

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.

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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 school counseling program encompasses the belief that all students can learn. It is a collaboration between counselors, teachers, administrators, school staff, parents and community members. Our goal is to support all students with the personal, social and academic skills to be lifelong learners and contributing members of society. We use Responsive Classroom where each day they hold classroom meeting to teach responsibility, respect and social emotional skills.

Does your school offer a comprehensive School Counseling Activity? YES

Program Name: Bullying and Cyberbullying Awareness Classroom lessons for Students

Learning Strategies:

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: College & Career (CCR)

Tier: All

Delivery Process: Direct

Time Line: February, April

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

Activity Goal/Measurable Outcomes: Reduce bullying incidents across the school as reported into OORS by 10%.

Program Name: Classroom Guidance Lessons

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

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, June, September, October, November, December

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

Activity Goal/Measurable Outcomes: Classroom guidance lessons are conducted with classes on an as-needed basis throughout the year. Lessons topics include: Kindness, anti-bullying, diversity, friendship, feelings, empathy, conflict resolution, etc. This will reduce peer conflicts and inappropriate behavior by 5% from the previous year.

Program Name: Crisis intervention

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

Academy: Academic (A), 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, Administrators

Activity Goal/Measurable Outcomes: Counselor and social worker provide crisis intervention to students in need and reduce overall school crisis de-escalation by 5% by providing students with appropriate supports and referrals

Program Name: IEP Mandated & At Risk Counseling Groups

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

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

Activity Goal/Measurable Outcomes: Improve interpersonal skills, build social skills and develop meaningful relationships between classmates

Program Name: IEP Mandated Individual Counseling & At Risk Individual Counseling

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

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

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

Activity Goal/Measurable Outcomes: Reduce behavioral incidents in the classroom by 25% and improve individual academic performance

Program Name: Internet Safety Workshop for parents

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:

Grade Level(s): 4, 5

Academy: Social/Emotional (SE)

Tier: Some

Delivery Process: Indirect

Time Line: April

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

Activity Goal/Measurable Outcomes: Raise awareness about Internet safety and reduce occurrences of cyber bullying incidents.

Program Name: Intervention for students who are exhibiting 10 or more absences

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

Self-Management: SM10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Social Skills:

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

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

Tier: Few

Delivery Process: Indirect

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: Improve student attendance by 5%

Program Name: New York Psychoanalytic Collaboration for Divorce Group & Individual Counseling

Learning Strategies:

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

Social Skills:

Grade Level(s): 1, 2, 3

Academy: Social/Emotional (SE)

Tier: Few

Delivery Process: Direct

Time Line: January, February, March, April, May, June

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

Activity Goal/Measurable Outcomes: Support students who are undergoing a change in the home environment and decrease behavioral incidents in the classroom by 10%.

Program Name: Pupil Personnel Team

Learning Strategies:

Self-Management:

Social Skills:

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

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

Tier: Some

Delivery Process: Indirect

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

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

Activity Goal/Measurable Outcomes: To identify students in need of intervention and provide appropriate supports and/or referral to Special Education Services

Program Name: Respect For All Liaison

Learning Strategies:

Self-Management:

Social Skills:

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

Academy: 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, Social Workers, School Psychologist

Activity Goal/Measurable Outcomes: Facilitate yearly training for school staff in RFA Chancellor's Regulations, reporting and intervention procedures, plan and coordinate RFA activities throughout school year.

Program Name: Respect For All Week Classroom Lessons

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: SS4. Demonstrate empathy

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: February

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

Activity Goal/Measurable Outcomes: Reduce bullying incidents across the school as reported by OORS by 10%.

Program Name: RULER (an evidence based approach to social-emotional learning)

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: 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): Teachers

Activity Goal/Measurable Outcomes: Promote social emotional learning in the classroom while building students confidence and self awareness

Program Name: Sexual harassment Prevention Liaison

Learning Strategies:

Self-Management:

Social Skills:

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

Academy: 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, Social Workers, School Psychologist

Activity Goal/Measurable Outcomes: Facilitate yearly training for school staff in Chancellor's Regulations and reporting & intervention procedures

Program Name: Suicide Prevention & Intervention

Learning Strategies:

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

Social Skills:

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

Academy: Social/Emotional (SE)

Tier: Few

Delivery Process: Indirect

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

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

Activity Goal/Measurable Outcomes: Facilitate yearly training for staff in suicide prevention and intervention procedures, and provide referrals for mental health support for students and families.

