

## 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.

**KWABENA ADU Title: GUIDANCE COUNSELOR Phone: 7183326290 Email: KAdu@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/>

PPHS Charting a Course Counseling Program is dedicated to educating and motivating students in an alternative setting through a personalized approach to learning and development. Our counseling mission is to support the academic and social needs of students through strong partnerships between all members of the school community, re-engaging students academically with an emphasis on post-secondary readiness and literacy, and building college/career readiness through computer literacy and career exposure. We will ensure that each student graduates with clearly articulated goals and a plan for post-secondary success.

Does your school offer a comprehensive School Counseling Activity? YES

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### Program Name: Basketball Club

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

**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): 9, 10, 11, 12**

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

**Tier: Few**

**Delivery Process: Direct**

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

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

**Activity Goal/Measurable Outcomes: By June of 2021 students involved in the Basketball Club will have an overall attendance average rate above 75%.**

### Program Name: CAMBA Advocate Counseling Program

**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): 9, 10, 11, 12**

**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, Other**

**Activity Goal/Measurable Outcomes: By June of 2021 students will identified at least three goals for personal growth with their advocate counselor & guidance counselor that they believe will help them succeed in high school and their post-secondary plans.**

### Program Name: Dungeons and Dragons Club

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**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):** 9, 10, 11, 12  
**Academy:** Social/Emotional (SE)  
**Tier:** Few  
**Delivery Process:** Direct  
**Time Line:** January, February, March, April, May, November, December  
**Who's involved? (Staff and Resources):** Teachers  
**Activity Goal/Measurable Outcomes:** By June of 2021, student involved in D & D Club will have an average attendance rate above 75%.

#### **Program Name: Gay-Straight Alliance**

**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):** 9, 10, 11, 12  
**Academy:** Academic (A), College & Career (CCR), 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, Other  
**Activity Goal/Measurable Outcomes:** Students participating in Gay-Straight Alliance will have an average attendance rate above 75% by June of 2021.

#### **Program Name: PPHS Charting a Course Counseling Program**

**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):** 9, 10, 11, 12  
**Academy:** Academic (A), College & Career (CCR), 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, Teachers, School Psychologist, Administrators, Other  
**Activity Goal/Measurable Outcomes:** Every student will have identified and explored at least 3 career pathways upon graduation, all students will have applied for at least 6 colleges and/or trade schools before graduation, all students will have a completed resume, all students will have completed the FASFA upon graduation. Students will have learned how to articulate their goals and know how to advocate for themselves based on their identified college and career choices. All students will be aware of the support resources available to them beyond graduation. All students will know that they can access our guidance department for assistance 5 years beyond graduation.

#### **Program Name: Respect for All**

**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):** 9, 10, 11, 12  
**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, Parent Coordinators, Administrators, Deans  
**Activity Goal/Measurable Outcomes:** By June of 2021 PPHS will have fewer than 5 incidents in the school related to fighting and/or bullying as documented in OORS.



