

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.

JOLEY ADLER Title: **GUIDANCE COUNSELOR** Phone: **2127347719** Email: **JAdler14@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 counseling mission at PS 183 is to provide a safe space for the students, where they can identify, express and share their experiences with the counselor and other mental health providers within the building. Our mission is to provide resources for families to attain the proper support and put structures in place to create and sustain healthy relationships both in school and in the family dynamic. The students are encouraged to be compassionate, thoughtful, motivated and self-sufficient, through practices such as in school counseling, RULER, and Respect for All activities and gatherings. The students develop and strengthen their social emotional skill set and all students have access to the school counselor. Through adversity and various experiences, the students practice and learn the art of flexibility and resilience and they acquire a skill set to help them rise in the midst of challenge. A community is formed and there is a foundation built for success and happiness within the student body and the staff at large.

Does your school offer a comprehensive School Counseling Activity? YES

Program Name: At Risk Counseling Individual Sessions / Related Services

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), 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

Activity Goal/Measurable Outcomes: To increase healthy friendships and relationships; to improve empathy, compassion, supportive connections by understanding and sharing personal connections.

Program Name: Group Counseling for Students

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

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: 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

Activity Goal/Measurable Outcomes: Reduce behavioral incidents by 20% and build on empathy, compassion, and peer connections.

Program Name: Mandated Individual Counseling / Related Services

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), Social/Emotional (SE)

Tier: Few

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, School Psychologist

Activity Goal/Measurable Outcomes: To increase academic success by five percent by helping students to build a sense of self esteem, develop solid peer relationships; self-awareness; develop personal goals; self-expression, self-building empathy around compassion.

Program Name: Middle School Articulation

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): 5

Academy: College & Career (CCR)

Tier: All

Delivery Process: Direct

Time Line: January, September, October, November, December

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

Activity Goal/Measurable Outcomes: To increase parent and student knowledge of their options for schools to ensure 100% completion of Middle School applications.

Program Name: National Dance Institute

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): 5

Academy: Social/Emotional (SE)

Tier: All

Delivery Process: Direct

Time Line: January, February, March, April, November, December

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

Activity Goal/Measurable Outcomes: Increase self-expression and regulate emotions through dance and musicality; to strengthen expression through physical movement. Reduce behavior incidents in classroom by 5%.

Program Name: RULER

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), 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

Activity Goal/Measurable Outcomes: All students will plot their emotions on the mood meter and use effective tools to self regulate their body throughout the day. Learning to identify and label emotions is a critical step toward cultivating emotional intelligence.

Program Name: Weekly PPT Meetings

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

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, Social Workers, Teachers, School Psychologist, Administrators

Activity Goal/Measurable Outcomes: Weekly PPT intervention case conference, improve student academic performance.

