

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.

ELIZABETH LEE Title: **GUIDANCE COUNSELOR** Phone: **7186862730** Email: **ELee25@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/>

Our community is diverse and unique, and we honor our young peoples' experiences and by taking the time to learn their personal stories. The mission of MS 839's Counseling Department is to provide our young people with equitable access to tools, resources, and supportive services to meet their social-emotional and academic needs. Our comprehensive program includes individual and small group counseling, and an emphasis on a small group advisory that aims to foster community where students feel safe to discover their most authentic self. In collaboration with our students, staff, and families we assess community needs and prioritize building relationships that promote positive school culture and a supportive learning environment. Through our efforts we aim to cultivate a space where students, staff, and families alike can challenge themselves to grow, learn, and achieve at their own pace.

MS839 students learn to think critically, are encouraged to take risks, and value the ability to learn from their mistakes and revise. Our young people possess strong communication skills, thrive in the face of adversity, and recognize that within themselves they have the capacity to grow. Through exposure to diverse experiences and opportunities, we civically engage our students in discussions, provide meaningful feedback, and encourage collaboration. Our young people will be resilient, independent and responsible. They will be the future leaders who are kind, embrace diversity, and will be advocates for themselves and their communities.

Does your school offer a comprehensive School Counseling Activity? YES

Program Name: 7th Grade High School Intensive Unit

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): 7

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

Tier: All

Delivery Process: Direct

Time Line: April, June

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

Activity Goal/Measurable Outcomes: Students and families can explain the high school application process and know how to use myschools to complete high school research.

Program Name: 8th Grade High School Application Support

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): 8

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

Tier: All

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: Every student submits HS Application.

Program Name: Behavior Management Plans

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): 6, 7, 8

Academy: Social/Emotional (SE)

Tier: Few

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: Increase academic performance.

Reduce behavioral incidents.

Program Name: Crew (Small Group Advisory 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: 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

Activity Goal/Measurable Outcomes: Improved attendance.

Identification of students/families who need more support.

Program Name: Group Counseling (mandated and at-risk)

Learning Strategies:

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

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: Some

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, School Psychologist, Other

Activity Goal/Measurable Outcomes: Goals based on student's IEP. For at-risk group, goals based on need.

Program Name: Individual counseling (mandated and at-risk)

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: 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: 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, Other

Activity Goal/Measurable Outcomes: Goals based on student IEP. For at-risk student, goals based on discussion with student and family.

Program Name: outside referrals

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: SS8. Demonstrate advocacy skills and ability to assert self

Grade Level(s): 6, 7, 8

Academy: Social/Emotional (SE)

Tier: Few

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: Goal based on student need.

Program Name: Restorative Justice 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: SS4. Demonstrate empathy

Grade Level(s): 6, 7, 8

Academy: 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, Administrators, Deans, Other

Activity Goal/Measurable Outcomes: Reduce conflicts and incidents of bullying and harrassment.

Program Name: Student Chosen Electives

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: 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, September, October, November, December

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

Activity Goal/Measurable Outcomes: 100% of 6th, 7th, and 8th graders will identify passions and interests and build connections with other community members in a safe and inclusive space.

