

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 School Counseling Team of Washington Heights Academy is committed to the creation of a collaborative learning environment where the social and academic needs of all students are identified and addressed. WHA through its rigorous comprehensive educational guidance program that emphasizes the ASCA National Model Standards will facilitate the following objectives :

All members of the school community will demonstrate the ability to think critically, act responsibly and achieve academically.

All members of the school community will demonstrate growth based on pre-determined, individualized measurable goals. Those members of the community who require assistance to meet these goals will receive academic and social emotional support services as needed to foster success.

Does your school offer a comprehensive School Counseling Activity? YES

Program Name: Advisory and Responsive Classroom

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, 6, 7, 8

Academy: College & Career (CCR)

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, School Psychologist, Administrators, Deans

Activity Goal/Measurable Outcomes: Town Hall/ Advisory Meetings/ Responsive Classroom Meetings

The School Comprehensive Education Plan addresses the implementation of student's life programming initiatives and professional development. The School Counseling program will promote academic and social learning to help students develop fundamental skills for life including recognizing and managing emotions, developing caring and concern for others making responsible decisions and handling challenging situations constructively and ethically.

Program Name: Becoming Responsible and Caring Citizens Grades K-2

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

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, Deans

Activity Goal/Measurable Outcomes: Classroom Activities Grades K-2

We will provide students with social and academic skills to become responsible and caring citizens in grades kindergarten through grade two. Guidance Counselor, Administrator for grades PK-3, Teachers, and or Dean will work in classrooms together to address bullying, harassment, intimidation and will provide social skills awareness by using role playing techniques, read-aloud and videos.

Program Name: Becoming Responsible, Empathetic and Caring Citizens

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, 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, Teachers, Administrators, Deans

Activity Goal/Measurable Outcomes: Classroom Activities in Grade 3-5

We will provide students with social and academic skills to become responsible and empathetic caring citizens.

Counselor/Team will work with students on how to better address bullying, intimidation, cyber bullying and acceptance through role playing. In addition students will hear read-aloud and review videos which they will work with over time.

Program Name: Conflict Resolution Strategies

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, 6, 7, 8

Academy: Social/Emotional (SE)

Tier: All

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: Peer Mediation (Conflict Resolution)

Students will use coping skills to handle stressful situations and work demands; in a calm and positive manner.

Program Name: Coping Skills

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, 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, Social Workers, Teachers, Administrators, Deans

Activity Goal/Measurable Outcomes: Individual Mandated Counseling (Coping Skills)

The Guidance Counselor will address the needs of the students as per IEP counseling goals as measured by progress.

Program Name: Diversity and Respect

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, 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, Social Workers, Teachers, Administrators, Deans

Activity Goal/Measurable Outcomes: Group Mandated Counseling (Social Skills)

Students will learn social skills to encourage respect and diversity with the main goal of bullying prevention, intimidation, bias's and embarrassment; to promote acceptance and understanding.

Program Name: Middle School and High School Process

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): 5, 6, 7, 8

Academy: College & Career (CCR)

Tier: Some

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: Middle School and High School Process

Students, Parents, Administration and Guidance Counselors will meet to give information, visit schools with students, and families review applications, select and complete the Middle and High School applications. Ongoing conversations will take place during the various months of the selection process.

Program Name: NYS Office of Mental Health and Hygiene

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, 6, 7, 8

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

Tier: All

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: Collaborate with school staff in supporting students learn cognitive behavioral skills and improve their coping skills (e.g : trauma, stress, anxiety, and other emotional states that are due to impact of traumatic event).

Program Name: Partnership with : Child Mind Institute

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, 6, 7, 8

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

Tier: All

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: Collaborate with school staff in supporting students with specific needs (e.g; Mental Health Skill Building, Trauma and Behavior Services).

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: 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, 6, 7, 8

Academy: Social/Emotional (SE)

Tier: All

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: Respect for All

Students will learn social skills to encourage respect for diversity with the main goal of bullying prevention, intimidation, bias, harassment to promote acceptance and understanding.

Program Name: Responsible and Caring Citizens in Grades 6-8

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: 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, Deans

Activity Goal/Measurable Outcomes: Classroom Activities Grade 6-8

We will provide students with social skills to become responsible and empathetic citizens in grades 6-8.

Students in the middle school grades will work together to help manage and control their feelings. In addition they will also work with the Counselor/Team to help address bullying, cyber-bullying, harassment, racial diversity, gender identity and acceptance.

Program Name: Skills to Use When We Are Stressed

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, 6, 7, 8

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

Activity Goal/Measurable Outcomes: At Risk Group Counseling

Students will use skills to handle stressful situations and work demands in a calm and positive manner.

Program Name: Stanford Harmony Program

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): Kindergarten, 1, 2, 3, 4, 5, 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, Social Workers, Teachers, Administrators

Activity Goal/Measurable Outcomes: As a NYS mandate all students are required to receive social-emotional support using a trauma-informed approach, in order provide appropriate interventions and supports to students. The overall goal is to have students identify their emotional state, and increase their social and emotional awareness. Students receive individual support with appropriate activities in their classroom.

Program Name: Substance Abuse Prevention and Intervention

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: SS1. Use effective oral and written communication skills and listening skills

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

Activity Goal/Measurable Outcomes: Students will be provided early intervention services to students via advisory/individual Counseling - substance abuse prevention, crisis intervention, conflict resolution, bullying and violence intervention.

Program Name: Working Our Social Skills

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, 6, 7, 8

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

Activity Goal/Measurable Outcomes: Individual at Risk Counseling

Students will learn to understand and display effective social skills. The students will learn to make connections to others, exchange information and ideas. They will make their needs and desires known, make friends and maintain relationship with others.

