

**Guidance and Counseling Plan
K-12
Lake George Central School
2019**

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I. Introduction

1. Brief Description of the School District

Lake George Central School is a K-12 District of approximately 800 students. The district is located in the towns of Lake George, Queensbury and Fort Ann in the Southern Adirondacks of New York State. The community of Lake George is a resort town centered around 32 mile long Lake George. The district has two campuses. The K-6 Elementary School is located just outside of the village of Lake George and the 7-12 Jr.-Sr. High is located within the village of Lake George.

Lake George Elementary School is a unique one-story building built in 1968 that houses 325 students in grades K-6. We are proud of our strong academic program and extensive opportunities that we provide for our students both during and after school. In 2014 we became a Leader In Me school and all staff members have been trained in the timeless leadership principles and [paradigms](#) of Covey's 7 Habits of Highly Effective People. In March of 2019 we underwent an extensive review process of our implementation of The Leader In Me by a FranklinCovey team. We were awarded the designation of being a Lighthouse School. In addition to outstanding special area spaces including our library, gymnasium, "Little Theater," music, & art rooms, we have four large open classroom spaces known as clusters that are divided into classrooms by moveable partitions. The "open" classrooms allow us to provide creative learning opportunities for our students. Our four clusters are Kindergarten, Primary, Intermediate I, and Intermediate II. We are very proud of our strong [curriculum](#).

*Teaching teams develop a sense of community not only within their home base but within the grade level teaching team and entire level. Teachers provide daily intervention and/or enrichment to all students during a 30 minute block. We provide focused support in reading, academic intervention services, special education services, and enrichment. A co-teaching model is used to provide reading and special education support. Our special education program utilizes an integrated co-teaching model where a regular and special education teachers work together throughout the day meeting the needs of all students in their classroom. We also provide a full continuum of services.

*We are a 1:1 computing school with iPads at grades K-4 and laptops at grades 5 & 6. All students in grades K-6 have STEM experiences throughout the school year including units in robotics, engineering, and coding. Our library media center is second to none.

Monthly celebrations involve all of the students at one level with a focus on our character education program and leadership.

LGES has a strong program in the "specials" -Art, music (instrumental/vocal), Physical Education, Foreign Language (grades 3-6), High Potential (enrichment) We have an extensive after school program that involves students in Art, Music, athletics, enrichment including STEM experiences.

*Students love the fact that the building is carpeted and air conditioned.

At Lake George Elementary School, we follow the "Golden" Rule and we're a [Leader in Me](#) Lighthouse school. All students and staff believe that treating others the way that we want to be treated leads to a respectful learning environment and a positive school climate. At the start of every school year assemblies are held for each level to review this belief and expectation for our school. Monthly Assemblies during the school year are held at each level and students are recognized for their positive character in front of their peers at these assemblies. Every day, our teachers involve students in leadership experiences that help to foster positive character.

At **Lake George Jr.-Sr. High School**, we are lifelong learners, leaders, and global citizens. Our school, located amid the mountains of the Adirondack Park in northern New York, is one of two buildings in our district and we house grades 7 through 12. Accredited by New York Board of Regents and recognized by the New York

State Education Department and the New York State Board of Regents as one of "New York State's highest achievement reward-school" in the state, we are regarded as one of the leaders of academics, technology, arts, music, and athletics in our area and New York State. Our mission is that we will personalize opportunities that empower all students to be lifelong learners, leaders, and global citizens. To foster academic and personal excellence, responsibility and cultural awareness, we are dedicated to creating; an engaging and innovative learning environment for each student, a comprehensive k-12 instructional program using best practices, student connections to extra-curricular opportunities, and an appreciation for diversity and local traditions. We do this through our core values of collaboration, respect, excellence, accountability, trust, and empathy.

Our 7th and 8th grade team teaching model is highly regarded in the area as one of the best model programs for the junior high experience. In addition, our transition plan from our elementary school to the Jr./Sr. High school is extensive and includes an orientation for parents, a day in the schedule for students, testing for accelerated math and science placement, lunch at the high school, ice cream social in the evening for both students and parents and an orientation plan for the first day of school. Our School offers a rich program of studies with very unique course offerings and electives in all fields along with an accelerated mathematics and science curriculum. Students are tested for placement and scheduled to promote the ability to take advantage of our AP program in the junior and senior years. We presently offer six Advanced Placement courses, a work co-op program (CEIP), and 6 college credit courses held on our campus which can earn the student 12+ college credits before they graduate. Additionally, our special education program utilizes an integrated co-teaching model where a regular and special education teachers work together throughout the day meeting the needs of all students in their classroom. We also are a 1:1 computing school with each student assigned MacBooks at grades 7-12. All students in grades 7 and 8 have STEM experiences throughout the school year including units in robotics, engineering, and coding.

2. Board of Education vision and mission statements and district goals

Mission Statement:

The Lake George Central School District will personalize opportunities that empower all students to be lifelong learners, leaders and global citizens.

Vision:

To foster academic and personal excellence, responsibility and cultural awareness, we are dedicated to creating:

- An engaging and innovative learning environment for each student
- A comprehensive K-12 instructional program using best practices
- Student connections to extra-curricular opportunities
- An appreciation for diversity and local traditions

Values:

C - Collaboration

R - Respect

E - Excellence

A - Accountability

T - Trust

E - Empathy

Goals:

Goal 1: Raise the Bar

Empower students to achieve local, national and global academic standards at essential proficiency levels

Goal 2: Close the Gap

Increase proficiency rates of targeted subgroups

Goal 3: Create Innovative and Engaging Learning Environments

Empower future-ready learners to thrive in an evolving world

Goal 4: Student Leadership, Engagement, and Diversity

Cultivate powerful leadership connection and engagement of students to develop cultural competencies

Goal 5: Cultivating Community Partners

Engage the community in partnerships that actively support Lake George Central School initiatives

3. K-12 Counseling Program Overview

This plan has been designed to meet the current educational demands of the in order to better serve the Lake George school community. This counseling program is one that is results-based, comprehensive, developmentally-appropriate, proactive in nature, and designed to reach every student. When developing and implementing such a program, it is necessary that counselors hold a wide range of skills that go beyond the essential counseling skills. In order to provide a program that aims to improve student achievement, counselors must demonstrate the skills of leadership, advocacy, collaboration and data analysis. With this in mind, the counselors have utilized a variety of professional development opportunities to further develop their skills. By focusing on these areas they are also capable of fulfilling the details of this school counseling plan.

The Lake George counselors are divided between two buildings, elementary school and the junior/senior high school. Our counselors are seen as leaders, advocates and vital educators in not only their assigned building, but within the entire school community as well. This is because the counselors are held to high standards of collaboration when it comes to the planning and implementation of our comprehensive school counseling program. This collaboration is guided by the belief that students should always be put first, a belief that has been woven into every aspect of the counseling plan. In order to promote student success and close existing achievement gaps, the comprehensive plan incorporates a variety of direct and indirect support services, academic advising, skill development supports, and classroom guidance plans.

Our comprehensive school counseling model values content, process and accountability. School counselors are integral participants in collaborative programs that guide student achievement. Collaborating with teachers, administrators, community members, and families provides school counselors with information that can direct their programs. New York State school counselors with the support of superintendents, principals, and local board of education can analyze and assess counseling programs, implement programs through a variety of delivery systems, and maintain an accountability system that demonstrates effectiveness.

The National Standards for School Counseling Programs (1997) and the National Model for School Counseling Programs, both developed by the American School Counseling Association (ASCA), have shifted the focus of school counseling from a student-by-student system to a comprehensive and developmental program that focuses on academic, career, and personal/social development for every K – 12 student. All staffing decisions are determined within the district's fiscal parameters and overall priorities.

The transformations that have occurred to the comprehensive school counseling program at Lake George continue to help meet the demands of our educational system and will increase the continuity of services that

are provided to our students in both buildings. The services provided by our counselors play significant roles in the closing of a variety of achievement gaps and are a benefit to student learning. We believe our program, which will continue to adapt with educational changes and data results, can and will profoundly contribute to helping New York maintain its position as one of the finest educational systems.

4. New York State Part 100 Regulations - School Counseling Programs

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).

1. (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:
2. (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 support.
3. (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 a disability, the plan shall be consistent with the student's individualized education program;
4. (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);
5. (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;
6. (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.
7. (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.

8. (a) Each plan shall be reviewed 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.
9. (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.
10. (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.
11. (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.

Annual Review of the Guidance Plan

The guidance plan will be reviewed annually by the building principals and the k-12 guidance “advisory council” for review. This review is to take place in June of each school year. During the review, results for the previous year and goals for the upcoming year will be evaluated. Additionally, changes will be made to this plan as necessary. This review will be documented and made available to the Superintendent.

II. The Lake George Central School Comprehensive School Counseling Plan

Comprehensive Model

The Lake George comprehensive school counseling program is a framework for the systematic development, implementation, and evaluation of our school counseling program. This comprehensive school counseling plan is designed in a way that:

- Acknowledges the work of school counselors as advocates for students
- Creates results-based counseling programs that support diverse student populations.
- Help to close learning gaps.
- Aims to reach all students through the use of exemplary strategies that assess academic, career, and social/emotional progress.

- Is guided by developmentally appropriate and goal-oriented student competencies.
- Is linked to the ASCA, NYSCCA standards and LGCS D Mission, Vision and Values

The process for delivery of the National Standards linked to the Common Core Standards is accomplished by utilizing each of the four components of the comprehensive model. The four main components of the model are:

Foundation, Management, Accountability and Delivery

1. Counseling Department Foundation addresses the belief and mission that every student will benefit from the school counseling program. Counseling is a process of helping people by assisting them in making decisions and changing behavior. School counselors work with all students, school staff, families and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy and social/emotional and career development. -American School Counselor Association

A. Lake George School Counselor Belief Statements

Counselors at Lake George believe that students learn best when:

- Counselors serve as active, positive role models following ethical standards.
- Counselors advocate for all students.
- They are challenged and actively involved through methods of instruction.
- Counselors are responsive to their developmental needs.
- Personal responsibility for learning is cultivated and developed.
- The subject matter is relevant and taught by motivated and well-prepared staff.
- Clear academic and behavioral expectations are communicated and understood.
- Their individual strengths and efforts are encouraged and recognized, and specific and timely feedback on their performance is provided.
- A school community where respect, acceptance for differences, and civility are modeled by all.
- Their families are encouraged to take an active, supportive role in their education and basic human needs (shelter, nutrition) are met.
- Valid data is used to inform decisions.

B. The LG counselors believe in the American School Counselor Association (ASCA) Mindsets:

- Every student can learn, and every student can succeed
- Every student should have access to and opportunity for a high-quality education.
- Every student should graduate from high school prepared for postsecondary opportunities.
- Every student should have access to a comprehensive school counseling program.
- Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, community leaders and other stakeholders
- School counselors are leaders in the school, district, state and nation.
- Comprehensive school counseling programs promote and enhance student outcomes
- School counselors background, experiences, knowledge attitudes, skills, interests, values and beliefs determine their sense of identity and influence relationships with their students.

C. Annual Goals

Program goals are developed annually in alignment with the vision, mission and the goals of the district, school and department. The goals will serve to guide the action plans. Professional goals are developed by each counselor at the beginning of the school year and shared with the building principal.

D. Student Competencies

As a result of a comprehensive counseling program, students should demonstrate the following mindsets and behaviors as outlined by ASCA:

- Academic Development – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student’s ability to learn.
- Career Development – Standards guiding school counseling programs to help students: 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan.
- Personal/Social/Emotional Development – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

School counselors use these standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential. To operationalize the standards, school counselors select competencies that align with the specific standards and become the foundation for classroom lessons, small groups and activities addressing student developmental needs. The competencies directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the school’s academic mission.

2. The Management System that 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.

A. Program Data

At both levels, elementary and junior/senior high school, counselors will review and discuss data driven needs for the student population. This may include review of universal screening and progress monitoring assessments (Fall, Winter, Spring), graduation rates, attendance, and state standardized tests 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, expected results.

B. Program Assessment

The ASCA model appendix B will be utilized annually to identify areas of strength and/or need. All domains and components will be discussed and reviewed by the Advisory Council.

C. Counseling Department Advisory Council - Membership of this council will include: two parents (Elementary School/Jr.-Sr. High School), one member of the board of education, all guidance department members from both schools, both school building principals, relevant community-based service providers from Health/Safety Committee, two teachers (Elementary School/Jr.-Sr. High School), and two students (Elementary School/Jr.-Sr. High School). Chairperson of this council is the K-12 Director of Guidance.

The chairperson will be responsible for scheduling meetings and setting agendas/retaining minutes and reporting annual updates to the board of education and administration. Additionally, the advisory council chairperson will annually send a guidance advisory council membership invitation to invite members to attend meetings ([sample letter linked here](#)).

This council will meet no less than twice a year. It is suggested that one meeting be held near the start of the school year to reflect on the previous year, present current data and program goals, and explain projects, programs or changes in the school counseling program as necessary. A second meeting near the end of the school year should focus on progress toward goal achievement, challenges faced and/or special events or experiences, and plans for the upcoming year. Additional meetings of the council may be desired or needed and are at the discretion of the school district and/or the council. The advisory council's role in reviewing implementation of the program provides an important link in the annual program development, review and revision process. Annually, the interval between the two meetings should be calculated to provide feedback at optimal times in the school year.

3. The Counseling Department Delivery System which defines the implementation process and the components of the comprehensive model (guidance curriculum, individual planning with students, responsive services and system support).

A. Direct Student Services

The counseling curriculum provides developmental activities that address academic, career and personal/social needs of students K-12. This is accomplished through:

- Classroom Activities: school counselors present lessons in the classroom.
- Group Activities: school counselors conduct group activities outside of the classroom to address student's particular needs
- Individual or Small Group Advisement: Work directly with students on achieving success in personal/social, academic, and career areas.

B. Indirect Services

- Referrals: School counselors provide families with a variety of resources, both inside and outside of school, to better serve our students.
- Consultation: School counselors collaborate with families, school staff and community agencies to develop interventions for students.
- Interdisciplinary Activities: School counselors collaborate with school staff to implement curriculum across content areas.

C. Responsive Services

School counselors provide support and interventions to meet the needs of students. This is accomplished through:

- Individual and Small Group Counseling: Counseling is provided for students experiencing social, emotional, personal, or academic difficulties.
- Crisis Counseling: Short term counseling that is provided to students, families or staff as an immediate intervention to a crisis

D. Individual Student Planning

Counselors monitor students' progress so they may achieve success in academic, personal/social, and career areas. This may be accomplished through:

- Annual Student Progress Review: For students in grade 6-12, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and educational plans.
- Individual or Small Group: Work with students in analyzing and evaluating abilities, interests, skills, and achievement.
- Case Management: Monitor individual students' progress through progress reports.
- Placement: Collaborate with school staff in determining the best educational setting for students as they meet their academic and social goals.

E. Core Curriculum Instruction and Lesson Plans

[Core Curriculum Instruction and Lesson Plans \(click here for document\)](#)

4. The Accountability System which helps school counselors demonstrate the effectiveness of their work in measurable terms such as impacts over time, performance evaluation, and a program audit.

Our plan includes preparation of a program outcomes report that is presented to the Board of Education as requested. This report includes an analysis of all the systematic components of the comprehensive developmental school counseling/guidance program. This analysis provides evaluation of the effectiveness of program activities and should inform our program for improvement decisions. The data to review in our comprehensive developmental school counseling/guidance program will focus on programming, effective interventions and increased responsiveness. The program outcomes report will focus on district goals addressed by the comprehensive developmental school counseling/guidance program including but not limited to student attendance, academic, and behavioral data. Additional indicators such as school climate, graduation rates, chronic absenteeism, and college/career and civic readiness will be factored into the annual review.

As requested the report to the Board of Education which serves as a complement to the program outcomes report to help inform their decisions.

The outcomes measured will include:

- Related program goal(s) and objectives
- Program activities and services to support program goal(s)
- 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