2 3 4 5

16. What are your perceptions of a school counselor?

17. Do you feel comfortable contacting your student's school counselor?
Yes No

18. Is there anything else the school counselor can assist your student with?