

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/>

Middle School 50's comprehensive school counseling program will support the school's mission of promoting youth leadership through academics, arts, athletics, and activism and will support the empowerment of student voice by providing opportunities for students to engage in inquiry-based and project-based learning. Our counseling program will promote healthy student development in a safe, welcoming and nurturing environment. It is a proactive, comprehensive, and developmentally appropriate program that addresses students' academic goals, as well as students' physical, mental and social/emotional health. This is accomplished through our continued partnership with parents/guardians, staff, and community members. We utilize both the Ruler Approach and Trauma Informed Care. We will progress monitor each of these goals through a school created data tracker completed at each bi-weekly CARE Team meeting.

Does your school offer a comprehensive School Counseling Activity? YES

Program Name: Advisory Curriculum--bullying prevention strategies

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): 6, 7, 8

Academy: Academic (A), College & Career (CCR), Social/Emotional (SE)

Tier: All

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, Teachers, Parent Coordinators, School Psychologist, Administrators, Deans

Activity Goal/Measurable Outcomes: By June 2024, we will decrease the number of bullying incidents on OORS by 5%. To reach this goal, the restorative justice and care/crisis teams will work together to improve our year-long advisory curriculum for all students to build on bullying prevention and intervention strategies structuring our school-wide behavior expectations. The advisory curriculum will be aligned with our PRIDE Core Values (Peace and Justice, Respect, Innovation, Determination, Empathy). Weekly advisory lessons will be shared with teaching staff during Monday PDs. Students will learn the importance of creating and maintaining a safe space so that they learn and thrive within the school community and beyond.

Program Name: Culturally Responsive Education Professional Development

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

Grade Level(s): 6, 7, 8

Academy: Academic (A), College & Career (CCR), Social/Emotional (SE)

Tier: All

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, Teachers, Parent Coordinators, School Psychologist, Administrators, Deans, Other

Activity Goal/Measurable Outcomes: By 2024, we will make learnings from CRSE live in curriculum, unit plans, lesson plans and daily pedagogy, specifically focusing on Gholdy Muhammad's Four Layered Historically Responsive Literacy Framework. To reach this goal, MS 50 staff will leverage student voice, student lived experience and student home language as pedagogical tools. MS 50 staff will create systems and structures that build community and a foster a culture of joy. MS 50 staff will provide targeted support to students and families seeking asylum around issues of food insecurity, housing insecurity and trauma-informed care, and leverage student and family lived experience as pedagogical assets. MS 50 staff will develop opportunities for youth leadership through student government, arts, athletics, stem and debate.

Program Name: One to One 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: 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): 6, 7, 8

Academy: Academic (A), College & Career (CCR), Social/Emotional (SE)

Tier: All

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, Teachers, Parent Coordinators, School Psychologist, Administrators, Deans, Other

Activity Goal/Measurable Outcomes: 100% of students with disabilities who have mandated individual counseling on their IEPs, will receive high quality counseling from licensed counselor that encourages students to self- explore, increase self-awareness, enhance communication, identify boundaries, and improve coping skills. Counselors will conduct individual progress reviews quarterly.

Program Name: Peace Warriors Mentoring Program

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

Grade Level(s): 6, 7, 8

Academy: Academic (A), College & Career (CCR), Social/Emotional (SE)

Tier: All

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: By June 2024, all MS 50 students will participate in student-led peer mentoring activities during their weekly advisory periods. Students will improve their communication skills, which in turn will help them solve problems, build relationships within the school community and promote youth leadership with a focus on peace and justice.

Program Name: Ruler Method and Trauma Informed Care

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

Grade Level(s): 6, 7, 8

Academy: Academic (A), College & Career (CCR), Social/Emotional (SE)

Tier: All

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: By June 2024, MS 50 will increase positive responses on our daily mood meter app

by 5% for the 6th, 7th and 8th grades. To reach this goal, all students will fill out the mood meter online (ms50.org/mood) during AM Homeroom. The counseling staff will monitor the data daily and will use this data to quickly connect students to counseling needs and to analyze macro trends in our student's emotional awareness.

Program Name: Small 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: 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): 6, 7, 8

Academy: Academic (A), College & Career (CCR), 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

Activity Goal/Measurable Outcomes: 100% of our students with disabilities who have mandated group counseling on their IEPs will meet with the school counselor or social worker on specific topics and/or skills. The topics can be related to a variety of topics ranging from personal development, emotional growth, communication, and issues that are unique to individual students; with a focus on improving skills in the areas of personal/social, academic and career development.

Program Name: Student Government

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

Grade Level(s): 6, 7, 8

Academy: Academic (A), College & Career (CCR), Social/Emotional (SE)

Tier: All

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, Teachers, Parent Coordinators, School Psychologist, Administrators, Deans, Other

Activity Goal/Measurable Outcomes: By June 2024, we will increase the number of participants in student government by 5%. To reach this goal, each advisory will elect one "class representative." Advisors will engage students in a series of lessons around student government and interested students will apply and deliver speeches to their advisory. Students elected classroom representatives will meet to determine roles (president, vice president, secretary, treasurer etc). Class representatives will meet monthly with the principal during lunch. These meetings will empower students to create student-led initiatives, events and activities throughout the school year that will enhance the overall school culture with the focus on being leaders for peace and justice.

