

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/>

C.M.S.P 328 Counseling Vision Statement

All C.M.S.P 328 Manhattan students will acquire the academic, personal and social skills needed to reach their educational potential and successfully manage their lives as responsible, competent and productive citizens who respect themselves and others.

Does your school offer a comprehensive School Counseling Activity? YES

Program Name: Attendance Comittee

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): 6, 7, 8

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

Tier: Few

Delivery Process: Indirect

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

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

Activity Goal/Measurable Outcomes: Increase parental involvement, create ongoing partnership with parent and students, increase attendance to 25%

Program Name: Classroom Push-in Social Skills Team Building activities

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): 6, 7, 8

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

Tier: Some

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: The goal will be to increase class/group relationship by 50%, depending on already established classroom dynamic. Students 6-8 grade will participate in SEL curriculum "SecondStep"

Program Name: Classroom Push-in test taking strategies lesson

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

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): 6, 7, 8
Academy: Academic (A), Social/Emotional (SE)
Tier: All
Delivery Process: Direct
Time Line: January, April
Who's involved? (Staff and Resources): Counselors, Teachers, Other
Activity Goal/Measurable Outcomes: Increase test taking confidence, attention and focus by 35%

Program Name: College and career Readiness for grades 6-8th students

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): 6, 7, 8
Academy: Academic (A), College & Career (CCR), Social/Emotional (SE)
Tier: Few
Delivery Process: Direct
Time Line: March, October, November, December
Who's involved? (Staff and Resources): Counselors, Teachers, Parent Coordinators, School Psychologist, Other
Activity Goal/Measurable Outcomes: increase college and career readiness motivation and explore different career options by 40%, all students will utilize online resource "My next move" to learn about interest, likes and strengths

Program Name: Consultation with teachers parents, and other community stakeholders

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), College & Career (CCR), Social/Emotional (SE)
Tier: Few
Delivery Process: Indirect
Time Line: January, February, March, April, May, November, December
Who's involved? (Staff and Resources): Counselors, Teachers, School Psychologist, Administrators, Other
Activity Goal/Measurable Outcomes: Increase counselor to parent, to teacher relationship and active collaboration by 50%

Program Name: Digital Bullying prevention program through Common Sense Media

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: Direct
Time Line: January, February
Who's involved? (Staff and Resources): Counselors, Teachers
Activity Goal/Measurable Outcomes:
Increase online bullying awareness behavior, decrease overall bullying by 5%, in accordance with Online Reporting system

Program Name: Eight Grade Articulation Process

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): 6, 7, 8
Academy: Academic (A), College & Career (CCR), Social/Emotional (SE)
Tier: All

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: The ideal goal is to receive 100% parent involvement, online application completion rate

Program Name: Grief Counseling Related to COVID-19

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

Tier: Few

Delivery Process: Direct

Time Line: October, November, December

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

Activity Goal/Measurable Outcomes: Provide ongoing social and emotional support

Program Name: Group Counseling -Conflict Resolution

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: Academic (A), College & Career (CCR), 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, Teachers, School Psychologist, Administrators, Other

Activity Goal/Measurable Outcomes: All students will participate in School-wide SEL curriculum "Miracle Morning" in order to increase positive decision making-Reduce non-desirable behavior and suspension rate by 15%

Program Name: 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: 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), College & Career (CCR), Social/Emotional (SE)

Tier: Few

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: Provide ongoing social and emotional support, to students who are having difficulties coping with situations that hinder academic progress/ peer relationship and may be dealing with personal difficulties at home family, the goal will be to increase pro-social/personal and emotional behavior by 20%, depending on underlying issues/concerns

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

Grade Level(s): 6, 7, 8

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

Tier: All

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: Increase empathy and helpful behaviors in K-5 grade students by 30%, promotes diversity, safety, belonging and overall self-respect for the entire school community

Program Name: Second Step Social And Emotional Learning

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): 6, 7, 8

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

Activity Goal/Measurable Outcomes: Scholars at C.M.S.P 328 will learn to appropriately channel their emotions and interact with their peers in a positive manner. All scholars at C.M.S.P 328 are learning about the five competencies of social emotional learning, 1) Self-Awareness 2) Self-Management 3) Social-Awareness 4) Responsible Decision-Making 5) Relationship Skills, with the ultimate goal, to become responsible caring citizens. All Students in grades 6-8 are mandated and participate in "SecondStep" social and emotional curriculum. The curriculum prepares and help teen learn and explore about themselves, the world around them and their academic and career choice.

September: Unit 1:

Character Educational Theme: Mindset and Goals (The measurable outcome will be for students to learn self-awareness and learn to conflict. This goal will be measure from September-April.

Activities:

-Who I'm I?

-My Interest and strength

-Pursuing my interest

-My future self

-Articulation period-getting ready for high school. Exploring likes and interest when choosing a High School.

October: Character Educational Theme: Acceptance "Bullying Prevention Month" (This goal will be measure from September-June)

Activities:

-Understanding bullying

-Understanding Chancellor's Regulation

-Social Factors that contribute to bullying

-Speak up and start movement

-environmental factors that contribute to bullying

-Be inclusive and change policies

-Speak up

November: Character Education Theme: Gratitude (This goal will be measured from September-June, with the outcome of having a more unified school community, where students can cooperate and show gratitude towards one another)

Activities:

-Assembly on importance of showing gratitude- to community members, teachers and peers and family

-What is gratitude

-School-Wide assembly

December: Character Education Theme: Kindness, Promoting self-awareness (Measurable goal will be 3x a year, assessing character, college and career choices-promoting self-awareness)

Activities:

-Articulation period: Choosing the right high school

-School-Wide assembly on Kindness

-Exploring the importance of making decisions toward future and career goals

January: Character Education Theme: Equity, SEL Core Competency- Relationship Skills Building

Focus College and Career Readiness Activities- ongoing throughout the month.

Activities:

-Student college and career path will be assessed by using "My Next Move-online application.

Measurable outcome: All students will be able to set goal and identify future and career goals and develop three goals.

February: Character Educational Theme: "Respect for all Month" SEL Core Competency: Responsible Decision Making

Activities:

- School-Wide assembly
 - Celebrate in the cafeteria, "Nobody eats alone day" goal- make sure all students are seated with a peer and not by themselves.
 - School-Wide friendship dance in the gym
 - School-wide gym activity to celebrate respect for all month
 - Measurable outcome- build upon relationship skills, create a buddy system and instill respect for self and others.
- Ongoing measurable outcome

March: Character Education Theme: Self-Discipline: SEL Core Competency- Self Management

Activities:

- School-Wide Assembly on Self-Discipline
 - Students and teachers will complete individual hand-outs and assessments on Self-Management.
 - Activity- Changing strategies and getting help.
- Goal/Measurable outcome: Ongoing- students will demonstrate maturity and will daily practice self-discipline in their community, at home and while in school. ongoing- Monitoring

April: Character Education Theme: Integrity: SEL Core

Program Name: Second Step Social And 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: 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: 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: Conduct ongoing mental health assessments and refer families to outside agencies for specific family support, increase referral process by 30%

Program Name: Social and emotional development program through Cloud-9

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): 6, 7, 8

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

Tier: All

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: Provide ongoing social and emotional support for all students

Program Name: Student / Family Community Base Referrals

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

Tier: Few

Delivery Process: Indirect

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

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

Activity Goal/Measurable Outcomes: Ongoing- Refer student / families to external agencies for additional support

Program Name: Student Council- Coordinanties School Spirit Activities

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): 6, 7, 8

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

Tier: Few

Delivery Process: Indirect

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

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

Activity Goal/Measurable Outcomes: Promotes an inclusive school environment for all students, promotes diversity

