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Albany Leadership Charter School
6-12 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. As of July 2025, we are fully enrolled in grades 6 through 12, all working and learning in the same building.

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.

6-12 Counseling Program Overview

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

School Counselors and Administrators

Amy Lecakes, 6-12 School Counselor
Theresa Ford, Social Worker
Marni MacDonald, Director of Student Support
Kalia Ogden, Dean of Students
Tamara Smith, 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 in New York state work under the newly updated Social Emotional Learning Benchmarks with the Equity Revising completed in 2022. Those benchmarks are found in Appendix G.

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 Counseling Data Priorities (see example, Appendix H). The data used to create these priorities may include review of graduation rates, attendance and discipline records, as well as standardized test scores. The counselors will decide on priorities and 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%
Program Planning	10-15%
System/School Support	5-10%

Use of Calendars: The school counselors will use monthly calendars to guide program delivery. 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 H) and the Annual Student Outcome Plan (Appendix I), 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 NYS SEL Benchmarks**	**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 NYS SEL: G1-A.4,5 CASEL: SeM CASEL: SeA, SoA, RDM NYS SEL: G3-3A4,5	Health Class PE Class Four Pillars/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 NYS SEL: G2-3A 4,5 Parts 100: ii. e.(b), g(d) CASEL: SeA, SM, SoA, RS, RDM NYS SEL: G1 CDOS: Standard 3a CASEL: SeM	Self-esteem lessons Individual Counseling Student of the Month POP Honor roll breakfast/ice cream social	Select students, Social Worker, Behavior Specialist Select students, Counselors and other SST members Select students Qualified Students, Administration	 LG	SG Ind Ind
M 3. Sense of belonging in the school environment	CASEL: SoA, RS NYS SEL:G2-A,B.4.5 CASEL: SeA, SeM, SA, RS, RDM NYS SEL: G2-A.B.C..4,5 CASEL: SeA, SoA, RS NYS SEL: G1-B.4,5; G2-B.4,5 CASEL: SeA, SoA, RS CASEL: SeA, SoA, RS	Regular assemblies Advisory activities Community Dinners Spirit Week 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 SG	
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 NYS SEL: G3-B.4,5 Parts 100: ii: c(i), f(c) CDOS: Standard 1 NYS SEL: G3-B.4,5 Parts 100: ii: c(i), g(d) CDOS: Standard 1 NYS SEL: G3-B.4,5 Parts 100: ii: c(i), g(d) CDOS: Standard 1 NYS SEL: G1-B.4b,5b Parts 100: ii: c(i), g(d) CDOS: Standard 1, 2, 3a NYS SEL: G1-C.4,5 Parts 100: ii: c(i), f(c), g(d) CDOS: Standards 1,2,3a,3b NYS SEL: G3-B.4,5	New York State Education Department Career Plan College Visits Women's Career Day ICan Nursing Program Rock the Wall Street STEM Career choice lessons Resumes, College essays, and Career planning unit	All students, one-on-one annual meeting, School Counselors Any student, Counselors All students, Central Office, faculty: Development Staff Faculty, select students All students, Science Teacher All Juniors and Seniors, School Counselors English/Business Teachers, AVID faculty, School Counselors	 LG LG SG SG SG Class Class	Ind

	CASEL: SeA, SeM, SoA, RDM NYS SEL: G1-C.4; G3-C.5; G3-B.4,5	AVID and Freshman Seminar classes	AVID Faculty, School Counselors	SG	
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes	Parts 100: ii: g(d) CDOS: Standard 2 NYS SEL: G1-B.4,5; C.4,5 CASEL: SeM, RDM NYS SEL: G1-B.4,5; C.4,5 NYS SEL: G3-C.4 NYS SEL: G2-D.4,5	FLEX Period Academic Support and AIS classes Service Learning Hours Civic Seal Of Readiness HOBY Leadership Seminar	All students, all faculty All students, scheduled faculty All students All Students, Social Studies and English Faculty Select students	 Class 	SG SG Ind SG Ind
M 6. Positive attitude toward work and learning	Parts 100: ii: c(i), f(c), g(d) NYS SEL: G1-C.4,; G3-B.4,5 CDOS: Standards 1,2,3a,3b CASEL: SeA, SeM, SoA, RDM NYS SEL: G3-B.4,5	AVID, Freshman/Senior 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) NYS SEL: G1-C.4,5; G3-B.4,5 CDOS: Standard 1, 3b NYS SEL: G1-C.4 Parts 100: ii: c(i), f(c), g(d) NYS SEL: G1-C.4; G3-C.5; G3-B.4,5 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 NYS SEL: G1-A.4,5; B.4,5; G2-B.4,5 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) NYS SEL: G1-C.4; G3-C.5; G3-B.4,5 CDOS: Standards 1,2,3a,3b CASEL: SeA, SeM, SoA, RDM	AVID/Freshman/Senior 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	Flex Period Academic Support/AIS classes	Students, School Counselors, all teachers All students, scheduled teachers	 	SG SG

	CASEL: SeM, RDM				
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 NYS SEL: G1-C.4; G3-C.5; G3-B.4,5	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 consider multiple perspectives to make informed decisions	Parts 100: ii: c(i), f(c), g(d) CDOS: Standards 1,2,3a,3b CASEL: SeA, SeM, SoA, RDM NYS SEL: G1-C.4,5; G2-A.4,5	AVID/Freshman Seminar classes DBQ lessons Scientific Method lessons Rock the Wall Street	Select students, freshmen, AVID faculty Social Studies students, Social Studies teachers Science students, Science teachers Select students, faculty	Class Class Class Class	
B-LS 10. Participate in enrichment and extracurricular activities	CDOS: Standard 3a CASEL: SeA, SeM, SoA, RS, RDM NYS SEL: G2-C.5; D.4,5	Pantherettes Sports Teams	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 NYS SEL: G1-A.4,5; G2-A.4,5; B.4,5; C.4,5; D.4,5; G3-A.4,5; B.4,5	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	 Class	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 and community activities	Parts 100: ii. a, b, c(i) e(b)(c) g(d) CDOS Std 1, 2, 3a CASEL: SeA, RDM	Individual Advising	School Counselors, Social Worker, all students		SG, ind
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 *See Note Above-B-SMS 7*	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	Woman's Career Day ICan Nursing Program Rock the Wall Street FLEX period	All students, Central Office administration, outside speakers All students, All teachers	LG	 SG SG +

	CASEL: SeM, RDM				
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, when necessary	CDOS: Standard 1 CASEL: SeA, RDM Parts 100: ii: c(i) CDOS: Standard 1,2 CASEL: SeM, RS, RDM Parts 100: ii: b(2), f(c) CASEL: SeA, SeM, RDM	Citizenship/Research Lessons CLEAR standards/Days Restorative Practices meetings	Sophomore, Senior Students, English teacher, Government teacher All students, faculty, SST members Select students, SST members, faculty	Class 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 *See Note Above-B-SMS 7*	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 G

chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf

Appendix H

School Counseling Data Priorities

Appendix I

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**
Rarely	*Sometimes*	*Most of the time*	*Almost All the time*