

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.

MELANIE YU Title: **GUIDANCE COUNSELOR** Phone: **2129233827** Email: **MYu@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 Mission

The Counseling Department is guided by our commitment to provide a safe, nurturing environment where the entire learning community addresses the unique developmental needs of adolescents by collaborating and providing individualized support. Students will be empowered, engaged, and equipped with the tools for intellectual and personal growth - inspiring them to become active contributors in the global community.

Our Vision

To create an inclusive and safe environment where students develop positive relationships and practice being independent thinkers and problem solvers while taking an active interest in their own community.

Does your school offer a comprehensive School Counseling Activity? YES

Program Name: 504 Plan Processing

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): 6, 7, 8

Academy: Academic (A)

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, Other

Activity Goal/Measurable Outcomes: 504 Plan Processing (write, revise if needed & disseminate) - All students who have submitted a 504 accommodations plan will receive the recommendations from date of approval through the end of the school year. 504 Coordinator works closely with parent so that they understand all aspects of the process, especially that the plan must be resubmitted every year if their child still requires the accommodation.

Program Name: Career and College Readiness Exploration

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: SS4. Demonstrate empathy

Grade Level(s): 6, 7, 8

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, Social Workers, Teachers, Parent Coordinators, School Psychologist, Administrators, Deans, Other

Activity Goal/Measurable Outcomes: Career & College readiness and exploration. LS 4&7: Apply self-motivation and self-direction to identify long and short term academic, career, and social/ emotional goals -1: use effective written and oral

communication skills and listening skills. Grades 6-8. Rotating 3 month schedule based on grade level. *6th graders will have explored at least 3 different career choices and college options by the time the unit is finished, a 100% increase from the year before.

*85% of 7th graders will be able to demonstrate understanding of the admissions and FAFSA process as indicated through informal end of unit assessment.

*All 8th graders will learn about scholarships, grants, and 75% will participate in college tours by the time the unit is completed.

Restorative circles LS4&7: Apply self-motivation and self-direction to identify long and short term academic, career, and social/ emotional goals - 1: use effective written and oral communication skills and listening skills

2: create positive and supportive relationship with other students and adults 4. Develop empathy. Grades 6-8. Tiers 2, 3 Direct On going

6 week group cycle rotations Intervention Specialists, Guidance Counselor As compared to the baseline measure at the end of Sept. 2020, by June 2021 all student behavioral referrals will reduce by 10% via effective school implementation of the Restorative Circles Continuum.

Program Name: Collaboration with Community Based Organizations

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: 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, Teachers

Activity Goal/Measurable Outcomes: Collaboration with Community Based Organizations - 85% of Students who need support services from our school based community based organizations will receive a referral, be processed through intake, and admitted to the program within 2 weeks of initial referral.

Program Name: Crisis Intervention/At-risk 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: 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): 6, 7, 8

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, Teachers, Other

Activity Goal/Measurable Outcomes: Crisis Intervention /

At-risk counseling - 2: Demonstrate discipline and self-control &7: demonstrate effective coping skills and personal safety skills when faced with a problem 2: create positive and supportive relationship with other students and adults.A, SE 2, 3.

6 week group counseling. Upon completion of the at-risk cycle, 80% of students will no longer be considered at-risk. 20% will receive referrals to our school based community organizations for further attention.

Program Name: Individual Progress Review

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): 6, 7, 8

Academy: Academic (A)

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: Individual progress review 1: demonstrate critical thinking skills to make informed

decisions - 1: use effective oral and written communication skills and listening skills. A 1. Two sessions annually; additional sessions by request only.

All students will review the data in their myOn portal and understand the areas where they need to make improvement. Individualized plans will be provided to each student and signed for.

Program Name: Mandated 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: 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), 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, School Psychologist

Activity Goal/Measurable Outcomes: Mandated Counseling

-individual and group sessions 1: demonstrate critical thinking skills to make informed decisions - 4: demonstrate empathy

8. demonstrate advocacy skills and the ability to assert self Grades 6-8 As per IEP mandate

Guidance Counselor All students will show progress toward reaching the annual goal(s) listed on their IEP before the next annual review or triennial takes place; 85% will achieve their annual goal(s).

Program Name: MS 319 Student Attendance Review

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: 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), 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, Parent Coordinators, Administrators

Activity Goal/Measurable Outcomes: Attendance Review • Participate in Attendance meetings with Administrators, Parents and Students (as needed) Weekly attendance team meeting. Absenteeism of at-risk students (students who missed 7+ days of school the previous year) will be reduced by 25 percent during the 2020-21 school year through providing targeted group interventions.

Program Name: Parent/Teacher Conferences and Open School Evenings

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

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

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

Grade Level(s): 6, 7, 8

Academy: Academic (A), 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, Parent Coordinators, Administrators

Activity Goal/Measurable Outcomes: Parent /student/

Teacher meetings 1: demonstrate critical thinking skills to make informed decisions - 2: create positive and supportive relationship with other students and adults.

8. demonstrate advocacy skills and the ability to assert self 6-8 A, SE 1. Two open school nights; two parent-teacher conference evenings; every Tuesday by appointment during parent/teacher engagement time (2-2:20). These meetings will help communicate to parents and students the areas where the student is excelling and to also provide specific ideas of how to improve upon their, or their child's, performance in school.

Program Name: Prevention, Intervention, and Responsive Services

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: 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: Guidance Counselor will address any immediate academic concerns and collaborate with the appropriate staff depending on the specific situation:
o Any School-related concerns
(including, but not limited to: attendance, discipline, drop-out prevention)
Personal/Social
o Relationship concerns
o Crisis response
o Grief, loss and death
o School refusal/avoidance
o Substance abuse (referral to/collaboration with school SAPIS worker)
o Family issues
o Coping with stress
o Divorce and family issues
o Referral plan
o Contact and develop relationships with community resources

Program Name: Respect For All

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: February
Who's involved? (Staff and Resources): Counselors, Social Workers, Teachers, Administrators, Deans, Other
Activity Goal/Measurable Outcomes: Respect for All - 7: Demonstrate effective coping skills and personal safety skills when faced with a problem. 4: Demonstrate empathy 6-8 SE 1.
Led by Intervention Specialist Joshua Barkan. By the end of the lesson, all students will understand and be able to articulate and implement strategies for upstanding in a bullying situation.

Program Name: Restorative Circles

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): 6, 7, 8
Academy: Academic (A), Social/Emotional (SE)
Tier: Some
Delivery Process: Direct
Time Line: January, February, March, April, May, June, October, November, December
Who's involved? (Staff and Resources): Counselors, Social Workers, Teachers
Activity Goal/Measurable Outcomes: Restorative circles LS4&7: Apply self-motivation and self-direction to identify long and short term academic, career, and social/ emotional goals - 1: use effective written and oral communication skills and listening skills
2: create positive and supportive relationship with other students and adults 4. Develop empathy.
6 week group cycle rotations Intervention Specialists, Guidance Counselor As compared to the baseline measure at the end of Sept. 2020, by June 2021 all student behavioral referrals will reduce by 10% via effective school implementation of the Restorative Circles Continuum

Program Name: Student Welcome (Large Group Presentation)

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: 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)

Tier: All

Delivery Process: Direct

Time Line: September

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

Activity Goal/Measurable Outcomes: Student Welcome (Large Group Presentation) - create positive and supportive relationship with other students and adults. All students will be welcomed by grade level school staff, administrators, and related service providers by the end of the first week of school.

Program Name: Transitioning to High School

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): 7, 8

Academy: Academic (A)

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: High school admissions process: student & family support 3: Use time management, organizational and study skills. SM 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities. -Grades 7 & 8 .A, C 1.

By the end of October, 2020, all families and students will have an active MySchools account. 85% will manage their accounts independently.

