



CITY SCHOOL DISTRICT OF ALBANY

Comprehensive Developmental School Counseling Plan
2019-2020

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New York State Part 100 Regulations -School Counseling Programs

I

Introduction

New Regulations Effective July 1, 2019

Amendments to subdivision (j) of section 100.2 of the Regulations of the Commissioner of Education were adopted by the Board of Regents effective July 1, 2017. The amended regulations govern comprehensive developmental school counseling programs beginning with the 2019-2020 school year. The full text of the regulation is available here:

<http://www.regents.nysed.gov/common/regents/files/517brca14.pdf>

The New York State Education Department (“The Department”) amended the school counseling regulations in an effort to help increase opportunities for all students to be successful. It is important for students to have access to a certified or licensed school counselor in the early years to help inspire young students to strive for success and consider college and career opportunities. Access does not necessarily mean that every elementary school must hire a full-time counselor; but requirements such as core curriculum instruction do require that the time of a certified school counselor be included in the elementary program. Every school district will need to make personnel decisions based on student needs and current staffing configurations. It is important to emphasize the positive effects that school social workers, school psychologists, school counselors, school nurses, health educators, teachers, and parents have on student success when they collaborate and work as a team, offering their respective professional expertise to support the “whole child.”

The Department’s Every Student Succeeds Act (ESSA) State Plan aligns with these amended school counseling regulations by including provisions that encourage schools and districts to adopt a “Whole School, Whole Community, Whole Child” multi-tiered model to promote positive school climates that, in turn, improve student outcomes. School climate is the way school culture affects a child’s sense of safety and acceptance, and consequently, is a critical determinant of their ability to focus on the task of learning.¹ Research shows that the whole child approach with an emphasis on social emotional learning (SEL) will lead to improved outcomes for children. In fact, the quality of the school climate may be the single most predictive factor in any school’s capacity to promote student achievement.

Current Regulations Effective Until June 30, 2019

Prior to September 2019, the previous requirements, which have been in place since the mid-1970's, continue to remain in effect for grades K-12.³ The previous regulations require school districts to have a guidance program for all students. However, because these regulations have not been updated in several decades, in preparation for the effective date of the amendments, districts should review their current program to highlight any areas needing immediate attention.

Commissioner's Regulations do not contain requirements for charter schools. Charter schools are required to provide supports and services to students enrolled in the charter school pursuant to the school's charter and applicable State and federal laws. The Department advises charter schools to review their program in light of advances in the profession of school counseling to include best practices and evidence-based approaches.

For non-public schools, the previous regulations, which specifies that each nonpublic secondary school shall provide a guidance and counseling program for students in grades 7-12, remains in effect. The Department advises nonpublic schools to review their program in light of advances in the profession of school counseling to include best practices and evidence-based approaches.

Public Schools: Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program for all students K-12. Each school district shall ensure that all students K-12 have access to a certified school counselor.

II Guidance Document

A. The Program- Part 100.2(j)(2) *Comprehensive developmental school counseling/guidance programs: Beginning with the 2019-2020 school year:*

- i. 100.2(j)(2)- Each school district shall have a comprehensive developmental school counseling/guidance program, for all students in kindergarten through grade 12. Each school district shall ensure that all students in grades kindergarten through twelve have access to a certified school counselor(s). 100.2(j)(2)(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.
- ii. Additionally, the program shall be designed to address multiple student competencies including career/college readiness, and academic and social/emotional development standards.

B. The Services

- i. 100.2(j)(2)(i)(a)- In grades K-5, 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 program, to provide information related to college/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. The program shall be designed for the purpose of preparing students to participate effectively in their current and future educational program, to provide information related to college/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.
- ii. 100.2(j)(2)(i)(b)- For students in grades 6-12, 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 a disability, the plan shall be consistent with the student's individualized education program.
- iii. 100.2(j)(2)(i)(c)- Program shall include school counseling/guidance core curriculum instruction for the purposes of addressing student competencies related to career/college readiness, academic skills and social/emotional development by certified school counselors.
 1. 100.2(j)(2)(i)(d)- Other direct services which may include, but not limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling

student 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 psychologist or certified or licensed school social workers pursuant to Part 80 of the Commissioner's regulations from providing other direct students services within their applicable scope of practice.

2. 100.2(j)(2)(i)(e)- Indirect student services which may include but not limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming

C. The Plan

- i. 100.2(j)(2)(ii)- Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plan which set forth the manner in which the district shall comply with the requirements of this subdivision. 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 office and each school building, and made available on the district website.
- ii. 100.2(j)(2)(ii)(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 upon 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.
- iii. 100.2(j)(2)(ii)(b)- Each plan shall 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.

D. The Advisory Council

100.2(j)(2)(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). The advisory council

- shall meet no less than twice a year for the purposes of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program.
- shall create and submit an annual report to the board of education.

E. Certifications/Titles

100.2(j)(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.

The comprehensive developmental school counseling/guidance program, while primarily provided by school counselors, often includes the services of other certified and/or licensed individuals including school psychologists, school social workers and classroom teachers. This section further ensures that school counselors continue to be assigned duties within the scope of their certification, and not beyond.

School Counselor- School counselors are certified/licensed educators with a minimum of a master’s degree in school counseling, making them uniquely qualified to address all students’ academic, career and social/emotional development needs by designing, implementing, evaluating and enhancing a comprehensive school counseling program that promotes and enhances student success. School counselors are employed in elementary, middle/junior high and high schools; in district supervisory positions; and counselor education positions. Today's school counselors are vital members of the education team. They help all students in the areas of academic achievement, personal/social development and career development, ensuring today's students become the productive, well-adjusted adults of tomorrow.

- School Counselor activities include but are not limited to the following,

- To help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level,
- Counseling curriculum is delivered throughout the school’s overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in K-12 classroom and group activities.
- Facilitate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.
- Responsive services which may include counseling in individual or small / large-group settings or crisis response.
- Certify student graduation/promotion status
- Promote and advise the successful social-emotional and academic transition of students.
- Coordinate and advise post high school planning of students.

School Social Worker- School Social Workers are trained mental health professionals who can assist with mental health concerns, behavioral concerns, positive behavioral support, academic, and classroom support, consultation with teachers, parents, and administrators as well as provide individual and group counseling/therapy. Social workers are responsible for helping individuals, families, and groups of people to cope with problems they're facing to improve their lives.

-Social Worker activities include but are not limited to the following,

- Actively participate in building RtI/MTSS team(s) to ensure the integration of all data in team decision-making and alignment of interventions.
- Provide classroom push-in support and apply behavior skills training to facilitate the understanding of behavioral strategies (Tiers I, II, and III).
- Collaborate/consult
 - in the development of team procedures,
 - with teachers, families and related service providers to support instruction, design intervention, promote treatment integrity, and improve intervention success,
 - with all staff to promote understanding of mental health and behavioral concerns.

- Provide individual and group counseling to Students with Disabilities - develop and progress monitor Individualized Education Plan (IEP) goals.
- Complete behavioral screenings and obtain social history to assist intervention planning.
- Use data to determine need, deliver and progress monitor small group (Social Academic Instructional Groups - SAIG) and individual counseling utilizing evidence-based practices.
- Consult with teachers and parents regarding preventative practices.
- Observe students in the instructional environment in order to help identify appropriate intervention strategies, to identify barriers to intervention, and to collect data.
- Design, implement and evaluate a comprehensive range of evidence-based interventions for students at risk for academic, social-emotional or mental and behavioral health concerns.
- Participate in development of tiered behavioral interventions (i.e. Behavior Support Plan, Functional Behavior Assessment, Behavior Intervention Plan, etc.)
- Support progress monitoring strategies as part of the individual student intervention plan, and assist staff in interpreting data as part of the ongoing decision-making process.
- Crisis response for students in critical need (i.e. suicide ideation, self-harm).

- Serve as liaisons to parents and outside providers helping to ensure that parent input is integrated into each tier of intervention and subsequent evaluation.
- Collaborate with parents and the school multi-disciplinary team to facilitate referrals for community based service providers including but not limited to OPWDD, outpatient mental health counseling, behavioral health evaluation, etc.
- Build capacity and support the training of building-based first-responders (i.e. hall monitors, teaching assistants, home-school coordinators) to address behavioral challenges.
- Attend mandatory meetings (i.e. Committee on Special Education, Section 504).

School Psychologist- School psychologists are uniquely qualified members of school teams that support students' ability to learn and teachers' ability to teach. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community. School psychologists provide direct support and interventions to students, consult with teachers, families, and other school-employed mental health professionals (i.e., school counselors, school social workers) to improve support strategies, work with school administrators to improve school-wide practices and policies, and collaborate with community providers to coordinate needed services.

-School Psychologists activities include but are not limited to the follow,

- Lead building RtI/MTSS team(s) in the integration of all data in team decision-making.
- Provide classroom push-in support and apply behavior skills training to facilitate the understanding of behavioral strategies (Tiers I, II, and III).
- Collaborate/consult
 - in the development of team procedures,
 - with teachers, families and related service providers to support instruction, design intervention, promote treatment integrity, and improve intervention success,
 - with all staff to promote understanding of academic, mental health and behavioral concerns.
- Complete comprehensive psycho-educational evaluations using multiple sources of data and consideration of a student's response to instruction and intervention.
- Attend mandatory meetings (Committee on Preschool Special Education/Committee on Special Education).
- Consult with teachers and parents regarding preventative practices and intervention.
- Complete academic and behavioral screenings as warranted to assist intervention planning.

- Design, implement and evaluate a comprehensive range of evidence-based interventions for students at risk for academic, social-emotional or mental and behavioral health concerns.
- Observe students in the instructional environment to identify appropriate intervention strategies, to identify barriers to intervention, and to collect response to intervention data.
- Support progress monitoring strategies as part of the individual student intervention plan, and assist staff in interpreting data as part of the ongoing decision-making process.
- Participate in development of tiered behavioral interventions (i.e. Behavior Support Plan, Functional Behavior Assessment, Behavior Intervention Plan, etc).
- Crisis response for students in critical need (i.e. suicide ideation, self-harm).
- Use data to assess, deliver (when needed), and progress monitor small group (Social Academic Instructional Groups - SAIG) and individual counseling utilizing evidence-based practices.
- Build capacity and support the training of building-based first-responders (i.e. hall monitors, teaching assistants, home-school coordinators) to address behavioral challenges.
- Actively participate in the development of Section 504 Accommodation Plans; conduct psychoeducational evaluations for 504 students and participate in 504 meetings.

School Behavioral Specialist- A behavioral specialist is the individual responsible for assessing students with behavior issues, collecting data on the students, working with teachers, counselors and school psychologists to devise a behavior plan for the student and evaluating the effectiveness of the plan.

-School Behavior Specialist activities include but are not limited to the follow,

- Implement and regularly evaluate building level implementation of district adopted models, policies and procedures (i.e. MTSS/RtI, PBIS, TCIS).
- Examine the effects of Positive Behavior Interventions and Supports (Tiers I, II, and III) on student academic and behavioral outcomes.
- Use applied behavior analytic practices to analyze school-wide and classroom data sources to develop evidence-based interventions and monitor fidelity of implementation.
- Engage in ongoing communication and consultation with administration, teachers, parents, and community providers to create safe, health and supportive learning environments.
- Identify systemic patterns of student need and work with district and building personnel to identify appropriate, evidence-based social-emotional/behavioral strategies.

- Facilitate collection, entry and analysis of data utilized in progress monitoring; helping to determine behavioral impact on academic progress and develop indicators of academic, social emotional, and behavioral health of students.
- Plan for and conduct professional development for implementation of social-emotional/ behavioral best practices (i.e. preventative strategies, function-based thinking).
- Knowledge of district academic processes and protocols, and their alignment with social-emotional/behavioral health of students.
- Attend department meetings and relevant professional development opportunities.
- Actively participate in building RtI/MTSS team(s) to ensure the integration of all data in team decision-making and alignment of interventions.
- Provide classroom push-in support and apply behavior skills training to facilitate the understanding of behavioral strategies (Tiers I, II, and III).
- Collaborate/consult
 - in the development of team procedures,
 - with all staff to promote understanding of mental health and behavioral concerns,
 - with teachers regarding evidence-based Tier I classroom management strategies to support instruction, design intervention, fidelity of implementation, and improve student outcomes through the use of data-based decision making.
- Facilitate the development, implementation, and progress monitoring of behavioral interventions (i.e. Behavior Support Plan, Functional Behavior Assessment, Behavior Intervention Plan) and assist with data-based decision making.
- Observe students in the instructional environment in order to help identify appropriate intervention strategies, to identify barriers to intervention, and to collect data.
- Use data to determine need, deliver (when needed) and progress monitor small group (Social Academic Instructional Groups - SAIG)
- Design, implement and evaluate a comprehensive range of evidence-based interventions for students at risk for academic, social-emotional or mental and behavioral health concerns.
- Crisis response for students in critical need (i.e. suicide ideation, self-harm).
- Build capacity and support the training of building-based first-responders (i.e. hall monitors, teaching assistants, home-school coordinators) to address behavioral challenges.
- Attend mandatory meetings (i.e. Committee on Special Education, Section 504).

II Appendices

a. Commissioners Regulation 100.2(j)

Subdivision (j) of section 100.2 of the Regulations of the Commissioner of Education shall be amended, effective July 1, 2017, to read as follows:

(j) Guidance programs and comprehensive developmental school counseling/guidance programs.

(1) Guidance programs for public schools for school years prior to the 2019-2020 school year and for non-public schools.

(i) Public Schools. Each school district shall have a guidance program for all students.

[(i)](a) In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.

[(ii)](b) In grades 7-12, the guidance program shall include the following activities or services:

[(a)](1) an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors; 27

[(b)](2) instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;

[(c)](3) other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors, or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and

[(d)](4) the services of personnel certified or licensed as school counselors.

[(iii)](c) Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. shall be reviewed annually by the school districts, and revisions shall be made as necessary.

[(2)](ii) Nonpublic schools. Each nonpublic secondary school shall provide a guidance and counseling program for students in grades 7-12.

(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.

(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:

(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.

(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;

(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);

(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;

(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. 30

(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. 31

(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.

b. Program Assessment

PROGRAM ASSESSMENT				
<i>This scored list can help assess implementation of the amended Part 100.2(j) of the Commissioner's Regulation with related American School Counselor Association National Model¹ components.</i>				
IMPLEMENTATION RATING	<i>1= None 2= Beginning 3= Developing 4= In Full Practice</i>			
	1	2	3	4
1. FOUNDATION				
a. All students K-5 have access to a certified school counselor and the comprehensive program				
b. All students 6-8 have access to a certified school counselor and the comprehensive program				
c. All students 9-12 have access to a certified school counselor and the comprehensive program				
d. Program vision and mission are developed in alignment with district vision and mission				
e. Program focus and annual goals are developed in alignment with district goals				
f. Relevant student competencies and standards K-12 are adopted to provide measurable knowledge, attitude and skill outcomes				
g. School counselor professional competencies and ethical standards are regularly reviewed and applied				
2. MANAGEMENT				
a. Program delivery is mapped including district goal, activities and services, students served, timeline, student standards, program objectives, staff and resources, evaluation and assessment methods				
b. Program monthly and annual calendars are provided for communicating about the program				
c. Advisory Council meets twice annually to review program goals and results, and provide advisement				
3. DELIVERY				
a. An annual individual progress review is provided to all students 6-12 to review each student's career/college planning and readiness, academic progress and social/emotional development				
b. Core curriculum instruction is provided by a certified school counselor to all students K-5 addressing student competencies in career/college readiness, academic skills and social/emotional development				
c. Core curriculum instruction is provided by a certified school counselor to all students 6-8 addressing student competencies in career/college readiness, academic skills and social/emotional development				
d. Core curriculum instruction is provided by a certified school counselor to all students 9-12 addressing student competencies in career/college readiness, academic skills and social/emotional development				
e. Direct and indirect student services are provided K-5 to assist students with academic, attendance and behavior needs such as individual and group counseling, advisement, consultation, and referral				
f. Direct and indirect student services are provided K-5 to assist students with academic, attendance and behavior needs such as individual and group counseling, advisement, consultation, and referral				
g. Direct and indirect student services are provided 6-8 to assist students with academic, attendance and behavior needs such as individual and group counseling, advisement, consultation, and referral				
h. information on college and careers is provided to all students in grades K-5				
i. information on college and careers is provided to all students in grades 6-8				
j. information on college and careers is provided to all students in grades 9-12				
4. ACCOUNTABILITY				
a. Program data is analyzed annually resulting in gap action plans and program adjustments				
b. A program outcomes report is presented to the district board of education annually				
c. The Advisory Council provides a report to the district board of education annually				
d. The Program is posted on district and school websites				
SUBSCORES				
TOTAL SCORE				

¹see ASCA National Model (2012). Alexandria, VA: American School Counselor Association; or visit: <https://www.schoolcounselor.org/school-counselors-members/asca-national-model>

Annual Individual Progress Review GuidelinesAnnual Individual Progress review Guidelines	
<p>The full scope of the annual progress review includes review of a student’s records, social/ emotional development, academic skills, and college/career readiness, with a follow-up plan. Topics listed below each of these areas serve as a reminder of the standards to consider. Topics included or emphasized will vary depending on the developmental stage and individual needs of each student. School district policies and procedures regarding student records should be followed when developing local documentation of progress review completion. School counselors are also reminded to review professional ethical standards on confidentiality and student records. The progress review should be conducted individually and by a certified school counselor.</p>	
Review of the Record:	
<ul style="list-style-type: none"> • Attendance • Behavior and discipline • Interim reports and report cards • State assessments 	<ul style="list-style-type: none"> • Support services • Academic planning and rigor • Progress towards graduation • Parent/guardian input
Social/Emotional Development review:	
<ul style="list-style-type: none"> • Self-awareness • Self-management • Social awareness • Relationship skills 	<ul style="list-style-type: none"> • Responsible decision-making • Feeling safe at school and at home • Mental health and wellness • Other needs
College/Career Readiness review:	
<ul style="list-style-type: none"> • Career development • Integrated knowledge • Universal foundation skills • College and career aspirations • Academic planning for college and career readiness 	<ul style="list-style-type: none"> • Enrichment and extracurricular engagement • College and career exploration and selection processes • College and career assessments • College affordability planning • College and career admission processes • Transition to post high school
Follow-up:	
<ul style="list-style-type: none"> • Readiness for next level of study • Assessments for additional support 	<ul style="list-style-type: none"> • Consultation and/or referral • Other follow-up

C. Sample Program Delivery Map

**City School District of Albany
School Counseling/Guidance Plan Delivery Map**

1. Grades K-5- Social Emotional and College & Career Readiness programming

The content below outlines the K-12 the 2nd Step Social –Emotional Learning curriculum, grade levels, major topics, dates of delivery (could vary), objectives, staff resources and assessment/evaluation methods. All student will have access to a certified school counselor. Students in elementary building without certified school counselors will request an appointment through their buildings school social workers. The social worker will assist in scheduling an appointment with a school counselor their school feeds into.

City School District of Albany Plan of Delivery 2019-2020						
Grade(s)	Program /Target Students/Time line	Tier (I,II,III)	Student Standards (ASCA, Mindset & Behaviors, CDOS, Health, FACS, SEL)	Program Objectives (student will be able to_)	Staff & Resources	Assessment/Evaluation Method (process, participation, outcome)
K-3	Oct-Nov: 2nd Step • Skills for Learning, Ways to stay safe, Recognize bullying	I, II	NYSED Social-emotional Benchmarks	To be more self-aware and self-regulate, Establish and maintain positive relationships and ethical decision making skills	2nd Step Curriculum, Grade level Teachers, Social Worker, Psychologist, Behavior Specialist	<ul style="list-style-type: none"> • Classroom walk through • Behavior referrals • PBIS celebrations participation • Student grades
K-3	Dec-Feb: 2nd Step • Empathy, Always Ask First, Reporting Bullying	I, II	NYSED Social-emotional Benchmarks	To be more self-aware and self-regulate, Establish and maintain positive relationships and ethical decision making skills	2nd Step Curriculum, Grade level Teachers, Social Worker, Psychologist, Behavior Specialist	<ul style="list-style-type: none"> • Classroom walk through • Behavior referrals • PBIS celebrations participation • Student grades
K-3	Jan-Feb: 2nd Step • Emotional Management, Safe & Unsafe touches, Refusing Bullying	I, II	NYSED Social-emotional Benchmarks	To be more self-aware and self-regulate, Establish and maintain positive relationships and	2nd Step Curriculum, Grade level Teachers, Social Worker, Psychologist, Behavior Specialist	<ul style="list-style-type: none"> • Classroom walk through • Behavior referrals • PBIS celebrations participation

				ethical decision making skills		<ul style="list-style-type: none"> • Student grades
K-3	March-April: 2nd Step <ul style="list-style-type: none"> • Problem Solving, Touching Rule, Bystander Power 	I, II	NYSED Social-emotional Benchmarks	To be more self-aware and self-regulate, Establish and maintain positive relationships and ethical decision making skills	2nd Step Curriculum, Grade level Teachers, Social Worker, Psychologist, Behavior Specialist	<ul style="list-style-type: none"> • Classroom walk through • Behavior referrals • PBIS celebrations participation • Student grades
K-3	April-June: 2nd Step <ul style="list-style-type: none"> • Problem Solving, Staying Safe, Bystander Power 	I, II	NYSED Social-emotional Benchmarks	To be more self-aware and self-regulate, Establish and maintain positive relationships and ethical decision making skills	2nd Step Curriculum, Grade level Teachers, Social Worker, Psychologist, Behavior Specialist	<ul style="list-style-type: none"> • Classroom walk through • Behavior referrals • PBIS celebrations participation • Student grades
4-5	Sept-Nov: 2nd Step <ul style="list-style-type: none"> • Empathy Skills for Learning, Keeping yourself Safe, Recognize/Report & Refuse 	I, II	NYSED Social-emotional Benchmarks	To be more self-aware and self-regulate, Establish and maintain positive relationships and ethical decision making skills	2nd Step Curriculum, Grade level Teachers, Social Worker, Psychologist, Behavior Specialist	<ul style="list-style-type: none"> • Classroom walk through • Behavior referrals • PBIS celebrations participation • Student grades
4-5	Dec-Feb: 2nd Step <ul style="list-style-type: none"> • Emotional Management, Always Ask First, Bystander Power 	I, II	NYSED Social-emotional Benchmarks	To be more self-aware and self-regulate, Establish and maintain positive relationships and ethical decision making skills	2nd Step Curriculum, Grade level Teachers, Social Worker, Psychologist, Behavior Specialist	<ul style="list-style-type: none"> • Classroom walk through • Behavior referrals • PBIS celebrations participation • Student grades
4-5	March-April: 2nd Step <ul style="list-style-type: none"> • Problem Solving, Unsafe and Unwanted Touches, Bystander Responsibility, 	I, II	NYSED Social-emotional Benchmarks	To be more self-aware and self-regulate, Establish and maintain positive relationships and ethical decision making skills	2nd Step Curriculum, Grade level Teachers, Social Worker, Psychologist, Behavior Specialist	<ul style="list-style-type: none"> • Classroom walk through • Behavior referrals • PBIS celebrations participation • Student grades

4-5	May-June: 2nd Step <ul style="list-style-type: none"> Private Body Parts Rule, Practice ways to be Safe, Bystander to Cyberbullying 	I, II	NYSED Social-emotional Benchmarks	To be more self-aware and self-regulate, Establish and maintain positive relationships and ethical decision making skills	2nd Step Curriculum, Grade level Teachers, Social Worker, Psychologist, Behavior Specialist	<ul style="list-style-type: none"> Classroom walk through Behavior referrals PBIS celebrations participation Student grades
Kindergarten	On-going: What jobs and Careers are in my School?	I	College/Career Readiness	Discuss job/career opportunities in my school	Grade level teachers, Social Worker	<ul style="list-style-type: none"> Teacher reports Student class work
1	On-going: What job/careers are in my community	I	College/Career Readiness	Discuss job/career opportunities in my community	Grade level teachers, Social Worker	<ul style="list-style-type: none"> Teacher reports Student class work
2	On-going: What do I want to do when I grow up?	I	College/Career Readiness	Identify career areas or interest	Grade level teachers, Social Worker	<ul style="list-style-type: none"> Teacher reports Student class work
3	<ul style="list-style-type: none"> What can I be when I grow up? What am I good at? Career Day College Day: staff/student wear college shirts, college rep visit (or college field trip) 	I	College/Career Readiness	<ul style="list-style-type: none"> Identify areas of strength Connect strengths to career opportunities Connect careers to college 	All Building Staff AVID Curriculum	<ul style="list-style-type: none"> Teacher reports Student class work
4	<ul style="list-style-type: none"> What are my favorite Subjects? What Jobs relate to my favorite Subjects 	I	College/Career Readiness	<ul style="list-style-type: none"> Connect areas of interest to college/careers 	Grade level teachers, Social Worker	<ul style="list-style-type: none"> Teacher reports Student class work
5	On-going: <ul style="list-style-type: none"> College Corners in classrooms & College atmosphere (pennants, post wear teachers went to college) Career Bingo 	I	College/Career Readiness	<ul style="list-style-type: none"> See themselves as college/career bound students 	All Building Staff	<ul style="list-style-type: none"> Teacher reports Student class work

2. Grades K-5 Building Activities in support of the School Counseling Program.

The content below outline building activities that support the counseling plan. Included are behavioral team meetings through Positive Behavioral Interventions and Supports (PBIS), Multi Tired Systems of Support (MTSS), Teacher team meeting with interventionist (reading teacher, Special education teacher, ect.), Committee on Special Education(IEP), 504 plans all designed to look at the whole child and make data driven decisions on interventions best support the child’s needs. Also evening programs to support student transition from programs to new buildings in order to ensure the smoothest transition s as possible for the students.

Grade (s)	Supporting Building Activities	Tier (I,II,III)	Student Standards (ASCA, Mindset & Behaviors, CDOS, Health, FACS, SEL)	Program Objectives (student will be able to_)	Staff & Resources	Assessment/Evaluation Method (process, participation, outcome)
K-5	<p>Activities regularly scheduled through year</p> <ul style="list-style-type: none"> • Building Leadership Team • Individual/Group Counseling Scheduling Developed • MTSS team meetings by-weekly • PBIS (Positive behavioral Interventions & Supports) bi-weekly • Attendance Meeting- Monthly – quarterly attendance notification letters • Teacher Team Meetings with Interventionists- Weekly • Parent-Teacher Conferences- as needed • Reviewing of grades- quarterly 	I, II, III	SEL, NYSED Social-Emotional Benchmark	To be more self-aware and self-regulate, Establish and maintain positive relationships and ethical decision making skills	Administration, Social Workers, Teachers, Psychologists, Behavior Specialist	<ul style="list-style-type: none"> • Counselor Case notes • PBIS Fidelity Check List • Meeting Notes • Program surveys

	<ul style="list-style-type: none"> • Student/families meet and greets. Kindergarten Orientation- September • IEP, 504, AIS- Parents reviews- September • NYSESLAT Testing- May • Open House for parents- May • Transition planning- May- June • Master scheduling student placements- May-June 					
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1. Grades 6-8: Social Emotional and College & Career Readiness programming. NYS Part 100.2 II

The content below outlines the 2nd Step Social-Emotional and Naviance College and Career Readiness Curriculum for grade 6-8. 2nd Step will be embedded in a classroom delivered by classroom teachers and supported by either Social Workers, Psychologists or Behaviors Specialist. Naviance is an online college and career readiness curriculum for grades 6-12 that will be facilitated in the Family and Consumer Sciences classroom.

NYS Mandated Individual Student Annual Reviews conducted by certified School Counselors. This is a yearly review conducted by School Counselors with their students to review the following:

1. Educational progress,
2. Career Plans.

Grade(s)	Program /Target Students/Time line	Tier (I,II,III)	Student Standards (ASCA, Mindset & Behaviors, CDOS, Health, FACS, SEL)	Program Objectives (student will be able to_)	Staff & Resources	Assessment/Evaluation Method (process, participation, outcome)
6-7	Oct-Nov- 2nd Step <ul style="list-style-type: none"> • Starting Middle School, Perspectives, Challenges, 	I, II	NYSED Social-emotional Benchmarks	To be more self-aware and self-regulate, Establish	2nd Step Curriculum, Grade level Teachers, Social Worker,	<ul style="list-style-type: none"> • Classroom walk through • Behavior referrals

	Helping New Students, Values & Decisions, Social Values, Jumping to Conclusions.			and maintain positive relationships and ethical decision making skills	Psychologist, Behavior Specialist	<ul style="list-style-type: none"> • PBIS celebrations participation • Student grades
6-7	Dec-Feb- 2nd Step <ul style="list-style-type: none"> • Grown you Brain I & II, What's a Friend? What Kind of Friend are you, What are emotions?, Recognizing Serious Conflicts, Resolving Serious Conflicts, Avoiding Serious Conflicts. 	I, II	NYSED Social-emotional Benchmarks	To be more self-aware and self-regulate, Establish and maintain positive relationships and ethical decision making skills	2nd Step Curriculum, Grade level Teachers, Social Worker, Psychologist, Behavior Specialist	<ul style="list-style-type: none"> • Classroom walk through • Behavior referrals • PBIS celebrations participation • Student grades
6-7	March-April- 2nd Step <ul style="list-style-type: none"> • Can Personalities Change?, Making Friends, Values & Emotions, Making Amends, Bullying, Taking Responsibility., Gender Harassment. 	I, II	NYSED Social-emotional Benchmarks	To be more self-aware and self-regulate, Establish and maintain positive relationships and ethical decision making skills	2nd Step Curriculum, Grade level Teachers, Social Worker, Psychologist, Behavior Specialist	<ul style="list-style-type: none"> • Classroom walk through • Behavior referrals • PBIS celebrations participation • Student grades
6-7	May-June- 2nd Step <ul style="list-style-type: none"> • Setting Goals, If Then Plans, Challenge-Making Friends, Spot the Thought, Calming Down, Slow Breathing, Gratitude, What you Learned. 	I, II	NYSED Social-emotional Benchmarks	To be more self-aware and self-regulate, Establish and maintain positive relationships and ethical decision making skills	2nd Step Curriculum, Grade level Teachers, Social Worker, Psychologist, Behavior Specialist	<ul style="list-style-type: none"> • Classroom walk through • Behavior referrals • PBIS celebrations participation • Student grades
8	Oct-Nov- 2nd Step <ul style="list-style-type: none"> • Your Identity, Identity & Social Groups, Values & Decisions, Emotions & Decisions, Assumptions 	I, II	NYSED Social-emotional Benchmarks	To be more self-aware and self-regulate, Establish and maintain positive relationships and ethical decision making skills	2nd Step Curriculum, Grade level Teachers, Social Worker, Psychologist, Behavior Specialist	<ul style="list-style-type: none"> • Classroom walk through • Behavior referrals • PBIS celebrations participation • Student grades

8	Dec-Feb- 2nd Step <ul style="list-style-type: none"> Your Interests Matters, Positive Relationships, Responding to Anger, Helping Friends Avoid Conflicts, Helping Friends Avoid Conflicts. 	I, II	NYSED Social-emotional Benchmarks	To be more self-aware and self-regulate, Establish and maintain positive relationships and ethical decision making skills	2nd Step Curriculum, Grade level Teachers, Social Worker, Psychologist, Behavior Specialist	<ul style="list-style-type: none"> Classroom walk through Behavior referrals PBIS celebrations participation Student grades
8	March-April- 2nd Step <ul style="list-style-type: none"> Overcoming Failure, Relationship Change, Handling Rejection, Helping Friends After Conflicts, Sexual Harassment. 	I, II	NYSED Social-emotional Benchmarks	To be more self-aware and self-regulate, Establish and maintain positive relationships and ethical decision making skills	2nd Step Curriculum, Grade level Teachers, Social Worker, Psychologist, Behavior Specialist	<ul style="list-style-type: none"> Classroom walk through Behavior referrals PBIS celebrations participation Student grades
8	May-June -2nd Step <ul style="list-style-type: none"> SMART Goals, If-Then Plans, Negative Behaviors, Stay Calm, Anxiety, High School. 	I, II	NYSED Social-emotional Benchmarks	To be more self-aware and self-regulate, Establish and maintain positive relationships and ethical decision making skills	2nd Step Curriculum, Grade level Teachers, Social Worker, Psychologist, Behavior Specialist	<ul style="list-style-type: none"> Classroom walk through Behavior referrals PBIS celebrations participation Student grades
6	Oct-Nov <ul style="list-style-type: none"> Student Interest Inventory 	I	NYSED Part 100.2	To be more self-aware, plan for future goals, connect school to college/careers	School Counselor	<ul style="list-style-type: none"> Student Inventory
7	Oct-Dec <ul style="list-style-type: none"> Naviance- Modules: <i>My Foundation, My Academic Challenges, Overcoming Obstacles, Habits for Success, Exploring my Options, What College Costs</i> 	I	NYSED Part 100.2	To be more self-aware, plan for future goals, connect school to college/careers	Naviance Curriculum Computers Family and Consumer Science class School Counselor	<ul style="list-style-type: none"> Naviance Reports Behavior Referrals Student grades
8	Oct-Dec <ul style="list-style-type: none"> Naviance- Modules: <i>My Study Plan, My Study Skills, Career</i> 	I	NYSED Part 100.2	To be more self-aware, plan for future goals, connect school to college/careers	Naviance Curriculum Computers Family and Consumer Science class	<ul style="list-style-type: none"> Naviance Reports Behavior Referrals Student grades

	<i>Scavenger Hunt, Do You Know, Connecting Interests & Careers, My Career Path</i>				School Counselor	
6-8	Jan-March <ul style="list-style-type: none"> Annual Individual Progress Review Scheduling Meeting 	I, II	NYSED Part 100.2	To be more self-aware, plan for future goals, connect school to college/careers	School Counselor	<ul style="list-style-type: none"> School Counselor notes Behavior Referrals Student grades

4. Grades 6-8 Building Activities in support of the School Counseling Program.

The content below outline building activities that support the counseling plan. Included are behavioral team meetings through Positive Behavioral Interventions and Supports (PBIS), Multi Tired Systems of Support (MTSS), Teacher team meeting with interventionist (reading teacher, Special education teacher, ect.), Committee on Special Education(IEP), 504 plans all designed to look at the whole child and make data driven decisions on interventions best support the child’s needs. Additional interventions include individual/group counseling, check in and check out, student transition from programs to new buildings in order to ensure the smoothest transition s as possible for the students.

Grade (s)	Supporting Building Activities	Tier (I,II,III)	Student Standards (ASCA, Mindset &	Program Objectives (student will be able to_)	Staff & Resources	Assessment/Evaluation Method (process, participation, outcome)
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			Behaviors, CDOS, Health, FACS, SEL)			
6-8	Activities regularly scheduled through year <ul style="list-style-type: none"> • Building Leadership Team • Individual/Group Counseling Scheduling Developed • MTSS team meetings by-weekly • PBIS (Positive behavioral Interventions & Supports) bi-weekly • Attendance Meeting- Monthly – quarterly attendance notification letters • Teacher Team Meetings with Interventionists- Weekly • Parent-Teacher Conferences- as needed • Reviewing of grades- quarterly • Student/families meet and greets. Kindergarten Orientation- September • IEP, 504, AIS- Parents reviews- September • NYSESLAT Testing- May • Open House for parents- May • Transition planning- May- June • Summer Transition program 	I, II, III	SEL, NYSED Social-Emotional Benchmark	To be more self-aware and self-regulate, Establish and maintain positive relationships and ethical decision making skills	Administration, Social Workers, Teachers, Psychologists, Behavior Specialist	<ul style="list-style-type: none"> • Counselor notes • PBIS Fidelity Check List • Program surveys • Behavioral Referrals • Student grades • NWEA Scores • PBIS celebration participation

	<ul style="list-style-type: none"> • Master scheduling student placements- May-June • Individual crisis counseling • AHS Academy Visits for Middle Schools • AHS Information night for 8th Graders • NYS Common Core testing • NYSESLAT Testing 					
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5. Grades 9-12- Social Emotional and College & Career Readiness programming

The content below outlines the 9-12 Social –Emotional Learning and college & career readiness curriculum. These topics will be delivered through various classes like Health, College & Career Readiness, AVID (Advancement Via Individual Determination) and Jr. ROTC. Major topics will be listed, dates of delivery (could vary), objectives, staff resources and assessment/evaluation methods.

City School District of Albany Plan of Delivery 2019-2020						
Grade(s)	Program /Target Students/Time line	Tier (I,II,III)	Student Standards (ASCA, Mindset &	Program Objectives (student will be able to_)	Staff & Resources	Assessment/Evaluation Method (process, participation, outcome)

			Behaviors, CDOS, Health, FACS, SEL)			
9, 10, 11 or 12	<ul style="list-style-type: none"> • Self-management- To enhance personal health and safety- weeks 1-3, 30 • Relationship Management- weeks 2-4, 11 • Advocacy- weeks 3, 25 • Decision Making- weeks 3,4 • Planning & Goal Setting- weeks 2, 30 • Communication- weeks 2, 11 • Mental Health- weeks 2, 8 • Stress Management- weeks 5, 7 • Sexual Health- weeks 9, 13 • Prevention- Domestic & Digital bullying- weeks 4, 22 • Alcohol & Drugs Risks- weeks 4, 33 	I	Health	To be more self-aware and self-regulate, Establish and maintain positive relationships and ethical decision making skills	Health curriculum, classroom teacher	<ul style="list-style-type: none"> • Classroom walk through • Behavior referrals • PBIS celebrations participation • Student grades
9	<p>Naviance</p> <ul style="list-style-type: none"> • What's Your Road- Sept- Oct • Setting Goals- Sept- June • Mastering home work- Sept-Oct • Choosing Courses- Oct- March • My Strengths Explorer- Jan- Feb • My High School Resume- Jan-Feb • My Favorite Qualities- Jan- Feb • What Debt Looks Like- Feb- April 	I, II	NYSED Part 100.2	To be more self-aware, plan for future goals, connect school to college/careers	Naviance Curriculum Computers College & career Readiness Class School Counselor	<ul style="list-style-type: none"> • Naviance reports • Classroom walk through • Behavior referrals • PBIS celebrations participation • Student grades

	<ul style="list-style-type: none"> • Beginning My College Search- April-June • How to Pay for College- April-June • What Do Colleges Require? - April-June • What Makes Me Unique? - April-June • College Fit- April-June 					
10	October <ul style="list-style-type: none"> • PSAT Preparation & Administration 	I		For student to properly prepared for SAT assessment. National Merit Scholarship		
11	May-June <ul style="list-style-type: none"> • Junior College/Career Assembly December <ul style="list-style-type: none"> • PSAT Presentation/Interpretation March <ul style="list-style-type: none"> • Junior class Individual Conferences 	I				
12	Sept- Oct <ul style="list-style-type: none"> • College/Career Fair • College Representatives Visitation & Assembly • Community College Instant Admission Day • FAFSA Evening Workshop • SAT/ACT Preparation- on going • Senior Post High school Planning February <ul style="list-style-type: none"> • Academic Warning Letter- In danger of Graduation 	I, II, III				

	April <ul style="list-style-type: none"> FAFSA Completion Workshop 					
9-12	Jan-March <ul style="list-style-type: none"> Annual Individual Progress Review Scheduling Meeting 	I, II	NYSED Part 100.2	To be more self-aware, plan for future goals, connect school to college/careers	School Counselor	

6. Grades 9-12 Building Activities in support of the School Counseling Program.

The content below outline building activities that support the counseling plan. Included are behavioral team meetings through Positive Behavioral Interventions and Supports (PBIS), Multi Tired Systems of Support (MTSS), Teacher team meeting with interventionist (reading teacher, Special education teacher, ect.), Committee on Special Education(IEP), 504 plans all designed to look at the whole child and make data driven decisions on interventions best support the child’s needs. Additional interventions include individual/group counseling, check in and check out, student transition from programs to new buildings in order to ensure the smoothest transition s as possible for the students.

Grade (s)	Supporting Building Activities	Tier (I,II,III)	Student Standards (ASCA, Mindset &	Program Objectives (student will be able to_)	Staff & Resources	Assessment/Evaluation Method (process, participation, outcome)
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			Behaviors, CDOS, Health, FACS, SEL)			
9-12	August <ul style="list-style-type: none"> • Anti-Summer Melt Initiative • New Student Orientation 	I, II, III		Students will be prepared to start school in September with proper classes and supports	School Counselors-Schooltool School Administration	<ul style="list-style-type: none"> • Survey
9-12	October <ul style="list-style-type: none"> • AHS Academy MS Visits • AHS Information Night for 8th Graders December <ul style="list-style-type: none"> • AHS Curriculum Fair • SAT/ACT Registration February <ul style="list-style-type: none"> • Mid-Year Transcripts to Colleges • City Employment Application Distribution • Freshman Academic Course Catalog Presentation • Quarterly Failure Letter/Options Notification March <ul style="list-style-type: none"> • City Employment Application Distribution • Community College Instant Admit Day • SAT/ACT Registration April <ul style="list-style-type: none"> • College Fair June-July <ul style="list-style-type: none"> • Summer School Registration January & June-July	I, II, III		Activities will support students and families in being well informed and have a plan to achieve future goals	School Counselors, Classroom Teachers, Building Administration,	<ul style="list-style-type: none"> • PBIS Fidelity Check List • Program surveys • Behavioral Referrals • Student grades • NWEA Scores • PBIS celebration participation • Graduation rate • Grade passing rate • Regents Exam passing rate

	<ul style="list-style-type: none"> • Individual Course scheduling adjustments- January & June-August 					
9-12	<p>All Year</p> <ul style="list-style-type: none"> • Parent & Teacher conferences • Individual Academic/social-emotional advisement and support • Consultation with IEP, 504 and MTSS Meetings • NCAA Initial Eligibility Course submission updates • Quarterly Failure Letter/Remediation Notifications • College Application Processing- Naviance & Individual college applications • College Recommendation Letters for Seniors • 	I, II, III		To have an open line of communication with all stakeholders	Classroom teachers, School Counselors, Social Workers, Psychologists	<ul style="list-style-type: none"> • PBIS Fidelity Check List • Program surveys • Behavioral Referrals • Student grades • NWEA Scores • PBIS celebration participation • Graduation rate • Grade passing rate • Regents Exam passing rate

e. Annual Program Outcomes Report Guidelines

Annual Program Outcomes Report Guidelines

Each plan shall include preparation of a program outcomes report that is presented to the Board of Education annually. This report needs to include an analysis of all systematic components of the comprehensive developmental school counseling/guidance program. It provides evaluation of the effectiveness of program activities and informs program improvement decisions. The result is a data-informed comprehensive developmental school counseling/guidance program with focused programming, effective interventions and increased responsiveness.

The program outcomes report focuses on district goals addressed by the comprehensive developmental school counseling/guidance program including attendance, academic, behavioral and/or adjustment program data. It is also important to address ESSA1 indicators such as school climate, graduation rates, chronic absenteeism, and college/career and civic readiness.

There are different ways to format this report. For ideas, see The American School Counselor Association National Model² which uses a chart format similar to *Appendix B: Program Delivery Map*; or California's Support Personnel Accountability Report Card (SPARC)³ which uses a narrative format.

The Advisory Council also provides an annual report to the Board of Education which serves as a complement to the annual program outcomes report to help inform their decisions.

Below is a list to illustrate the report components to include. This list would be repeated for each outcome addressed by the comprehensive developmental school counseling/guidance program. For more examples, see *Making Data Work: An ASCA National Model Publication*⁴.

Outcome measured

- Related program goal and objectives
- Program activities and services to support program goal
- Program data:
 - **Process** – what you did for whom (*how many*)
 - **Perception** – what people think they know, believe or can do (*pre/post-tests, needs assessments, program evaluations, opinion surveys, achievement of competencies, changes in attitudes or beliefs, gains in knowledge*)
 - **Results/Outcomes** – evidence of impact (*achievement, behavior, attendance*)
- Analysis of data
- Recommendations



RESULTS REPORT CLOSING THE GAP

Goal:

Target Group:

Data to Identify Students

Activities	ASCA Domain and Mindsets & Behaviors Standard(s)	Projected Start/End	Process Data (Number of students affected)	Perception Data (Data from surveys/ assessments)	Outcome Data (Achievement, attendance and/or behavior data)	Implications