

## 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.

**KAREN SILVERMAN** Title: **GUIDANCE COUNSELOR** Phone: **7183821024** Email: **KSilverman2@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/>

### P.S. 238 Guidance

We join together as educators who are culturally responsive, sensitive to the diverse population we service. We are committed to working together for the shared purpose of enabling our students to become productive and socially sound citizens. We understand the importance of setting up structures and systems that result in ongoing communication skills and engagement. Recognizing the unique strengths and skills we all bring, bonds us around our mission. Building a strong sense of community that embraces change, shares practice, engages in dialogue and discourse, utilizes the essence of positivity with supportive strategies unites us around a common goal-our student(s).

### Sanford Harmony

"I've been involved with many different philanthropic causes, and few have been as satisfying as seeing the way Sanford Harmony brings people together on so many levels, from universities to schools, teachers and parents. At the center of it all are the students, who are learning to communicate, work together and respect each other in new ways that foster greater academic achievement and connection to school. The skills they develop will have a lasting impact into adulthood, and that's what this program is ultimately about – helping to create a better tomorrow. Sanford Harmony supports the great work being done by the education and nonprofit sectors, providing opportunities to touch even more children's lives and creating a legacy for future generations. We're turning a dream of mine into a reality, and you're going to take it forward and change the world."

### RethinkEd.com

Rethink Ed was founded on a simple, yet powerful idea: To literally re-think education. To make it better and easier. To unburden school districts and empower educators. To improve outcomes and elevate accountability. To promote collaboration and inspire learning. And, most importantly, to make a difference in the school day for everyone – administrators, educators, and students.

As a division of Rethink First, an award-winning technology developer of cloud-based tools, training, and supports, Rethink Ed is pioneering EdTech. We're relentless in pursuing innovative ways to put evidence-based, data-informed, digitally delivered instruction and assessments into the hands of educators, clinicians, and parents who share our single-minded focus: To help all children succeed.

Does your school offer a comprehensive School Counseling Activity? YES

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### Program Name: PS 238 Guidance

**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: 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, Social Workers, Teachers, Parent Coordinators, School Psychologist, Administrators, Deans

**Activity Goal/Measurable Outcomes:** Students will be able to organize assignments and turn in on time.

Students will work on groups assignments following guidelines from teacher.

Students will choose High Schools based on interests and goals.

#### **Program Name:** [Rethinked.com](http://Rethinked.com)

**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), 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, Deans

**Activity Goal/Measurable Outcomes:** Students will establish and maintain positive relationships by respecting others, practicing social

skills and making responsible choices

? Students will demonstrate awareness of other people's emotions and perspectives

? Students will demonstrate consideration for others by contributing to the well-being of their school and community

? Students will demonstrate an awareness of cultural issues and a respect for human dignity and differences

? Students will demonstrate an awareness of social cues and respond appropriately while understanding cultural variations

? Students will apply decision-making skills to deal responsibly with daily academic and social responsibilities

#### **Program Name:** [Sanford Harmony](#)

**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):** 10, 11, 12, Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8, 9

**Academy:** Social/Emotional (SE)

**Tier:** Some

**Delivery Process:** Direct

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

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

**Activity Goal/Measurable Outcomes:** By June 2020 all staff will be trained in the Sanford Harmony Program resulting an increase in student attendance by 5% and a decrease in OORs incidents by 5%.

#### **Program Name:** [Sanford Harmony](#)

**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):** Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

**Academy:** Social/Emotional (SE)

**Tier:** Some

**Delivery Process:** Direct

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

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

**Activity Goal/Measurable Outcomes:** By June 2020 as a result of the implementation of Sanford Harmony, attendance will increase by 5% and OORS incidents will decrease by 5%.



