

## 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.

**NKWASI SEALES** Title: **GUIDANCE COUNSELOR** Phone: **9293979171** Email: **NSeales@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/>

### Vision Statement:

The Vision of PS 889's School Counseling program is to empower each student to thrive as a lifelong learner and a courageous civic-minded citizen by fostering intellect, creativity, inclusivity and character. We want our students to graduate with healthy, positive relationships; to become active members and leaders of their respective communities; and to have affordable and supportive post-secondary options that will lead to meaningful lives and careers in the 21st century.

### Mission:

The foundations of the PS 889 Mission statement is in the dynamic student-teacher relationship. We are also committed to the development of the whole student, and we will run a school-wide social-emotional curriculum. The counseling program is committed to supporting staff who are empathetic leaders and who are skilled in bringing out the very best in each student, every day. The core of the counselor relationship is to create lessons, workshops and support students, staff, family and community members to help all students reach their full potential. The holistic school counseling program promotes challenging coursework and intercultural understanding. The strong school-community partnerships enhance experiential learning for students and advance understanding of diversity in all its forms.

Does your school offer a comprehensive School Counseling Activity? YES

### Program Name: Classroom Lessons: Community Building

**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): Kindergarten, 1, 2, 3, 4, 5**

**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, Administrators**

**Activity Goal/Measurable Outcomes: Through daily activities, student awareness of community building and its importance will be demonstrated through lessons and projects.**

### Program Name: Classroom Lessons: Diverse Identities

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

**Self-Management:**

**Social Skills: SS4. Demonstrate empathy**

**Grade Level(s): Kindergarten, 1, 2, 3, 4, 5**

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

**Tier: All**

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**Delivery Process:** Indirect

**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:** Through classroom lessons around "teaching diverse identities", student identity based bullying incidents will be reduced by 5%.

#### **Program Name: College Day**

**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

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

**Activity Goal/Measurable Outcomes:** Every student will be able to identify and name a college.

#### **Program Name: Group Counseling/Conflict resolution**

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

**Grade Level(s):** Kindergarten, 1, 2, 3, 4, 5

**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, Administrators

**Activity Goal/Measurable Outcomes:** Reducing behavioral incidents by 5%.

#### **Program Name: Individual Counseling: Mandated Students; Topics include: attendance**

**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):** Kindergarten, 1, 2, 3, 4, 5

**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, Administrators

**Activity Goal/Measurable Outcomes:** Through this support, attendance/tardiness will improve by 2%.

#### **Program Name: Individual Counseling: Mandated Students; Topics include: organizational skills**

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

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

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

**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, Administrators

**Activity Goal/Measurable Outcomes:** Through daily activities, students will improve their organizational skills while receiving feedback from consistent progress monitoring.

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**Program Name: Individual Counseling: Mandated Students; Topics include: academic success, attendance, organizational skills**

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

**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**

**Activity Goal/Measurable Outcomes: Meet IEP goals**

**Program Name: No One Eats Alone**

**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: SS4. Demonstrate empathy**

**Grade Level(s): Kindergarten, 1, 2, 3, 4, 5**

**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, Administrators**

**Activity Goal/Measurable Outcomes: Students will become more aware of self and others through guided classroom lessons.**

**Program Name: Parent Teacher Conference**

**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): 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, Administrators**

**Activity Goal/Measurable Outcomes: Students will participate and conference with teachers and guardians, fostering deep relationships with adults, with focus on academic, college and career readiness and social emotional development.**

**Program Name: Referrals for Mental Health Counseling**

**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): Kindergarten, 1, 2, 3, 4, 5**

**Academy: Academic (A)**

**Tier: All**

**Delivery Process: Direct**

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

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

**Activity Goal/Measurable Outcomes: Students will be monitored by regular "check-ins" from their classroom teachers, identifying and communicating insights to student families.**

**Program Name: Respect For All Week**

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

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

**Social Skills: SS4. Demonstrate empathy**

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**Grade Level(s): Kindergarten, 1, 2, 3, 4, 5**

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

**Tier: All**

**Delivery Process: Indirect**

**Time Line: February**

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

**Activity Goal/Measurable Outcomes: Through daily activities, student identity based bullying incidents will be reduced by 5%.**

#### **Program Name: School Counseling Curriculum**

**Learning Strategies:**

**Self-Management:**

**Social Skills:**

**Grade Level(s): Kindergarten, 1, 2, 3, 4, 5**

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

**Tier: All**

**Delivery Process: Direct**

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

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

**Activity Goal/Measurable Outcomes: All students K - 5 will select and participate in enrichment clubs that will broaden experiences and boost self esteem.**

**School counselor and Social worker will provide individual and group counseling "chill chats" to resolve conflict during recess and lunch periods.**

#### **Program Name: SEL time (in classes/designated times)**

**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**

**Academy: College & Career (CCR)**

**Tier: All**

**Delivery Process: Direct**

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

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

**Activity Goal/Measurable Outcomes: 100% of the PS 889 students and school community will:**

**Build empathy for each other and be able to understand conflicting point of view**

**Build cultural competency skills**

**Learn mindfulness skills**

**Improve their reflective listening skills**

**Expand their emotional vocabulary**

