



New Teacher Academy

*Welcome School
Counselors!*

August 2026

Today's Agenda at a Glance:

- ✓ Welcome and Community Building
- ✓ Who Are We? What Guides Us?
- ✓ HCPS Comprehensive School Counseling Programs
- ✓ What Is Your *Why*?
- ✓ Break!
- ✓ School Counseling Schoology Group
- ✓ Need to Know Resources & Tools
- ✓ Data, Goals & Progress Monitoring
- ✓ Professional Learning
- ✓ Optimistic Closing and Q&A



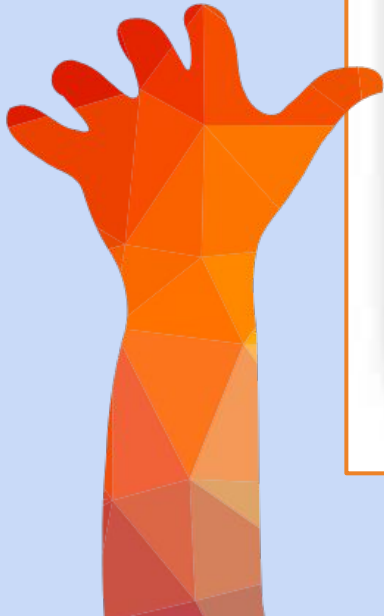
Hello!

My Name Is

1. Your Name
2. Your School
3. What is one thing you like to do in your free time? What brings you joy?

hi!

hello!





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Phone: (804) 652-3750

Coming Soon!

School Mental Health Clinical Supervisor

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Student Support & Wellness

School-Based Mental Health

School Counseling Services

School Psychological Services

School Health Services

School Social Work Services

Substance Use Prevention & Intervention

Trauma-Informed Practices

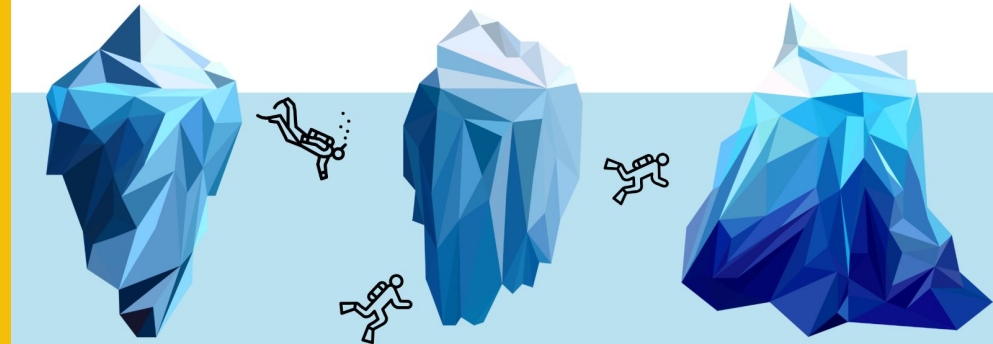
Academic & Career Planning

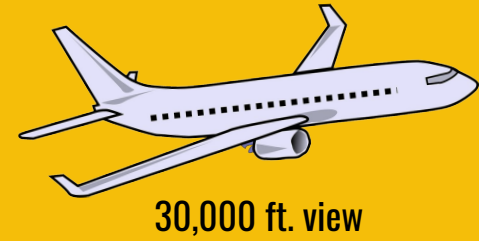
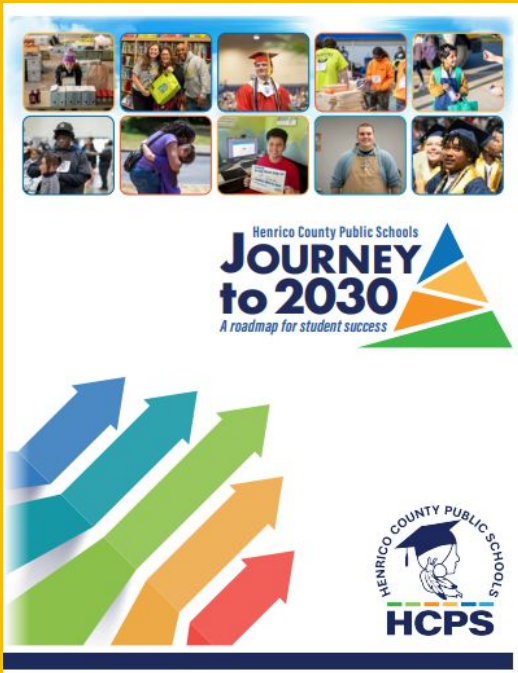
Section 504 Case Management

Records Management



30,000 ft. view





HENRICO COUNTY PUBLIC SCHOOLS **Strategic Plan** *2025-2030*



The strategic plan is a **collective vision** for the future of HCPS, built on the voices and insights of those we serve.

It provides a **clear roadmap** for growth, innovation and success — ensuring that every student is prepared for the future and every staff member is supported in their work.



Strategic Focus Area: Academic Achievement

Goal: All students will engage in rigorous and meaningful learning experiences to build character and develop knowledge, citizenship, communication, collaboration, critical thinking and creative thinking skills.



Strategic Focus Area: Learning Environment

Goal: All students and staff will learn and work in safe, welcoming, and innovative space



Strategic Focus Area: Physical, Social, Emotional and Mental Health

Goal: All students and staff will be provided the opportunity to engage in support and services designed to address physical, social, emotional and mental health.

4

Goals



Strategic Focus Area: Recruit, Engage, Retain & Reward Staff

Goal: All students will benefit from the support and expertise of staff who are valued as professionals, recognized for their contributions, and well compensated for their work.



Vision

Advance a **whole-child system of care**, grounded in the science of learning and development, that fosters the **well-being** of all students and **empowers** each to realize their **unique potential**.

VISION

Mission

Partner with schools, students, families, and the broader HCPS and Henrico community to **honor and support** the unique strengths, needs, and interests of every learner.

Help advance the conditions for meaningful learning by **supporting schools** in fostering relationship-rich, healthy, and safe environments where students are both supported and challenged to grow.

VISION



MISSION

Our Role as HCPS School Counselors





Self-Reflection

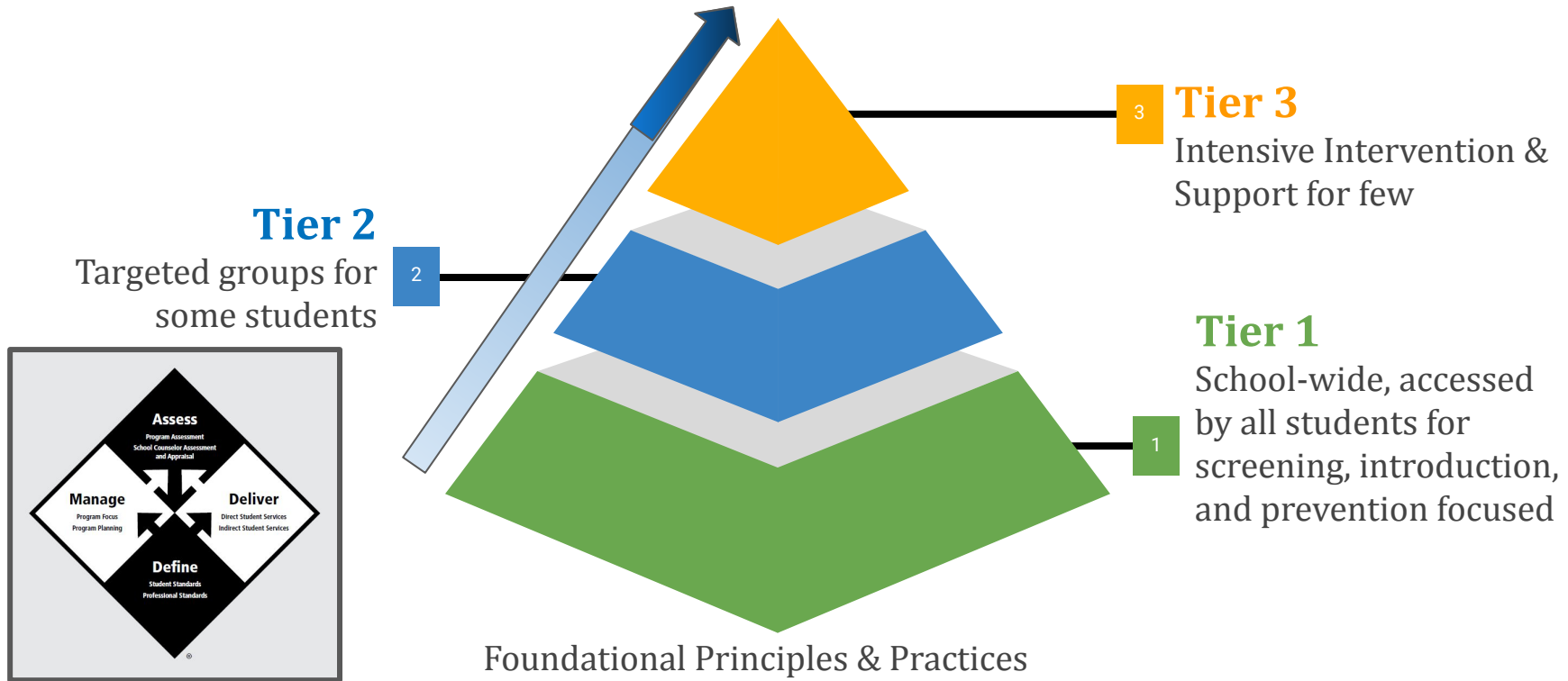


Beginning-of-Year & August Goal-setting Sheet

Beginning-of-the-Year Goal Setting

What most energizes you about this school year?	
What most concerns you about entering this school year?	
What goal would you like to accomplish regarding your professional practice <u>that directly impacts your students</u> by the end of the year?	
What goal would you like to accomplish regarding your professional practice <u>that directly impacts you</u> by the end of the year?	
What support do you need for your continued growth?	

Comprehensive School Counseling Program



ASCA National Model, 5th Ed.

Free, online
access!

ASCA National Model

A Framework for School Counseling

FIFTH EDITION



- School counselors articulate how the school counseling program aligns with the school or district vision and mission statements.
- Language to say 'each and every student' versus ALL students
- Focus on alignment with MTSS (already happening in our schools) for both direct & indirect services
- Verbiage in Use of Data (now Results) section
 - Mindsets & Behaviors data is now ASCA Student Standards data
 - Further explanation of what is considered "outcome" data
 - Supplemental data is now Contributing Factors Data (and detailed out)
 - Annual Student Outcome Goal and Closing-the Gap Goal are now one
- Additional templates created (lesson plans included)

odel®

del



§ 22.1-291.1:1.

SCHOOL COUNSELORS STAFF TIME

Each school counselor employed by a school board in a public elementary or secondary school shall spend at least 80 percent of his staff time during normal school hours in the direct counseling of individual students or groups of students and may spend up to 20 percent of his staff time during normal school hours on program planning and school support.

Let's Consider Our Direct Services!

80%

School Counseling Curriculum

Classroom Counseling Lessons/Activities
School-Wide Programs & Counseling Activities

Data-informed, developmentally appropriate lessons and/or activities provided to all students so that they gain the knowledge, attitudes, and skills necessary to be successful in school and in life.

Counseling

Individual Counseling | Small Group Counseling | Crisis Counseling

Goal-focused, brief individual counseling sessions that address issues related to:

- Mental Health/Wellness
- Social/Emotional Development
- Achievement
- College/Career Readiness

Small group counseling for students with similar challenges with the goal of improving achievement, attendance, mental health/wellness, and/or behavioral outcomes.

Crisis counseling to help students navigate critical and emergency/crisis situations.

Appraisal & Advisement

Assist students in the exploration of their abilities, interests, skills, and achievement to make decisions and develop immediate and long-range goals and plans.

Consultation, Collaboration, Referrals

- Provide information, opinions, and recommendations to individuals or teams who can support a student's need.
- Work with parents/guardians, school faculty/staff and community stakeholders to promote achievement for a specific student or promote systemic change to address the needs of specific groups of students.
- Refer students to outside providers and resources as necessary.

School Counseling Role Profiles



Elementary

Role Profile

§ 22.1-291.1.1. School counselors; staff time: "Each school counselor employed by a school board in a public elementary or secondary school shall spend at least 80 percent of his staff time during normal school hours in the direct counseling of individual students or groups of students and may spend up to 20 percent of his staff time during normal school hours on program planning and school support."

Direct Counseling

Program Planning & School Support

Individual Counseling Tier II/III Early and/or Intensive Intervention	Small Group Counseling Tier II Early Intervention
☐ Scheduled, short-term, goal-focused counseling sessions with individual students based on an identified area of need. Students requiring more than 4-6 consecutive individual counseling sessions or a higher level of intensive therapeutic intervention will be linked to a community mental health clinician ☐ Brief, on-demand counseling support and/or evidence-based practice (EBP) provided to individual students experiencing emotional distress	☐ Scheduled ongoing skills-based, process, or psychoeducational counseling sessions with small groups of students (5-8 consecutive weeks unless evidence-based small counseling group requires more for intervention fidelity) ☐ Brief, on-demand conflict resolution and mediation provided to small groups of students (not considered a small counseling group intervention but is a Tier II service provided by school counselors)
Crisis Counseling & Response Tier III Intensive Intervention	Counseling Curriculum Tier I Universal Prevention & Promotion
☐ Suicide Risk Screenings ☐ Threat Assessment Screenings in collaboration with an administrator ☐ Reporting of suspected abuse & neglect to Child Protective Services ☐ Safety plan creation ☐ Offering short-term crisis intervention, referral, and follow up ☐ Tier I, II, and III crisis counseling supports in the aftermath of a school-community emergency/crisis	☐ School counseling whole group lessons, sessions, and activities delivered to all students addressing the Academic, College & Career Readiness, Social/Emotional and Mental Health & Wellness domains ☐ School-wide programming that directly promotes or addresses an identified need in the areas of student attendance, behavior or achievement. To include at least one college/career event and week of activities annually



Middle/High

Role Profile

§ 22.1-291.1.1. School counselors; staff time: "Each school counselor employed by a school board in a public elementary or secondary school shall spend at least 80 percent of his staff time during normal school hours in the direct counseling of individual students or groups of students and may spend up to 20 percent of his staff time during normal school hours on program planning and school support."

Direct Counseling

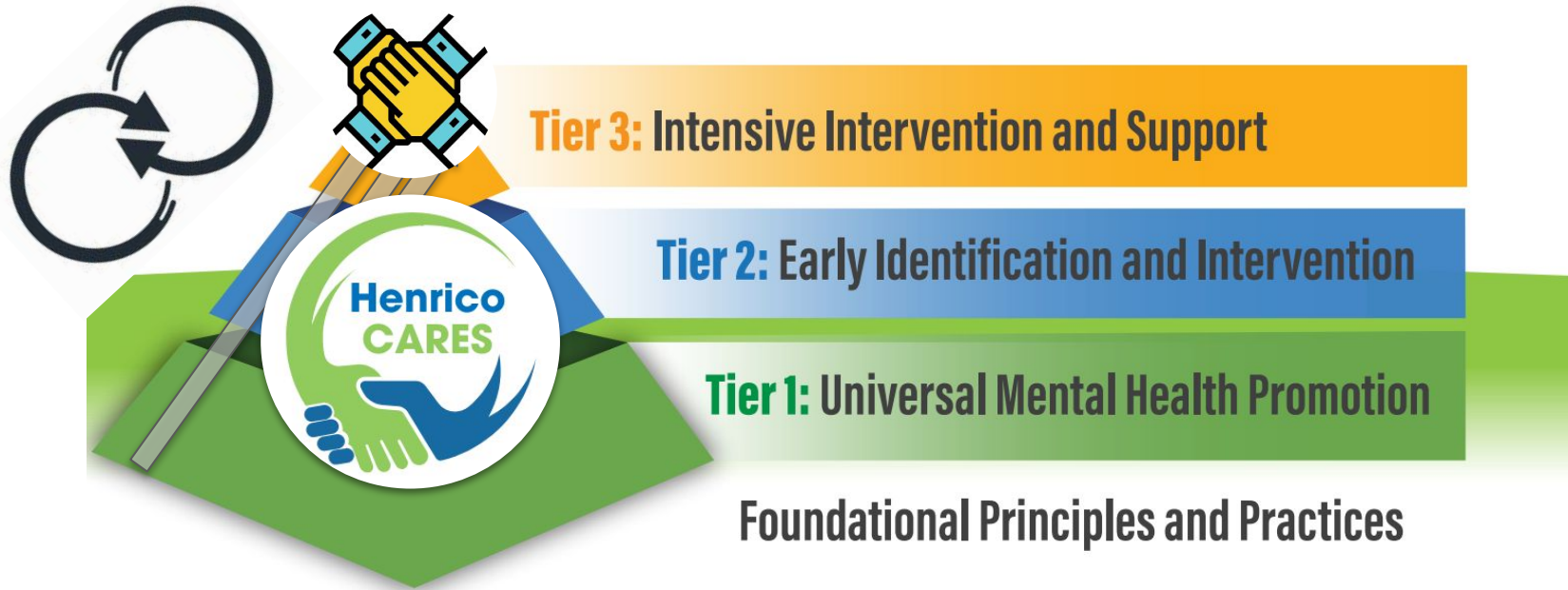
Program Planning & School Support

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Academic Appraisal & Advisement	Consultation, Collaboration & Referral Services



2026-2027 School Counselor Calendar of Events

Comprehensive School-Based Mental Health System



WHAT'S
YOUR
WHY?



- What is your why?
 - What sparked your passion for school counseling?
 - What continues to fuel that passion?
- Share your **why** with your elbow partner.



1. Welcoming/Inclusion Activity
2. Engaging Strategies, Brain Breaks & Transitions
3. Optimistic Closure

MINI-REFRESH



Take a dance break

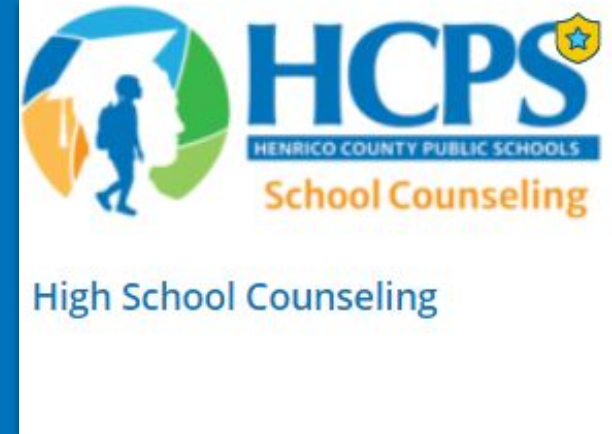
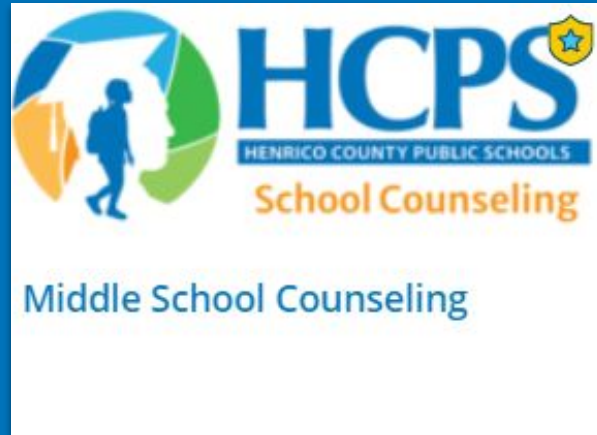
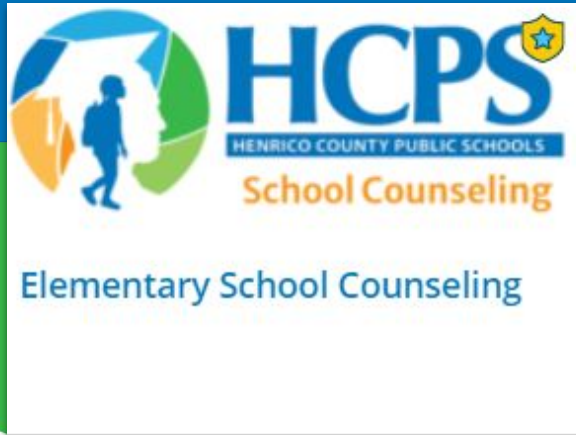
**DE STRESS
MONDAY**

What to look for? Where to find it??

Platforms, Resources & Tools



School Counseling Schoology Groups



<https://henrico.schoology.com/home>



SCHOOL COUNSELING DASHBOARD/TOOL KIT

Important Sites	Schoolology	Henrico Learner Profile	
	PowerSchool	VTSS	
	SCUTA	VA IEP	
	HCPS Planning Guide	SB Policy & Regulations	
	MajorClarity	Employee Portal	
	PowerSchool Blog		
Calendars	HCPS School Calendar		
	Secondary Counselor Calendar Events		
Curriculum Support	SC Curriculum Database	Major Clarity Scope & Sequence	
	ES Curriculum Map	SEL Dashboard	
	ES Curriculum pacing guide by month	SEL Secondary Pacing Guides	
School Counseling Directories	Elementary School Counseling	Middle School Counseling	High School Counseling
	Role Profile	Role Profile	Role Profile

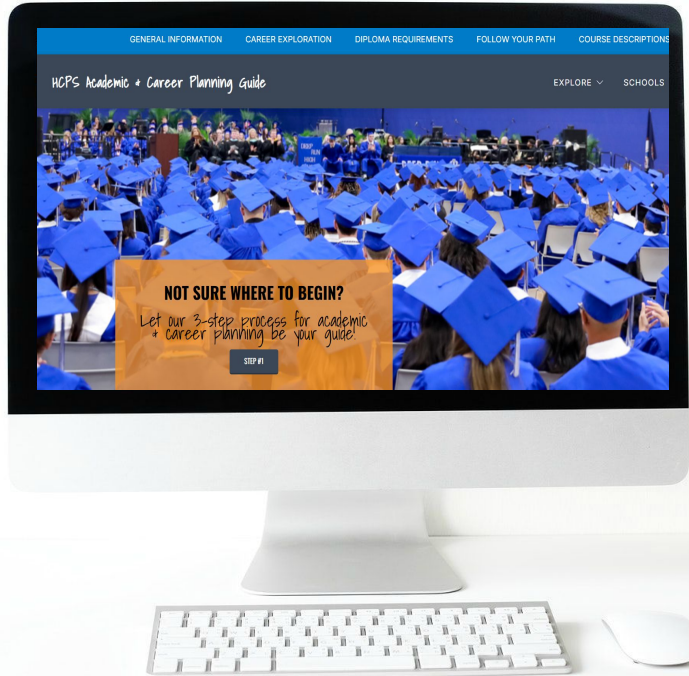


SCHOOL-BASED MENTAL HEALTH DASHBOARD/TOOL KIT

Suicide Risk Screening/ Prevention	In-Person Suicide Screening Protocol	
	Virtual Suicide Screening Protocol	
	Columbia-Suicide Severity Rating Scale with Triage Points for Schools (In Person)	
	Columbia-Suicide Severity Rating Scale with Triage Points for Schools (Virtual)	
	HCPS Suicide Risk Screening Documentation Form	
	HCPS Student Safety Plan	
	Suicide Risk Screening Documentation	
	Suicide Awareness Faculty/Staff Presentation Video Accessible via PSPL Section # 50105	
	Suicide Awareness Faculty/Staff Presentation Slidedeck	
	Signs of Suicide (SOS) Resource Guide	
Signs of Suicide (SOS) Faculty/Staff Presentation Video Accessible via PSPL Section #50151		
Child Protective Services	CPS Faculty/Staff Presentation	
	CPS Report of Suspected Abuse or Neglect Form	
	Individual Counseling (In-Person)	Individual Counseling (Virtual)

QUICK LINKS

HCPS Planning Guide



<https://academicplanningguide.henricoschools.us/>



- ★ **Bookmark this page for all things Middle & PowerSchool:**
<https://blogs.henrico.k12.va.us/powerschool/school-counseling/middle-counselors/>
- ★ **Bookmark this page for all things High & PowerSchool:**
<https://blogs.henrico.k12.va.us/powerschool/school-counseling/secondary-counselors/>

ALL YOUR OPPORTUNITIES IN ONE PLATFORM: SchoolLinks FOR STUDENTS



HCPS utilizes **SCUTA** to track daily use-of-time

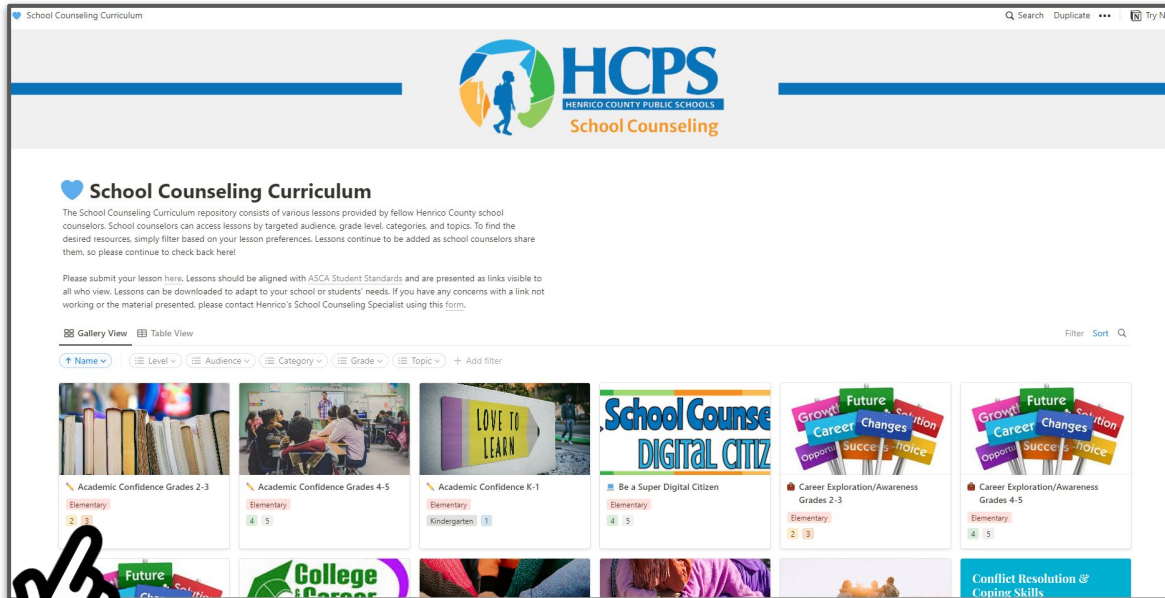
Click Here to view the
Getting Started with



Workshop for School Counselors



School Counseling Curriculum Support



School Counselors
can submit their own
classroom lessons &
activities; individual
& small group
sessions; &
school-wide
programming/events
HERE!



LET'S DO
THIS!



Accessing Your Data

- Where's the Data?
- SCUTA
- Unified Insights (Behavior & Attendance)
- Climate Surveys
- TRS-IA (Trauma responsive schools implementation assessment)
- School Quality Plan
- Comprehensive School Plan



School Counseling Annual Administrative Conference

School Counselor: _____
School Year: _____
School Counseling Program Mission Statement (aligned with school and division): _____

The school counseling department will be open daily for students in grades _____, parents/guardians and faculty/staff from _____ AM to _____ PM.

Use of School Data:
Step #1: The school counseling department utilized the following specific data sources to identify areas of gaps between and among different groups of students in achievement, attendance and discipline.
☐ Promotion/Retention rates
☐ Standardized test data
☐ Curriculum-based assessments
☐ Subject grades and/or GPA
☐ Student portfolios
☐ Discipline referrals (Minor/Major)
☐ Suspension rates (IS/DSS)
☐ Attendance rates
☐ Student involvement rates
☐ Course enrollment patterns
☐ Other: _____

Step #2: The school counseling department utilized the following aggregate data sources to identify areas contributing to identified gaps.
☐ Needs Assessment
☐ Observations
☐ Opinion Surveys/Evaluations
☐ Climate Surveys
☐ In-People Tools
☐ Interviews

School Counseling Annual Student Outcome Goals (formerly Program Goals): The following Annual Goals are based on data, focus attention on issues related to a gap in achievement, attendance, or behavior, and are written in the following format: "By (end date), (targeted group) will (increase/decrease something) in achievement, attendance or discipline by (measure of change) % from (baseline date) to (target date)." _____

Annual Student Outcome Goals Statements:
1. _____
2. _____

Use of time: 20.1-21.1.1: Each school counselor employed by a school board in a public element school is required to spend at least 10 percent of his/her staff time during normal school hours in the service of individual students or groups of students.

Planned Use of Time	%	Time spent providing School Counseling Services to Students Must total 80%	Defined: School counseling provides data and is available to provide all students activities, and skills appropriate for the school counseling curriculum topics in _____ (educational, career, social, emotional, and leadership) _____ (school-wide activities).
_____	_____	_____	_____

_____	%	Time spent providing Counseling individual counseling, small group counseling, crisis counseling	ASCA Mindsets & Behaviors and Virginia's standards for School Counseling Programs Defined: School counselors provide developmentally appropriate, goal-focused, brief counseling sessions to students that address issues related to: • Mental Health/Wellness • Social-Emotional Development • Achievement • College/Career Readiness School counselors provide small group counseling to students with similar developmental or situational challenges with the goal of improving achievement, attendance, mental health/wellness, and/or behavioral outcomes. School counselors provide counseling to help students navigate critical and emergency crisis situations.
_____	%	Time spent providing Approval & Advancement	Defined: School counselors assist students in the exploration of their abilities, interests, skills, and achievement to make decisions and develop immediate and long-range goals and plans.
_____	%	Time spent providing Consultation, Collaboration and/or Referrals	Defined: School counselors provide information, opinions, and recommendations to individuals or teams who can support a student's need or seek information from an expert about student needs. School counselors work with parents, teachers, administrators, school staff, and community stakeholders to promote achievement for a specific student or to promote systemic change to address the needs of groups of students such as underachieving or underrepresented groups of students in the school. School counselors refer students to outside providers and resources as necessary.
Program Planning & School Support	%	Time spent defining, planning, meeting and assessing school counseling activities and contributing to fair share responsibilities.	Defined: School counselors review data, create annual student outcome goals, create action plans and results reports, hold annual administrative conferences, monitor use of time, create annual and weekly calendars, and facilitate school counseling advisory councils. Fair share responsibilities should not preclude implementing and managing a comprehensive school counseling program.
Non-Counseling Duties	%	Tasks or activities that take away valuable time from implementing a school counseling program that meets students' needs.	See attached appropriate and inappropriate activities for school counselors.

Direct Service Minimum Standards:

- The school counselor will deliver a minimum of _____ counseling curriculum lesson(s) to each _____ per _____.
- The school counselor will facilitate a minimum of _____ small counseling group(s) per semester.
- The school counselor will make every attempt to respond to requests for individual counseling between _____ hours after receiving the written request.
- The school counselor will assist in the appraisal and advisement of every student on their caseload program transition to the _____ grade.

Adapted from the American School Counselor Association (2015). The ASCA National Model: A Framework for School Counseling Programs, Fourth Edition. Alexandria, VA: Author.

Ratio & Caseload: The recommended caseload is 1 school counselor to every 250 students. Virginia Standards of Quality requires 1 full-time school counselor to every 225 students in grades K-12.

Current Ratio: 1 school counselor per _____ students

My caseload is defined by (select one):
☐ High (provide specific details in separate caseload here)
☐ Grade Level (students in grades _____)
☐ No students in building _____
☐ Other: _____

Professional Learning: The school counseling department plans to participate in the following professional learning opportunities and school/district/state meetings based on annual student outcome goals and my School Counselor Professional Standards & Competencies self-assessment:
 Date(s): _____ PL Opportunity: _____

Planning & Results Documents: The following documents have been/will be developed this year to analyze, evaluate and share the effectiveness of the school counseling program:
☐ Annual Calendar
☐ Use of Time Documentation
☐ Closing-the-Action Plan & Results Report
☐ Classroom/Group Mindsets & Behaviors Action Plan
☐ Classroom/Group Mindsets & Behaviors Results Report
☐ Additional Activities/Committees/Fair Share Responsibilities
☐ School Counseling Program Assessment

Additional Activities/Committees/Fair Share Responsibilities
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____
 8. _____

School-Based Mental Health Teams: School Counselors are members of the school-based mental health team. This team is uniquely qualified to provide mental and behavioral health prevention, early identification and intervention, as well as crisis response and referrals/transition services to students and their families that are appropriate in the learning environment. Additional members of the school-based mental health team include:
 School Psychologist: _____
 School Social Worker: _____

Agreement:
☐ I plan to implement the above plan in an effort to promote student achievement, attendance, behavior and safety.
 Counselor signature: _____ Conference Date: _____
☐ I agree to support the above plan in an effort to promote student achievement, attendance, behavior and safety.
 Principal signature: _____ Conference Date: _____

Adapted from the American School Counselor Association (2015). The ASCA National Model: A Framework for School Counseling Programs, Fourth Edition. Alexandria, VA: Author.

Defining Goals

Principal/School Counselor Annual Conference & Agreement

Delivery of Services: 7 Total Performance Standards

1

Professional Knowledge

2

Program Planning & School Support

3

Delivery of School Counseling Curriculum

4

Delivery of Direct Counseling Services

5

Delivery of Indirect Counseling Services

6

Delivery of Appraisal & Advisement

7

Professionalism & The Counseling Environment

HCPS
Hennepin County Public Schools
The right to achieve.
The support to succeed.

School Counselor: _____ School Year: _____
Annual Administrative Conference

School Counseling Program Mission Statement (aligned with school and division): _____

The school counseling department will be open daily for students in grades _____, parents/guardians and faculty/staff from _____ AM to _____ PM.

Use of School Data:
Step #1: The school counseling department utilized the following baseline data sources to identify areas of success or gaps between and among different groups of students in achievement, attendance and discipline.

- ☐ Promotion/retention rates
- ☐ Standardized test data
- ☐ Curriculum-based assessments
- ☐ Subject grades and/or GPA
- ☐ Student portfolios
- ☐ Discipline referrals (Minor/Major)
- ☐ Suspension rates (ISS/OSS)
- ☐ Attendance rates
- ☐ Parent involvement rates
- ☐ Course enrollment patterns
- ☐ Graduation rates
- ☐ Completion rates
- ☐ Homework/work completion rates
- ☐ Extracurricular activity rates
- ☐ Other: _____

Step #2: The school counseling department utilized the following supplemental data sources to identify possible factors contributing to identified gaps.

- ☐ Needs Assessment
- ☐ Observations
- ☐ Opinion Surveys/Evaluations
- ☐ Climate Surveys
- ☐ Pre/Post Tests
- ☐ Interviews
- ☐ Other: _____

School Counseling Annual Student Outcome Goals (formerly Program Goals): The following Annual Student Outcome Goals are based on data; focus attention on issues related to a gap in achievement, attendance, or behavior; and are written in the following format: "By (end date), (target group) will (increase/decrease something related to achievement, attendance or discipline) by (measure of change) %, from (baseline data) to (target data)."

Annual Student Outcome Goals Statements:

- _____
- _____

Use of Time § 22.1-581.1.1: Each school counselor employed by a school board in a public elementary or secondary school is required to spend at least 80 percent of his/her staff time during normal school hours in the direct counseling of individual students or groups of students.

Direct Counseling Services to Students	%	Time spent delivering School Counseling Curriculum through classroom instruction & school-wide activities	Defined: School counselors provide data-informed lessons and/or activities to provide all students with the knowledge, attitudes, and skills appropriate for their developmental level. School counseling curriculum topics are preventative, psychoeducational, driven by student needs and aligned with the
Must total 80%			

Adapted from the American School Counselor Association (2013). The ASCA National Model: A Framework for School Counseling Programs, Fourth Edition. Alexandria, VA: Author.

DATA ANALYSIS



Analyze Data for Program Management

- SCUTA Use -of- Time Reports
- School Counseling Program Quarterly reports
- Flashlight Presentations
- Advisory Council

Monthly SCMTA Reports

USE-OF-TIME ANALYSIS: SCHOOL HOURS



Carroll Emily September 6, 2021 - March 4, 2022

- 34.0% - Instruction
- 0.0% - Appraisal and Advisement
- 8.3% - Counseling
- 13.1% - Referrals/ Consultation/ Collaboration
- 7.9% - Defining, Managing, Assessing Activities
- 0.4% - Fair-Share Responsibility Activities
- 36.3% - Non-School-Counseling Tasks

OK	CATEGORY GOAL*	%TIME	TOPIC	%TIME	HOURS	FREQ.
✗	Student Services 80% or more	Direct Student Services 42%	Instruction	34.0	175	257
			Appraisal and Advisement	0.0	0	0
			Counseling	8.3	43	149
		Indirect Student Services 13%	Referrals/ Consultation/ Collaboration	13.0	67	141
✓	Program Defining, Managing and Assessing 20% or less	8%	Defining, Managing, Assessing Activities	8.0	41	48
			Fair-Share Responsibility Activities	0.4	2	3
✗	Non-School-Counseling 0%	36%	Non-School-Counseling Tasks	36.3	187	356

*American School Counselor Association (2012). The ASCA National Model: A Framework for School Counseling Programs, Third Edition. Alexandria, VA: author.



200
Individual
Counseling
Sessions

12
Counseling
Lessons

14
Small
Counseling
Group
Sessions



Topics of Counseling Groups

- *Boys Support Group:
Positive Relationships
- *Girls Support Group:
Positive Group Relationships
- *Friendship Skills
- *Worry & Calming Strategies
- *Social Skills

Classroom Lesson Topics

- *2nd Step
- *Community Circle
- *Conflict Resolution
- *Empathy & Kindness
- *Gratitude
- *Growth Mindset
- *Meet the Counselor - Coping
Skills & Resources
- *Mindfulness / Calm Strategies
- *Problem Solving
- *Social Skills / Feelings
- *Taking Responsibility

School Counseling Programming

- *A 4L
- *Books Clubs
- *Counselor Lunch Activities
- *Kindness Week
- *Mental Health Week
- *Military Lunch Club
- *Month of the Military Child
- *Parade Out the Books
- *Principal's Recess & Assembly
- *Red Ribbon Week
- *Student Council
- *Winter Wonderland Literacy

CHAMBERLAYNE ELEMENTARY SCHOOL

School Counseling
2025-26 QUARTERLY REPORT



Progress Monitoring & Meaningful Feedback





Data Folders

1. Annual Administrative Conference
 2. Annual Calendar
 3. Quarterly Snapshots
 4. Flashlight Template & Presentation
 5. Any additional data you wish to share from groups, lessons, etc.
- 



Observation & Evaluation Tools

01

Observation Tool Linked

02

Evaluation Tool Linked

Evaluation Overview & Alignment

- School Counselor Process & Timeline fully aligns with the Teacher Evaluation Process & Timelines:
 - Probationary School Counselor's Years 1, 2, and 3
 - Continuing Contract School Counselors Years 1 and 2
 - Continuing Contract School Counselors Year 3 (On Cycle/Summative)*

- Rubrics use the same **Rating Scale titles**:

Exemplary Growth	Proficient Growth	Limited Growth	Unacceptable Growth
------------------	-------------------	----------------	---------------------

- Same expectations for **formal** and **informal observations** of school counselors.
- Everything is housed in **TalentEd!**

PK-12 School Counselor Observation Records

- PK-12 School Counselor Observation Records
 - Formal
 - Informal

- Learning Experience Criteria should be observed as the school counselor is delivering **at least 2** of the following **direct counseling services** to students:
 - Appraisal & Advisement
 - School Counseling Curriculum
 - Individual Counseling*
 - Small Group Counseling*

**School counselor-recommended with parent/guardian informed consent*

Professional Learning (PL)- School Counseling



PowerSchool Professional Learning (PSPL) is our professional learning management system in HCPS ([Log in to PSPL here!](#)).

Need help navigating PowerSchool Professional Learning (PSPL)? Check out [PSPL Support](#) or locate [written instructions here!](#)



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School Counseling		
Register for all courses through PowerSchool Professional Learning (PSPL) - Log in using your HCPS credentials. Need help navigating PSPL? Check out PSPL Support ! Please note: Once you have registered for an asynchronous PSPL course, the course will automatically populate in Schoology under "Courses" for completion!		
REQUIRED PROFESSIONAL LEARNING (ALL SCHOOL COUNSELORS)		
Title and Short Description	Dates/Locations	PowerSchool PL Section #
HCPS School Mental Health Back-to-School Retreat/Training This full day of targeted professional learning will address programming, strategies and interventions across multiple tiers of support specific to HCPS school mental health providers (school counselors, school social workers, school psychologists).	In-Person Training August 13th 8:30am-4:30pm The ACE Center @ Hermitage High School	PowerSchool PL Course #33330 Section #48755 Register on SCHED for specific sessions!
Care Solace Training New Counselors This training session provides new school-based mental health team members with an introduction to Care Solace, Henrico County Public Schools' referral platform for connecting students and families with trusted community-based mental health services. Participants will learn how to use the system effectively, understand the referral process, and explore best practices for supporting families in accessing timely care.	Virtual Live Training August 12th 11:30am-12:00pm OR August 14th 1:30-2:00pm	PowerSchool PL 8/12 at 1:30- Section #50100 8/14 at 1:30pm- Section #50131
Care Solace Training Returning Counselors This refresher training is designed for returning school-based mental health team members who are already familiar with the Care Solace platform. The session will offer updates on system enhancements, share best practices for maximizing impact, and explore examples of how to strengthen referral practices. Participants will also troubleshoot common challenges and collaborate on strategies to better engage students and families in accessing community-based mental health services.	Virtual Live Training August 12th 1:30-2:00pm OR August 14th 9-9:30am	8/12 at 1:30pm- Section #50132 8/14 at 9:00am- Section #50133
C-SSRS Suicide Screening Training The Columbia Protocol, also known as the Columbia Suicide Severity Rating Scale (C-SSRS), supports suicide risk screening through a series of simple, plain-language questions that anyone can ask. The answers help users identify whether someone is at risk for suicide, assess the severity and immediacy of that risk, and gauge the level of support that the person may need. This course is two parts: an asynchronous section that will provide a general overview of how to administer the C-SSRS, and a live required training in person on August 13th to further examine the C-SSRS and HCPS Suicide Protocol.	Asynchronous & Live Asynchronous portion should be completed before August 13th in person training.	PowerSchool PL Asynchronous Section # 36926
Preventing & Responding to Human Trafficking Human trafficking is a global issue that affects millions of people around the world. It is a crime that involves the recruitment, harboring, transportation, or movement of persons by force, fraud, or coercion for the purpose of exploitation. This course is designed to provide school professionals with the knowledge and skills to identify and respond to human trafficking in their schools. It will cover the signs and symptoms of human trafficking, the legal and ethical implications of human trafficking, and the role of school professionals in preventing and responding to human trafficking. The course will also provide information on how to support survivors of human trafficking and how to collaborate with law enforcement and other community partners.	Asynchronous *Required to attend either this asynchronous training	PowerSchool PL Section # 36952

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PowerSchool PL Section #48771 (FERPA 101) Section #48772 (FERPA 201)	PowerSchool PL Section #14425 (Part I) Section #14426 (Part II) Section #14427 (Part III)
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PowerSchool PL Section # 13094	PowerSchool PL Section #25538 (Elementary) Section #36816 (Middle)
PowerSchool PL Section # 13113	
PowerSchool PL Section # 13114	
PowerSchool PL Section # 13115	
PowerSchool PL Section #14780	
PowerSchool PL Section # Coming Soon!	
On-Demand Support	
Getting Started With Clever	Google Workspace for Educators
Getting Started with Nearpod	Getting Started with Microsoft TEAMS
Getting Started with Microsoft TEAMS	Getting Started with Adobe Express
Getting Started with Adobe Express	Getting Started with WeVideo
Getting Started with WeVideo	Getting Started with Brainpop

Support for New School Counselors

- Professional Learning
- Mentoring & Quarterly Meetings
- Review Annual Goals
- Review SCUTA data & counselor use of time
- Attend formal/informal observations
- Advisory Council Meetings
- Celebrating School Counselors!



Optimistic Closure: What are you most excited for this year?



Thank You.

Nicole's Office Hours
Starting August 29th
Fridays 2:30-3:30PM
[Microsoft Teams](#)

