



**Albany Leadership Charter School
9-12 Comprehensive School Counseling Program
And Guidance Plan**

Brief description of the school

Albany Leadership Charter School for Girls (ALCS) was the first all-girls, public, charter high school in the city of Albany. Led by a dynamic team of leaders, ALCS strives to be the premier college preparatory school for young women in the Capital District. The school opened its doors in September 2010 to approximately 150 ninth and tenth grade scholars. Now, we are fully enrolled in grades 6 through 12.

The ALCS goal is to prepare, empower, and encourage our students to successfully transition to post-secondary education. ALCS believes that education should be available and attainable for all girls and that by eliminating false gender stereotypes, fostering a love of learning and leadership, and setting high standards, they know that our scholars will rise to the challenge.

Reflecting ever-growing educational needs and trends, ALCS adapts its curriculum to reflect an ever-changing society. While maintaining its ministerial integrity, it has continued to grow as a college-preparatory school, offering Dual enrollment college classes, and STEM Courses.

The school offers an ideal learning environment for all students. A small school atmosphere, individual attention, a diverse student body, and community support are just some of the things that make Albany Leadership Charter School unique. The school is proud to provide students with a strong academic program in core subjects that establishes the foundation for their success in high school, college, and careers. Albany Leadership Charter School students also benefit from accelerated courses in Math and Science; and over half a dozen college-level elective classes.

The High School staff consists of 23 teachers; 10 non-instructional personnel; a CEO, Principal, an Assistant Principal, and a Dean of Students. In addition to the traditional academic courses, interscholastic sports for middle and high school students; a wide range of clubs and extracurricular activities for students in grades six through twelve, three drama productions each year; band and chorus; and the possibility of playing on 11 interscholastic athletic teams throughout the year.

ALCS Mission Statement

The mission of Albany Leadership Charter School for Girls is to prepare young women to graduate from high school with the academic and leadership skills necessary to succeed in college and the career of their choosing.

School Counseling Vision Statement:

Albany Leadership Charter School for Girls is dedicated to promoting College and Career Readiness by preparing our graduates to successfully transition into postsecondary opportunities. Students will acquire the skills, knowledge, and attitudes needed to reach their full academic potential and be successful in life.

Counseling Mission Statement:

Albany Leadership Charter School for Girls aims to meet diverse student needs by providing a developmental comprehensive school counseling program that Aligns with the ASCA National Model. Counselors at ALCS focus on instilling core values such as leadership, empowerment, accountability, and resilience. Counselors will collaborate with students, families, staff, and stakeholders to prepare students to meet their post-secondary goals and become contributing members of society.

9-12 Counseling Program Overview

Currently, the School Counselors work alone, as well as collaborate with other members of the Student Support Team (SST), to implement the requirements of the ninth through twelfth grade components of the school counseling program. With assistance from the Principal, Assistant Principal, and Dean; and through collaboration with the faculty and other SST staff, the Counselors provide students with academic, college and career, and social/emotional support based on the needs of all students. The High School Counselors provide individual and/or group counseling and crisis intervention to support overall student success. Parent involvement is welcomed and encouraged.

School Counselors and Administrators

Samantha Osorio, School Counselor A-K
Amy Lecakes, School Counselor L-Z
Tishina Bowden, Social Worker
Rahking Williams, Assistant Principal
Felicia Woods, Principal

The Comprehensive Model

The comprehensive school counseling program is a framework for the systemic development, implementation, and evaluation of school counseling programs. The process for delivery of the National Standards and linked to the New York State Common Core Standards is accomplished by utilizing each of the four components of the comprehensive model: student and professional standards in order to DEFINE the program; program focus and planning in order to MANAGE the program; direct and indirect student services in order to DELIVER the program; and program and school counseling assessment and appraisal in order to ASSESS the program. The comprehensive model identifies the competencies for students and uses varying strategies to deliver the content of the program to every student. Most importantly, the comprehensive program links school counseling to the total educational process.

The American School Counseling Association's (ASCA) National Model for School Counseling Programs incorporates the national standards, the comprehensive process and results-based accountability, while considering the developmental needs of every student. The four main components of the model are:

1. **DEFINE:** which addresses the belief and mission that every student will benefit from the school counseling program, and that every counselor acts according to set standards.
2. **MANAGE:** which presents the organizational process and tools needed to deliver a comprehensive school counseling program. These processes and tools include: agreements or responsibilities, use of data, action plans, time and task analysis; and monthly calendars
3. **DELIVER:** which defines the implementation process and the components of the comprehensive model through direct and indirect student services (guidance curriculum, individual planning with students, responsive services, and system support).
4. **ASSESS:** which helps school counselors demonstrate the effectiveness of their work in measurable terms such as impacts over time, performance evaluation, and a program audit by asking such questions as who participated in activities; what Mindsets and Behaviors did the students learn; and how did learning affect attendance, achievement, and discipline.

The National Model for School Counseling Programs speaks to the importance of accountability and having an organizational framework that documents and demonstrates "how students are different as a result of the school counseling programs." A commitment to accountability shifts public perception from questions such as "what do school counselors really do?" to show how school counselors are key players in the academic success for all students.

Albany Leadership Charter School College Bound Department: DEFINE

Professional School Counselors work under research-based National Standards of Mindsets and Behaviors from the American School Counselor Association (ASCA). These standards describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. Students should be able to demonstrate these as a result of a school counseling program. Included in these are the three domains (Academic, Social/Emotional, and Career) and standards under these. The complete list of Mindsets and Behaviors along with the Domains and Standards are found as part of the Group and Classroom Action Plan.

Professional School Counselors are professional advocates who collaborate with other educators, parents/guardians, and community stakeholders to maximize student potential and academic achievement. They do this according to The ASCA School Counselor Professional Standards and Competencies which are found in Appendix A.

Professional School Counselors also work under ethical standards that enable them to create opportunities for equity in access and success in educational opportunities; and connect their programs to the mission of schools by subscribing to the tenets of professional responsibility. The ASCA Ethical Standards for School Counselors which are found in Appendix B.

Professional School Counselors in New York state work under the New York State Education Department regulations. Those regulations under part 100.2 are found in Appendix C.

Professional School Counselors work under the New York State Education Department Career Development and Occupational Studies (CDOS) standards. These learning standards are intended to promote exploration and research into broad career areas of interest to individual students. Basic principles of career planning such as decision-making, self-evaluation, and goal setting have been integrated within the sample tasks. These standards are found in Appendix D.

Professional School Counselors at Albany Leadership Charter School, as agents of educating and developing students as whole human beings, work to incorporate the Core Competencies from the Collaborative for Academic, Social, and Emotional Learning (CASEL) Framework into our collaborative relationships and rigorous and meaningful curriculum and instruction. These competencies are meant to advance educational equity and excellence through authentic school-family-community partnerships in order to address various forms of inequity and empower young people and adults to contribute to safe, healthy, and just communities, particularly in our post-Pandemic world. These competencies are found in Appendix E.

Albany Leadership Charter School College Bound Department: **MANAGE and DELIVER**

Intertwined with the delivery system is the management system, which incorporates organizational processes and tools to ensure the Albany Leadership Charter School Counseling Program is organized, concrete, clearly delineated, and reflective of the school's needs.

Clear expectations and purposeful interaction with all stakeholders results in a school counseling program that is integrated into the total educational program, and provides student growth and development. The management section of the Albany Leadership Charter School's Counseling program addresses who will implement the school counseling program, when the program is delivered, use of data, the management agreement, and advisory team.

Components of the Management and Delivery Systems:

Management agreements: The counselors will ensure effective implementation of the delivery system to meet student needs. The counseling staff and administrators make management decisions based on the school's needs and data analysis.

School counselors will review and discuss data driven needs for the student population and create School Data Summary reports (see example, Appendix F). The data used to create these may include review of graduation rates, attendance and discipline records, as well as standardized test scores. The counselors will decide on a plan of action based on those reports.

Program implementation: The counselors will then use the data summary reports and integrate all elements of a school counseling plan by writing annual student outcome goals (see example, Appendix G). In these plans, the counselors will ensure that each student has access to the counseling program.

Use of Time: In addition, the counselors will determine the percentage of time spent delivering guidance lessons, providing individual student planning, responsive services, and managing system support. The counselors will recognize the value of direct service in addition to indirect services. It is recommended that school counselors spend 80% of their time in direct services and indirect services with students. The remaining time is spent for program management and program services. The counselors will track their time using computer-based calendars and spreadsheets.

| Component | High School |
|---------------------------|--------------------|
| Direct Student Services | 50-60% |
| Indirect Student Services | 20-30% |

Use of Calendars:
school counselors
monthly calendars
program delivery.

| | |
|-----------------------|--------|
| Program Planning | 10-15% |
| System/School Support | 5-10% |

The
will use
to guide

Other considerations of management agreements include counseling budget, professional development, department meetings, and collaboration among support services staff. The ASCA Annual Calendar is found in Appendix F.

Use of Data: A comprehensive school counseling program is data driven to ensure that every student receives the benefits of the school counseling program. School counselors must show that each activity implemented is part of the program, and is developed from analysis of the students' needs, achievements, and/or related data. To do this, school counselors need to evaluate participation, Mindsets and Behaviors data, and outcome data.

- Participation data: Participation data answers the question, "What did you do for whom?" and provides evidence that an event occurred. It is information describing the way the program is conducted and if it followed the prescribed practice. Examples of participation data include: held six five-session counseling groups with eight students each on anger management; 250 parents/guardians attended an evening career event; all eleventh grade students were seen individually to prepare an academic plan.
- Mindsets and Behaviors data: These data answer the question, "What did students learn through participation in the school counseling activities?" These data measure what students and others observe or perceive, knowledge gained, attitudes and beliefs held and competencies achieved. Examples of perception data include: 100 percent of students in grades 6-8 have completed an academic plan; 92 percent of students can identify the early warning signs of violence; 70 percent of tenth-grade students understand the relationship between academics and careers.
- Outcomes data: Outcome data answer the "so what" question: "How did learning affect achievement, attendance, or discipline?" The impact of an activity or program is documented through Mindsets and Behaviors data. These data show that a program has had a positive impact on students' ability to utilize their knowledge, attitudes and skills to affect behavior change. Examples include: graduation rates improved by 14 percent; attendance improved among seventh-grade males by 49 percent; discipline referrals decreased by 30 percent over time.

The school counselors will review and discuss data driven needs for the student population. This may include review of graduation rates, attendance, and standardized test scores. For every desired competency and result there must be a plan how the desired competency will be achieved. Each action plan should include: competencies addressed; description of activity; timeline in which the activity will be completed; who is responsible for delivery; means of evaluating student success; and expected results. The School Counselors will decide on a plan of action to meet students' needs.

Albany Leadership Charter School College Bound Department: ASSESS

To achieve the best results for students, the school counselors regularly evaluate the program to determine its effectiveness. Now more than ever, school counselors are challenged to demonstrate the effectiveness of their programs in measurable terms. The School Counselor uses accountability strategies to monitor student achievement and to evaluate and improve the School Counseling program. The School Counseling program components may be accessed through Data Analysis and Program Assessment. Going forward, the school counselors would like to maintain a regular review of the program. The plan will include an analysis of one component of school data, one goal, strategies, results, and evaluation. Using School Data Summary (Appendix F) and the Annual Student Outcome Plan (Appendix G), school counselors will collaborate with administrators to identify problem areas using data critical to student success. Examples include discipline referrals, standardized test scores, retention, dropout rates, and attendance. A goal will be set based on the following question: How does the role of the school counselor impact student success? One need will be selected and the baseline of data identified. External variables will be identified. Counselors will identify strategies to accomplish the goal. Strategies may include school guidance curriculum including classroom and group counseling, individual student planning, responsive services, and system support. Results will include baseline data and results data. Each accountability plan will include an evaluation. Which strategies had a positive impact on the data? Which strategies should be replaced or changed? How did your role as a school counselor and your goal contribute to a systemic change in your school?

Analyzing school counseling program results reports ensures programs are evaluated for effectiveness and informs decisions related to program improvement. The analysis of results reports is the heart of having a data driven school counseling program (ASCA, 2012). The Albany Leadership Charter School School Counselors may review the accountability plans to identify trends and areas of success and areas in need of improvement. The program evaluation has the following components: Self-analysis of the School Counselor's strengths and areas of improvement using the School Counselor Competencies Assessment; Self-analysis of the School Counseling program's strengths and areas of improvement, and evaluation of the School Counselor's performance using the administration's choice of Evaluation tool.

Data Analysis:

The School Data Summary is a summary of the school's achievement, attendance, behavior, and safety record over a multi-year period and can contribute to a better understanding of trends at the school. The school counselors will review available attendance, graduation rates, achievement, behavior, and safety data from the past school year. The school counselors will consider the following questions when analyzing the data: What strengths are indicated by the data? What concerns are indicated? Have

attendance and graduation rates remained stable? How can the school counseling program contribute to addressing the educational issues posed by the data? (Appendix F, G)



Classroom and Group Mindsets & Behaviors Action Plan

The ASCA Mindsets & Behaviors guide the planning and delivery of all student activities and interventions. The purpose of the classroom and group Mindsets & Behaviors action plan is to provide an overview of the delivery of direct services in large group (LG), classroom (Class) and small group (SG) settings. This plan presents the topics addressed and standards achieved; the annual calendar presents a schedule of all classroom and group activities.

Albany Leadership Charter School Guidance Plan

| Mindsets | Parts 100 CDOS CASEL | Activity | Participants | Class /LG | SG |
|---|--|---|--|---|---------------|
| M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being | CASEL: SeA, SM CASEL: SeM CASEL: SeA, SoA, RDM | Health Class PE Class CLEAR Goals/Advisory | All Sophomores, School Counselors, PE Faculty All Students, PE Teacher All students, SST, Faculty | Class Class | SG |
| M 2. Self-confidence in ability to succeed | CASEL: SeA, SM Parts 100: ii. e.(b), g(d) CASEL: SeA, SM, SoA, RS, RDM CDOS: Standard 3a CASEL: SeM | Self-esteem lessons Individual Counseling POP Honor roll breakfast/ice cream social | Select students, Social Worker, Behavior Specialist Select students, Counselors and other SST members Qualified Students, Administration | LG | SG Ind |
| M 3. Sense of belonging in the school environment | CASEL: SoA, RS CASEL: SeA, SeM, SA, RS, RDM CASEL: SeA, SoA, RS CASEL: SeA, SoA, RS CASEL: SeA, SoA, RS | Regular assemblies Advisory activities Community Dinners End of the Year Carnival LiveStream videos | All Students, SST All Students and Faculty, SST Students, Staff, Parents All Students, Faculty, SST Select students, SST, Faculty | LG SG LG LG | |
| M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success | Parts 100: ii. a, b, c(i) e(b)(c) g(d) CDOS Std 1, 2, 3a CASEL: SeA, RDM Parts 100: ii: c(i), f(c) CDOS: Standard 1 Parts 100: ii: c(i), g(d) CDOS: Standard 1 Parts 100: ii: c(i), g(d) CDOS: Standard 1 Parts 100: ii: c(i), g(d) CDOS: Standard 1, 2, 3a Parts 100: ii: c(i), f(c), g(d) CDOS: Standards 1,2,3a,3b CASEL: SeA, SeM, SoA, RDM | New York State Education Department Career Plan College Visits Women's Career Day STEM Career choice lessons Resumes, College essays, and Career planning unit AVID and Freshman Seminar classes | All students, one-on-one annual meeting, School Counselors Any student, Counselors All students, Central Office, faculty All students, Science Teacher All Juniors and Seniors, School Counselors English/Business Teachers, AVID faculty, School Counselors AVID Faculty, School Counselors | LG LG Class Class Class | Ind' |
| M 5. Belief in using abilities to their fullest to achieve | Parts 100: ii: g(d) CDOS: Standard 2 | FLEX Period | All students, all faculty | | SG |

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|---|--|---|--|-----------------------------|-----------|
| high-quality results and outcomes | CASEL: SeM, RDM | Academic Support and AIS classes | All students, scheduled faculty | | SG |
| M 6. Positive attitude toward work and learning | Parts 100: ii: c(i), f(c), g(d) CDOS: Standards 1,2,3a,3b CASEL: SeA, SeM, SoA, RDM | AVID, Freshman Seminar classes Resumes, College essays, and Career planning push-ins Internship Classes/Workplace Seminar | Select Students, Faculty All Juniors and Seniors, AVID Faculty, School Counselor English faculty Interested students, faculty | Class Class Class | |
| Behavior Learning Strategies | | Activity | Participants | Class /LG | SG |
| B-LS 1. Demonstrate critical-thinking skills to make informed decisions | Parts 100: ii: b(2), c(i), e(b), g(d) CDOS: Standard 1, 3b Parts 100: ii: c(i), f(c), g(d) CDOS: Standards 1,2,3a,3b CASEL: SeA, SeM, SoA, RDM | Naviance lessons Course request meetings AVID/Freshman Seminar Decision making-lessons | All students, School Counselors All students, School Counselors Select students, AVID faculty All students, faculty | Class Class Class | Ind |
| B-LS 2. Demonstrate creativity | CDOS: Standard 2 CASEL: SeM CASEL: SeM, RS CDOS: Standard 2, 3a | LiveStream Videos Dance Team (Pantherettes) End of the year Art Show | Select students, SST, faculty Interested students, faculty advisor Select students, Fine Arts faculty | Class | SG SG |
| B-LS 3. Use time-management, organizational and study skills | Parts 100: ii: c(i), f(c), g(d) CDOS: Standards 1,2,3a,3b CASEL: SeA, SeM, SoA, RDM | AVID/Freshman Seminar Academic Support Study Skills group Self-management lessons | Select students, AVID faculty All students, scheduled faculty Select students, School Counselors | Class Class | SG |
| B-LS 4. Apply self-motivation and self-direction to learning | Parts 100: ii: g(d) CDOS: Standard 2 CASEL: SeM, RDM Parts 100: ii: g(d) CDOS: Standard 2 CASEL: SeM, RDM | Flex Period Academic Support/AIS classes | Students, School Counselors, all teachers All students, scheduled teachers | | SG SG |
| B-LS 5. Apply media and technology skills | CDOS: Standard 2, 3a,3b CASEL: SeM CDOS: Standard 3a, 3b CASEL: SeM, RS | LiveStream videos Schoology Program Google classroom and products | Select students, SST, faculty All students, all staff All students, all staff | LG LG | SG |
| B-LS 6. Set high standards of quality | Parts 100: ii: c(i) CDOS: Standard 1,2 CASEL: SeM, RS, RDM Parts 100:ii:e(b), g(d) CDOS: Standard 3a | School-Wide goal-setting within CLEAR standards NWEA testing | All students, all staff including Central Office administration All students, all staff All staff including Central | LG LG LG | |
| B-LS 7. Identify long- and short-term academic, career and social/emotional goals | Parts 100: ii: a, b, c(i) e(b)(c) g(d) CDOS Std 1, 2, 3a CASEL: SeA, RDM | Individual Advising | All students, one-on-one annual meeting, School Counselor | | Ind |
| B-LS 8. Actively engage in challenging coursework | Parts 100: ii: c(i), g(d) CDOS: Standard 3a CASEL: SeA, SeM | Honors Classes Dual enrollment College classes | Qualified students, faculty Qualified juniors and seniors, teachers | Class Class | |
| B-LS 9. Gather evidence and | Parts 100: ii: c(i), f(c), | AVID/Freshman Seminar | Select students, freshmen, | Class | |

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|---|--|--|--|-------------------------|---|
| consider multiple perspectives to make informed decisions | g(d) CDOS: Standards 1,2,3a,3b CASEL: SeA, SeM, SoA, RDM Parts 100: ii: f(c); CDOS: Standard 3b | classes DBQ lessons Scientific Method lessons Rock the Street, Wall Street | AVID faculty Social Studies students, Social Studies teachers Science students, Science teachers Select students, faculty | Class Class Class | |
| B-LS 10. Participate in enrichment and extracurricular activities | CDOS: Standard 3a CASEL: SeA, SeM, SoA, RS, RDM | Dance Team Sports Teams | Interested students, dance advisor Interested students, coaches | | SG SG |
| Behavior Self-Management Skills | | Activity | Participants | Class /LG | SG |
| B-SMS 1. Demonstrate ability to assume responsibility | Parts 100: ii: b(2), f(c), g(d), h(e) CASEL: SeA, SeM, SA, RS, RDM Parts 100: ii: b(2), f(c) CASEL: SeA, SeM, RDM Parts 100: ii: b(2), f(c) CASEL: SeA, SeM, RDM | DASA training DASA presentations Restorative Justice meetings SST "reset" method | All students, Dean and School Counselors School Counselors, Select students/classes, and Dean Select students, School Counselors and Dean All students, SST members, School Counselors | LG Class | SG, ind as needed Ind SG, Ind as needed |
| B-SMS 2. Demonstrate self-discipline and self-control | Parts 100: ii: b(2), f(c), g(d), h(e) CASEL: SeA, SeM, SA, RS, RDMz Parts 100: ii: b(2), f(c) CASEL: SeA, SeM, RDM Parts 100: ii: b(2), f(c) CASEL: SeA, SeM, RDM | Boundaries lesson Systems lesson Restorative Justice meetings SST "reset" method | Select students/classes, School Counselors School Counselors, select students/classes Select students, School Counselors, Dean All students, SST members, School Counselors | Class Class | SG as needed SG as needed SG, as needed Ind SG, InD as needed |
| B-SMS 3. Demonstrate ability to work independently | Parts 100: ii: g(d) CDOS: Standard 2 CASEL: SeM, RDM Parts 100: ii: g(d), h(e) CDOS: Standard 3a, 3b CASEL: RDM | FLEX Period Academic Support Internship Classes/Workplace Seminar | Students, , all faculty All students, scheduled faculty Interested students, faculty | | SG SG |
| B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards | Parts 100: ii: b(2), f(c), g(d), h(e) CASEL: SeA, SeM, SA, RS, RDM | Individual Advising Restorative Justice meetings | School Counselors, all students School Counselors, Dean, select students | | SG, ind SG |
| B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals | Parts 100: ii. a, b, c(i) e(b)(c) g(d) CDOS Std 1, 2, 3a CASEL: SeA, RDM | Individual Advising | School Counselors, all students | | SG, ind |
| B-SMS 6. Demonstrate ability to overcome barriers to learning | Parts 100: ii. a, b, c(i) e(b)(c) g(d) CDOS Std 1, 2, 3a CASEL: SeA, RDM | Individual Counseling SPED Math and Writing Foundations EPD and MPD classes Peer Tutoring | School Counselors, Social Worker, select students Students with IEPs/504s, Assigned faculty Special Education faculty Select students, School Counselors, National Honor Society students | | SG, ind SG SG |
| B-SMS 7. Demonstrate effective coping skills when faced with a problem | Parts 100: ii. a, b, c(i) e(b)(c) g(d) CDOS Std 1, 2, 3a CASEL: SeA, RDM | Individual Counseling | School Counselors, Social Worker, select students | | SG, ind |
| B-SMS 8. Demonstrate the ability to balance school, home | Parts 100: ii. a, b, c(i) e(b)(c) g(d) | Individual Advising | School Counselors, Social Worker, all students | | SG, ind |

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|--|--|---|---|----------------------------|-------------------------|
| and community activities | CDOS Std 1, 2, 3a CASEL: SeA, RDM | | | | |
| B-SMS 9. Demonstrate personal safety skills | CASEL: SeM, RS, RDM CASEL: SeM, RS, RDM CASEL: SeM, RS, RDM | Infectious disease unit First Aid Unit CPR/First Aid | 9-12 Students, Science Teacher All seniors, Administration All students, Administration | Class Class Class | |
| B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations. | Parts 100: ii. a, b, c(i) e(b)(c) g(d) CDOS Std 1, 2, 3a CASEL: SeA, RDM | Crisis Counseling <i>See Note Above-B-SMS 7</i> | Available to all students, School Counselors, Social Worker | | ind |
| Behavior Social Skills | | Activity | Participants | Class /LG | SG |
| B-SS 1. Use effective oral and written communication skills and listening skills | CDOS: Standard 2 CASEL: SeM CASEL: SeM, RS CDOS: Standard 2, 3a CDOS: Standard 2, 3a | LiveStream Videos Assembly Call outs Communication/Presentation Skills lessons YouTube video | Select students, SST, Athletic Director Interested students, SST, faculty All high school students, English teachers, Social Studies teachers Select students, Athletic Director | Class | SG SG SG |
| B-SS 2. Create positive and supportive relationships with other students | CASEL: SoA, RS CASEL: SeA, SeM, SA, RS, RDM CASEL: SeA, SoA, RS Parts 100: ii: b(2) CASEL: SeA, SeM, SA, RS, RDM | All school assemblies Advisory activities Community Dinners Multicultural Day Celebrations of "Groups of the Month" Restorative Justice Meetings | All Students, SST All Students, SST, all teachers All Students, all staff All Students, all staff All Students, all staff Select students, SST, faculty | LG LG LG LG LG | 2 SG |
| B-SS 3. Create relationships with adults that support success | Parts 100: ii: c(i), g(d) CDOS: Standard 1 Parts 100: ii: g(d) CDOS: Standard 2 CASEL: SeM, RDM | Woman's Career Day FLEX period | All students, Central Office administration, outside speakers All students, All teachers | LG | SG + |
| B-SS 4. Demonstrate empathy | Parts 100: ii: b(2), f(c), g(d), h(e) CASEL: SeA, SeM, SA, RS, RDM Parts 100: ii: b(2), f(c) CASEL: SeA, SeM, RDM | DASA training DASA presentations Restorative Practices meetings | All students, School Counselors, Dean School Counselor, Select students/classes, Dean Select students, School Counselors, Dean | LG Class | SG, ind as needed SG |
| B-SS 5. Demonstrate ethical decision-making and social responsibility | CDOS: Standard 2, 3a Parts 100: ii: b(2), f(c) CASEL: SeA, SeM, RDM | Communication/Presentation Skills Restorative Practices meetings | All high school students, English teachers, Social Studies teachers Select students, School Counselors, Dean | Class | SG |
| B-SS 6. Use effective collaboration and cooperation skills | CASEL: SeA, SeM, SA, RS, RDM | Advisory activities | All students, SST, faculty | Class, LG | |
| B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams | CDOS: Standard 1 CASEL: SeA, RDM | Student Council | Select high school students, Student Council Advisor | | SG |
| B-SS 8. Demonstrate advocacy skills and ability to assert self, | CDOS: Standard 1 CASEL: SeA, RDM | Citizenship/Research Lessons | Sophomore, Senior Students, English teacher, | Class | |

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|--|---|---|---|----|-----|
| when necessary | Parts 100: ii: c(i) CDOS: Standard 1,2 CASEL: SeM, RS, RDM Parts 100: ii: b(2), f(c) CASEL: SeA, SeM, RDM | CLEAR standards/Days Restorative Practices meetings | Government teacher All students, faculty, SST members Select students, SST members, faculty | LG | SG |
| B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment | Parts 100: ii. a, b, c(i) e(b)(c) g(d) CDOS Std 1, 2, 3a CASEL: SeA, RDM | Crisis/Individual Counseling <i>See Note Above-B-SMS 7</i> | All students, School Counselor, Social Worker | | Ind |

[Guidance Calendar](#)

Appendix A

<https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>

Appendix B

<https://www.schoolcounselor.org/getmedia/f041cbd0-7004-47a5-ba01-3a5d657c6743/Ethical-Standards.pdf>

Appendix C

NYS EDUCATION DEPARTMENT COMMISSIONER'S REGULATIONS PART 100.2 (j)

Guidance Programs

- a. (ii) **Nonpublic schools.**
Each nonpublic secondary school shall provide a guidance and counseling program for students in grades 7-12.
- b. (2) Comprehensive developmental school counseling/guidance programs. Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program, for all students in kindergarten through grade 12. Each school district shall also ensure that all students in grades kindergarten through twelve have access to a certified school counselor(s), which for the city school district of the City of New York and the city school district of the City of Buffalo shall include a licensed guidance counselor(s) pursuant to Part 80 of the Commissioner's regulations.
- c. (i) For all grades kindergarten through twelve, district and building level comprehensive developmental school counseling/guidance programs shall prepare students to participate effectively in their current and future educational programs as age appropriate, and be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards. The comprehensive developmental school counseling/guidance program ("program") shall include the following activities or services:
 - d. (a) In grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service providers, for the purpose of preparing students to participate effectively in their current and future educational programs, to provide information related to college and careers, and to assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns, and where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports.
 - e. (b) For students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. For a student with disability, the plan shall be consistent with the student's individualized education program;

- f. (c) school counseling/guidance core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills and social/emotional development by a certified school counselor(s);
 - g. (d) other direct student services which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement. Provided that nothing herein shall prohibit certified or licensed school psychologists or certified or licensed school social workers pursuant to Part 80 of the Commissioner's regulations from providing other direct student services within their applicable scope of practice;
 - h. (e) indirect student services which may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming.
 - i. (ii) Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner in which the district shall comply with the requirements of this subdivision. In the case of the City School District of the City of New York, the Department of Education shall submit separate plans for each community school district, for the High School Division and for the Special Education Division. Such district and building level plans shall be developed by or under the direction of certified school counselor(s) and be updated annually, available for review at the district offices and each school building, and made available on the district's website.
 - (a) Each plan shall be developed annually and shall include program objectives, activities, program development and maintenance planning, school counseling curriculum, professional development planning, evaluation methods based on data analysis of program results and closing the gap analysis reports to inform program improvement, and assessment of the resources necessary to support positive student outcomes.
 - (b) Each plan shall also include the preparation of a program outcomes report that includes an analysis of all systematic components of a comprehensive developmental school counseling/guidance program as defined by this subdivision. Such report shall be annually presented to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.
 - (iii) Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of 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 in the district including school social workers and/or school psychologists). In the case of the City School District of the City of New York, the Department of Education shall establish a comprehensive developmental school counseling/guidance program advisory council for each community school district. The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program. The advisory council shall create and submit an annual report to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.
- (3) Nothing in this section shall be construed to authorize any individual to provide professional services where certification is required under Part 80 of the Commissioner's regulations or where licensure is required under Title VIII of the Education Law.

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Appendix D

Learning Standards for Career Development and Occupational Studies

at Three Levels

Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Standard 3b: Career Majors Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

Appendix E

<https://casel.org/casel-sel-framework-11-2020/>

Appendix F

<https://www.schoolcounselor.org/getmedia/21c9a733-5296-4d63-8bb1-13d9d3b99ac8/Annual-Calendar.docx>

Appendix F



Sample: School Data Summary

Create your school's data story by reviewing the school improvement plan, school data reports, other data resources (e.g., student behavior surveys, climate surveys, school engagement surveys, etc.).

1. Identify who in the building can help you. Who is your data expert; who can help you interpret the data?
2. Identify the school improvement plan goals.
 - In which areas can the school counseling program support the work?
 - List those goals:.
3. Review available school data reports for previous years to identify trends.
For example:
Is there a subgroup that historically underperforms on standardized achievement benchmarks?
Is there a grade level that historically has the most absences?
Is there a subgroup that historically receives the majority of discipline referrals?

1. Compare your school's data with district and state data or other comparable data points.
2. Identify what else you need to know.
3. Identify and prioritize data points you will address through your school counseling program.

| Data Points | How Addressed Through the School Counseling Program |
|-------------|---|
|-------------|---|

| | |
|--|--|
| | |
| | |

Appendix G



Sample: Annual Student Outcome Goal Plan

Academic Year _____ to _____

Identify outcome data (achievement, attendance or discipline) that serves as basis for goal:

By ,
End Date *Targeted Group*

will
(increase/decrease something related to achievement, attendance or discipline)

by from to
Measure of change *Baseline data* *Target data*

Supplemental Data:

Check with stakeholders (parents, teachers, students, administrators, etc.), to identify possible factors contributing to this problem/issue.

Mindsets & Behavior Data:

Identify one–two ASCA Mindsets & Behaviors most relevant for this targeted group and goal:

M&B# Mindsets & Behaviors Statement

| | |
|---|--|
| M | |
| B | |

Based on the selected ASCA Mindsets & Behaviors, write one–two learning objectives/competencies students need to learn.

Possible Activities/Strategies/Interventions by School Counselors

Pre-/Post-Assessment:

Convert the learning objectives/competencies to a Likert-scale measure and/or brief answer assessment.

| 1 | 2 | 3 | 4 |
|---------------|------------------|-------------------------|----------------------------|
| <i>Rarely</i> | <i>Sometimes</i> | <i>Most of the time</i> | <i>Almost All the time</i> |