

School Counseling Plan

NYSED state law requires certified school counselor(s) design and develop school's counseling program in collaboration with school administration, teaching staff, student service, and other pupil personnel service providers. Provide the name and title of your school's counseling plan coordinator. Coordinator is responsible for developing this plan in collaboration with key school community members. The school counseling plan coordinator will also be responsible for attending OSYD professional development and revising the counseling plan based on changing student counseling needs and/or BCO Counseling Manager's feedback.

Contact your Director of Student Services if you do not have a certified counselor in the building.

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School Counseling Program Vision. The school's counseling program vision statement communicates what the school hopes to see for students five to 15 years in the future. It aligns with the school's and DOE's vision statements and is informed by the school counseling program's beliefs.

For additional resources on how to draft your school's counseling vision and mission statement, see "The ASCA National Model: A Framework for School Counseling Programs" at <https://www.schoolcounselor.org/>

The goal of the school is to support the social emotional needs of all students.

Does your school offer a comprehensive School Counseling Activity? YES

Program Name: ACS Meetings

Learning Strategies: LS1. Demonstrate critical-thinking skills to make informed decisions

Self-Management: SM10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Social Skills: SS8. Demonstrate advocacy skills and ability to assert self

Grade Level(s): 3K, Kindergarten, 1, 2, 3, 4, 5

Academy: Academic (A)

Tier: All

Delivery Process: Direct

Time Line: January, February, March, April, May, June, September, October, November, December

Who's involved? (Staff and Resources): Counselors

Activity Goal/Measurable Outcomes: The goal and purpose of ACS meetings is to collaborate with parents and students to identify and address needs in order to obtain the best education

Program Name: Child Abuse Prevention Intervention

Learning Strategies: LS1. Demonstrate critical-thinking skills to make informed decisions

Self-Management: SM7. Demonstrate effective coping skills and personal safety skills when faced with a problem

Social Skills: SS8. Demonstrate advocacy skills and ability to assert self

Grade Level(s): Kindergarten, 1, 2, 4, 5

Academy: Social/Emotional (SE)

Tier: All

Delivery Process: Direct

Time Line: January, February, March, April, May, June, September, October, November, December

Who's involved? (Staff and Resources): Counselors, Social Workers, Teachers, Parent Coordinators, School Psychologist, Administrators, Other

Activity Goal/Measurable Outcomes: The goal of the child abuse prevention and intervention is to increase school community education and awareness about child abuse , including strategies for prevention, intervention and treatment.

Program Name: Group Counseling

Learning Strategies: LS4&7. Apply self-motivation and self-direction to identify long and short term academic & career and social/emotional goals

Self-Management: SM7. Demonstrate effective coping skills and personal safety skills when faced with a problem

Social Skills: SS2. Create positive and supportive relationships with other students and adults who are similar to and different from them

Grade Level(s): Kindergarten, 1, 2, 3, 4, 5

Academy: Social/Emotional (SE)

Tier: Some

Delivery Process: Direct

Time Line: January, February, March, April, June, September, October, November, December

Who's involved? (Staff and Resources): Counselors

Activity Goal/Measurable Outcomes: The goal of group counseling is to effectively address a specific concerns common to all members in the group .

Program Name: IEP Meetings

Learning Strategies: LS4&7. Apply self-motivation and self-direction to identify long and short term academic & career and social/emotional goals

Self-Management: SM7. Demonstrate effective coping skills and personal safety skills when faced with a problem

Social Skills: SS2. Create positive and supportive relationships with other students and adults who are similar to and different from them

Grade Level(s): Kindergarten, 1, 2, 3, 4, 5

Academy: Social/Emotional (SE)

Tier: Few

Delivery Process: Indirect

Time Line: January, February, March, April, May, September, October, November, December

Who's involved? (Staff and Resources): Counselors, Teachers, School Psychologist, Other

Activity Goal/Measurable Outcomes: The goal of the IEP meeting is as a team to determine a goal for the child and special supports needed to achieve that goal.

Program Name: Individual Counseling

Learning Strategies: LS4&7. Apply self-motivation and self-direction to identify long and short term academic & career and social/emotional goals

Self-Management: SM7. Demonstrate effective coping skills and personal safety skills when faced with a problem

Social Skills: SS2. Create positive and supportive relationships with other students and adults who are similar to and different from them

Grade Level(s): Kindergarten, 1, 2, 3, 4, 5

Academy: Social/Emotional (SE)

Tier: Few

Delivery Process: Direct

Time Line: January, February, March, April, May, June, September, October, November, December

Who's involved? (Staff and Resources): Counselors

Activity Goal/Measurable Outcomes: The goal of individual counseling is support the child in improve their ability to establish and maintain relationships in order to promote positive behavioral change.

Program Name: Respect for All

Learning Strategies:

Self-Management: SM2. Demonstrate self-discipline and self-control

Social Skills: SS2. Create positive and supportive relationships with other students and adults who are similar to and different from them

Grade Level(s): Kindergarten, 1, 2, 3, 4, 5

Academy: Social/Emotional (SE)

Tier: All

Delivery Process: Direct

Time Line: January, February, March, April, May, June, September, October, November, December

Who's involved? (Staff and Resources): Counselors

Activity Goal/Measurable Outcomes: Respect for All is a lesson plan that is geared to teach children ways to treat others with respect and dignity.

Program Name: Student to Student Sexual Harassment Training

Learning Strategies: LS1. Demonstrate critical-thinking skills to make informed decisions

Self-Management: SM2. Demonstrate self-discipline and self-control

Social Skills: SS2. Create positive and supportive relationships with other students and adults who are similar to and different from them

Grade Level(s): 1, 2, 3, 4, 5

Academy: Social/Emotional (SE)

Tier: All

Delivery Process: Direct

Time Line: January, March, April, May, June, September, October, November, December

Who's involved? (Staff and Resources): Counselors

Activity Goal/Measurable Outcomes: The goal of the Sexual Harassment training is maintain a school free from discrimination and harassment.

Program Name: Students in Temporary Housing

Learning Strategies: LS4&7. Apply self-motivation and self-direction to identify long and short term academic & career and social/emotional goals

Self-Management: SM10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Social Skills: SS8. Demonstrate advocacy skills and ability to assert self

Grade Level(s): Kindergarten, 1, 2, 3, 4, 5

Academy: Social/Emotional (SE)

Tier: Some

Delivery Process: Direct

Time Line: January, February, March, April, May, June, July, August, September, October, November, December

Who's involved? (Staff and Resources): Counselors, Social Workers, Parent Coordinators

Activity Goal/Measurable Outcomes: The goal for working with students in temporary housing is to ensure that they receive the same educational services as children in permanent housing.

