

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/>

The mission of the PS 110 counseling program is to recognize and respect the unique qualities of each student and guide all students toward academic, personal/social, and career success. By collaborating with other educators, the families of students, and members of the community, using a comprehensive guidance program, maintaining high expectations for all students, and addressing barriers to learning, we aim to provide students with skills, knowledge, and attitude to become effective learners and productive members of their communities.

The PS 110 counseling program supports a collaborative culture of educational excellence in whichever student is actively learning, accepting of others, and achieving success. As successful, life-long learners and productive citizens, our students achieve their fullest potential, making a positive difference in our school and their community.

PS 110 believes:

- All students can achieve and meet high standards that will result in academic success
- All students have a right to a safe and supportive learning environment
- All students have a right to be heard and treated with dignity and respect
- All students have the right to a credentialed School Counselor who collaborates with other educators, families, and the community as an advocate for student success.

Does your school offer a comprehensive School Counseling Activity? YES

Program Name: Child Mind Institute Mental Health Skill Building Curriculum

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: Academic (A), College & Career (CCR), 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, Teachers
Activity Goal/Measurable Outcomes: Students will increase positive relationships with adults and peers by reducing behavioral incidents reports for each student by 5%.

Program Name: Families Thriving CBO- Counseling and Family Support

Learning Strategies:
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): Kindergarten, 1, 2, 3, 4, 5
Academy: 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

Activity Goal/Measurable Outcomes: To increase positive relationships with adults and peers by reducing behavioral incident reports for each student enrolled in program by 5%.

Program Name: Lessons/curriculum integrated into the academic school day on the following topics: building self-esteem and confidence, diversity, inclusion, equity, exploring colleges/careers awareness, learning strategies, self management, social skills.

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: 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

Activity Goal/Measurable Outcomes: To increase academic achievement by increasing number of students who receive 3's and 4's on their report cards by 3%.

Program Name: Mandated group and individual counseling

Learning Strategies: LS4&7. Apply self-motivation and self-direction to identify long and short term academic & career and social/emotional goals

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: 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: To meet annual goals on IEP for 75% of Special Education students with counseling as a related service.

Program Name: Parent Workshops

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

Self-Management:

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

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): Parent Coordinators

Activity Goal/Measurable Outcomes: To decrease child abuse and neglect cases (including educational neglect) by 5%.

Program Name: PBIS

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): 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, Parent Coordinators, Administrators

Activity Goal/Measurable Outcomes: To increase academic achievement by decreasing the amount of students who

receive promotion in doubt letters by 10%.

To increase positive relationships with adults and peers by reducing behavioral incident reports and bullying reports by 5% each.

Program Name: Refer families to CBO's/external agencies for mental health/academic testing, support, services, evaluations.

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

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, Parent Coordinators, School Psychologist, Administrators, Other

Activity Goal/Measurable Outcomes: To increase positive relationships with peers and adults by reducing behavioral incidents for each student referred by 5%.

Program Name: Respect for All Team

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): 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, Administrators

Activity Goal/Measurable Outcomes: To increase positive relationships with adults and peers by reducing behavioral incident reports and bullying reports by 5% each.

Program Name: Responsive Classroom

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): 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, Administrators

Activity Goal/Measurable Outcomes: To increase academic achievement by increasing the number of students who receive 3's and 4's on report cards by 3%.

Program Name: Restorative Circles

Learning Strategies:

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: 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: Increase positive relationships with peers and adults by reducing behavioral incident reports and bullying reports by 5% each.

Program Name: RTI

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: 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: Some

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: To reduce special education referrals for an IEP evaluation by 10%.

Program Name: Sanford Harmony

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): 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: To reduce classroom behavioral incidents by 50% (ex. from 10 per school year to 5 in each individual classroom).

Program Name: Small social emotional learning groups

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): 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: To reduced behavioral incidents school wide by 5%.

