

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/>

School Counseling Mission:

Inspired by the P.S. 84 vision, the vision of the School Counseling Department is to become lifelong learners addressing academic, career, and social-emotional development. Our comprehensive school counseling program collaborates with stakeholders to provide opportunities and mentorship that empower our students in becoming future leaders committed to their communities.

School Counseling Vision:

The vision of the School Counseling Department is that all students become lifelong learners in a safe, nurturing, and accepting environment through engagement and collaboration amongst students, our stakeholders, and well as our community. We are committed to delivering a comprehensive program that centers on supporting the social and emotional, as well as the academic development of all children within our school community. Our comprehensive program will also assess its impact through the utilization of data to create data informed practices and inform decisions that impact the delivery of the program.

Does your school offer a comprehensive School Counseling Activity? YES

Program Name: Anti-Bullying

Learning Strategies:

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

Social Skills: SS4. Demonstrate empathy

Grade Level(s): Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8

Academy: Academic (A), Social/Emotional (SE)

Tier: All

Delivery Process: Direct

Time Line: February, October

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

Activity Goal/Measurable Outcomes: DOE Respect for All Week as well as targeted interventions are conducted for students to be made aware of their rights, as well as report incidents. Raising student awareness of bullying and bullying prevention. By June 2024, 100% of students will be exposed to this program, and we will measure its impact with a 20% decrease in the student panorama survey.

Program Name: Attendance Team Meetings

Learning Strategies:

Self-Management:

Social Skills:

Grade Level(s): Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8

Academy: Academic (A), Social/Emotional (SE)

Tier: All

Delivery Process: Indirect

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

Who's involved? (Staff and Resources): Counselors, Teachers, Parent Coordinators, Administrators, Other
Activity Goal/Measurable Outcomes: The School Counseling team participates and works closely with the attendance team to support bridging gaps in attendance. Data is used to collaborating with stakeholders as well as plan additional interventions to support student development. Meetings support with implementation of Tier 2 and Tier 3 strategies for at-risk and chronically absent students. By June 2024 we will measure interventions with maintaining 95% attendance.

Program Name: Career and It's Connection to High School: Classroom Lessons

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: SS1. Use effective oral and written communication skills and listening skills

Grade Level(s): 6

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

Tier: Some

Delivery Process: Direct

Time Line: March, May, June, September, October

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

Activity Goal/Measurable Outcomes: In order to adequately prepare students for the transition that is High School and the High School Admissions process. School Counselors provide classroom lessons and small group instruction to educate and empower students around career, skills, High School, and College culture. By June 2024, 100% of sixth-grade students will be able to name/identify a career and an associated skill connected to the career pathway they are most interested in learning further about.

Program Name: Classroom/Large Group Guidance

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

Self-Management:

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, 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, Teachers

Activity Goal/Measurable Outcomes: Facilitation of classroom guidance lessons based on needs assessment on special topics. Classroom lessons to support students with transitions (Career, Academic (High School, Continued Education, etc.)). Classroom guidance on Respect for All & related citywide initiatives. By June 2024, School Counselors will conduct a minimum of one (1) classroom lesson quarterly.

Program Name: Consultation and Planning (with Parents and Stakeholders)

Learning Strategies:

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, 6, 7, 8

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

Tier: All

Delivery Process: Indirect

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

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

Activity Goal/Measurable Outcomes: Participation in conferencing with students and parents/guardians at scheduled events (i.e. Parent Teacher Conferences) and by appointment for planning for student success. Working with Parents/Guardians of students to support with referrals to outside agencies for specific student/family services. By June 2024, School Counselors will engage families through meetings/forums connected to student success and academic/sel based planning.

Program Name: Consultation and Planning (with Students)

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

Self-Management:

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

Grade Level(s): Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8

Academy: Academic (A), 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, Teachers, Other

Activity Goal/Measurable Outcomes: Participation in conferencing with students and parents/guardians at scheduled events (i.e. Parent Teacher Conferences) and by appointment for planning for student success. Working with Parents/Guardians of students to support with referrals to outside agencies for specific student/family services. By June 2024, School Counselors will meet with 75% of their respective students to set goals around academic, SEL, and career/post-secondary.

Program Name: Devereux Student Strength Assessment (DESSA SEL Screener)

Learning Strategies: LS3. Use time-management & organizational & study skills

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): Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8

Academy: Academic (A), Social/Emotional (SE)

Tier: All

Delivery Process: Indirect

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, Deans

Activity Goal/Measurable Outcomes: SEL assessments were conducted on all students in the previous two (2) school years gathering data and additional insights. By December 2023, 100% of the DESSA data will be utilized by grade teams to provide context and generate one (1) new intervention for each child that was scored in the at-risk category.

Program Name: Gay Straight Alliance (GSA) - Student Lead Groups & Initiatives

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): 6, 7, 8

Academy: Academic (A), Social/Emotional (SE)

Tier: Some

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: The GSA is a safe space provided for students who identify as LGBTQ+ and/or allies of the LGBTQ+ community. By June 2024, a minimum of 2 meetings a month will take place for students to have access to a safe space and allies.

Program Name: Heart & Sole: Girls on the Run Initiative

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): 6, 7, 8

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

Tier: Few

Delivery Process: Direct

Time Line: February, March, April, October, November, December

Who's involved? (Staff and Resources): Counselors, Teachers, Parent Coordinators, Other

Activity Goal/Measurable Outcomes: This year Heart and Sole is coming to our Middle School at P.S. 84. Heart & Sole is a running community with the purpose of inspiring girls to value what makes them unique. Together, teams uncover confidence and understand the importance of physical and emotional health. By June 2024, we plan to engage a maximum of 30 girls and have them be exposed to both the SEL curriculum provided by GOTR NYC as well as their wellness

component.

Program Name: High School Foundations: Classroom Lessons

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: SS1. Use effective oral and written communication skills and listening skills
Grade Level(s): 7
Academy: Academic (A), College & Career (CCR), Social/Emotional (SE)
Tier: Some
Delivery Process: Direct
Time Line: January, February, April, May, June
Who's involved? (Staff and Resources): Counselors, Teachers, Administrators
Activity Goal/Measurable Outcomes: In order to adequately prepare students for the transition that is High School and the High School Admissions process. School Counselors provide classroom lessons and small group instruction to educate and empower students around career, skills, High School, and College culture. 100% of 7th grade students receive classroom-based lessons, and meetings where they engage in learning about the High School Admissions process. By June 2024, 100% of 7th grade students are able to make associations between their career interests/skills and the High School Admissions process.

Program Name: Mandated Individual and Group Counseling

Learning Strategies:
Self-Management:
Social Skills:
Grade Level(s): Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8
Academy: Social/Emotional (SE)
Tier: Some
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: Individual and Group Counseling is provided as a mandated service outlined in the child's Individualized Education Plan (IEP) for students with disabilities. 100% of students in the counseling caseload will receive this service, and progress will be measured via IEP progress reports by June 2024.

Program Name: Middle School Open House

Learning Strategies:
Self-Management: SM10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities
Social Skills:
Grade Level(s): 4, 5
Academy: Academic (A), College & Career (CCR), Social/Emotional (SE)
Tier: Some
Delivery Process: Indirect
Time Line: October, November, December
Who's involved? (Staff and Resources): Counselors, Teachers, Parent Coordinators, Administrators
Activity Goal/Measurable Outcomes: Parents/Guardians are invited into our school community to learn about the transition to Middle School and learn more about our Middle School. During admissions time (October through December) P.S. 84 will engage parents/stakeholders through open houses at minimum of once a month.

Program Name: Needs Assessment Based Counseling Groups

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: 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, 6, 7, 8
Academy: Social/Emotional (SE)
Tier: Some
Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: School Counselors conduct Needs Assessment Surveys quarterly gathering information on trends and any identified SEL challenges (divorce, grief/loss, bullying, etc.) to develop and service short-term at-risk counseling groups. By June 2023, a minimum of 6 counseling at-risk groups will be generated to support students in crisis.

Program Name: Professional Development: Child Abuse and Neglect Prevention, Suicide Prevention

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

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

Social Skills: SS1. Use effective oral and written communication skills and listening skills

Grade Level(s): Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8

Academy: Academic (A), Social/Emotional (SE)

Tier: All

Delivery Process: Indirect

Time Line: January, February, September, October

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

Activity Goal/Measurable Outcomes: Staff-wide professional development to review the Chancellor's Regulations and adhere to city mandates aligned with the OSYD Youth Consolidated Plan. By June 2024 100% of staff and students will have familiarization with policies and procedures as they relate to OSYD Consolidated Plan and in accordance to the Chancellors Regulations.

Program Name: Respect for All

Learning Strategies:

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): Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8

Academy: Academic (A), Social/Emotional (SE)

Tier: All

Delivery Process: Direct

Time Line: February

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

Activity Goal/Measurable Outcomes: Respect for All is an NYC DOE-mandated program that reaches 100% of our students teaching about kindness, respect, diversity, and identity. Through engagement in RFA, 100% of students will be aware of policies and procedures regarding RFA as well as identify one takeaway from the week of awareness.

Program Name: Sanford and Harmony

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, 6, 7, 8

Academy: Academic (A), 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, Social Workers, Teachers, Parent Coordinators, School Psychologist, Administrators, Deans, Other

Activity Goal/Measurable Outcomes: By June 2024, 100% of students receiving counseling services will be able to identify triggers and practice two (2) new coping skills that can be used in times of distress.

Program Name: Senior Interviews: 1-on-1's

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: SS1. Use effective oral and written communication skills and listening skills

Grade Level(s): 8

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

Tier: Some

Delivery Process: Direct

Time Line: September, October, November, December

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

Activity Goal/Measurable Outcomes: Conducting mock interviews to support students with High School Transition. 100% of 8th graders receive mock interviews to consolidate and plan more effectively regarding High School. By December 2023, 100% of 8th-grade students will be able to identify their top 3 school choices for High School applications. Mock interviews support planning and sourcing schools that are the best fit.

Program Name: Student Lighthouse Teams (Student Lead Groups & Initiatives)

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, 6, 7, 8

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

Tier: Some

Delivery Process: Indirect

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, Deans, Other

Activity Goal/Measurable Outcomes: Students are given the opportunity to join their Student Lighthouse teams as a means to demonstrate leadership, community building, and collaboration. This is an opportunity to enhance the student life experience at PS 84. Staff advisors by June 2024 will see an increase of two (2) additional students per grade band participating in student lighthouse teams. By June 2024, 90% of student lighthouse team initiatives will be student-led.

Program Name: The Leader In Me (The 7 Habits)

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, 6, 7, 8

Academy: Academic (A), Social/Emotional (SE)

Tier: Few

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: Leader in Me (LiM) is an evidence-based, comprehensive school improvement model—developed in partnership with educators—that empowers students with the leadership and life skills they need to thrive in the 21st century by uniting students, staff, and families around a common goal to prepare students with college, career, and life-readiness skills. By June 2024, 100% of students will have familiarity with the 7 Habits, and apply them to their learning.

Program Name: The Student Environmental Survey

Learning Strategies:

Self-Management:

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

Grade Level(s): 8, Kindergarten, 1, 2, 3, 4, 5, 6, 7

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

Tier: All

Delivery Process: Indirect

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

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

Activity Goal/Measurable Outcomes: By June 2024, as a response to schoolwide initiatives and the comprehensive school counseling program, 70% of students will deem 84 a supportive environment for lifelong learning. This will be determined

through a 20% increase in the panorama student survey.

Program Name: Utilization of the RULER Approach (Mood Meter, Meta Moment, Charter, and Blueprint)

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

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, 6, 7, 8

Academy: Academic (A), 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): Other, Counselors, Social Workers, Teachers, Parent Coordinators, School Psychologist, Administrators, Deans

Activity Goal/Measurable Outcomes: Through the utilization of the RULER approach, 100% of students will be exposed to and will be able to identify and label emotions through classroom and counseling interventions by June 2024.

