

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.

LORRAINE QUILES Title: GUIDANCE COUNSELOR Phone: 7188533224 Email: LQuiles2@schools.nyc.gov

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/>

1. Crisis Intervention:

a. Counselors work individually and in groups with students expressing difficulties dealing with relationships, personal concerns or typical developmental issues. Topics include the following, but are not limited to:

1. Personal: self-concept, hygiene, family, friends, grief, stress, problem solving
2. Behavioral: Self-esteem, anger, self-control, conflict resolution
3. Academic: Goal setting, performance, attendance

2. Classroom Guidance Activities:

a. The counselors facilitate, co-leads or assist in the delivery of guidance curriculum activities. Topics are as follows, but not limited to: self-concept, peer relationships, communication skills, choice making skills, career awareness, personal hygiene, and safety.

3. Small Group Counseling: Counselors provide group mandated counseling based on the recommendations of the Individual Education Program.

4. Individual Counseling: Counselors provide individual mandated counseling based on the recommendations of the individual Education Program.

5. SEL Classroom Presentations – Social Emotional Learning is interwoven into the curriculum to help the students develop qualities that improve self-awareness, emotional maturity, self-management, social-awareness, relationships, and decision-making.

6. Attendance Counseling: The counselors meets with teachers, parents and students to help develop a plan that will assist in improving attendance.

7. Parent/Student/Teacher Meeting: Counselors provide guidance and support at all meetings. They offer specific ideas on how to improve the child's performance in school, help parents anticipate future challenges and come up with an overall plan for success in school.

8. Parent Workshops: Counselors, along with the Parent Support Team, offer numerous parent workshops throughout the year on topics such as: bullying, immigration, parenting skills, homework, etc.

9. Responsive Classroom:

- a. Morning Meetings: Conducted by trained teachers and counselors to give students a safe environment that allows for trust, builds community and encourages respectful learning, while preparing the students for the day's event.
- b. Positive Time Out: Classroom Teachers have created a positive and respectful quiet space. This is a supportive strategy used to help a child who is beginning to lose self-control.

10. Respect for All – Counselors provide individual and group counseling along with theme-based lessons and activities taught by classroom teachers to promote acceptance and understanding. The focus is on preventing bullying, intimidation, and bias-based harassment.

11. Career Awareness and Exploration: 5th grade teachers provide activities, class discussions and lesson plans on careers in order to explore interest and enhance self-awareness.
12. Middle School Application: Counselors provide orientation and guidance regarding selection and process of middle school choices. We also conduct numerous parent workshops.
13. Restorative Practices: Teachers and counselors have engaged in restorative circle, mindfulness activities and collaborative class agreements based on training and curriculum from the Morningside Center for Teaching Social Responsibility..
14. Emotional Responsive Practices: Kindergarten and first grade teachers address unresolved emotional issues that hinder children by integrating teddy bears into classroom life. This is a Bank Street curriculum that addresses the social and emotional health of young children.
15. Check In/Check Out: Teachers and other staff members serve as a mentors or coaches to students identified as at risk, conducting an intervention check in at the beginning of the day to help set goals and then following up at the end of the day.

Does your school offer a comprehensive School Counseling Activity? YES

Program Name: Responsive Classroom; Emotionally Responsive Practice; 4R's (Morningside Center)

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

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, Parent Coordinators, Administrators

Activity Goal/Measurable Outcomes: CEP goal: By spring 2021, in the School Survey, there will be at least a 3% increase in teachers agreeing with the statements, "Teachers recognize disruptive behavior as social-emotional learning opportunities" and "Adults teach students the skills they need to regulate their behavior (by focusing their attention, controlling their emotions, or managing their thinking, behavior, and feelings."

