

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/>

At Lower East Side Prep, the school's counseling program vision centers around ensuring that all students know their own strengths, can identify their interests, align both to college / career goals, and have the self advocacy and social emotional skills to preserve through barriers that arise during academic and post secondary journeys.

At LESP our counselors, social workers, youth advocates, and student advisors (Homeroom teachers), hope to see our students engaged in learning and/or a professional occupation upon graduation from a post secondary education program.

Does your school offer a comprehensive School Counseling Activity? YES

Program Name: Advisory

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): 9, 10, 11, 12

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

Tier: All

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: By the end of their senior year students will explore and review post-secondary goals with their peers, teachers, guidance.

By the end of the year, the students will build relationships, discuss any social-emotional obstacles, and will define strategies to overcome these obstacles to achieve academic goals to fulfill graduation requirements - attaining credits and passing Regents exams. We will ensure that all students have at least one adult in the building who they feel comfortable to speak to, even when they have a problem.

Program Name: College Counseling

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): 9, 10, 11, 12

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, Other

Activity Goal/Measurable Outcomes: Students will complete college application, know the college application and financial aid process, and select the college they would like to attend. They will all write a personal essay.

Program Name: Group 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): 9, 10, 11, 12

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, Social Workers, Other

Activity Goal/Measurable Outcomes: Students will develop problem solving strategies, discuss the pros and cons of each, their concerns or emotional experience within the school setting, and explain reasons for each strategy with support from the counselor and their peers.

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: SS8. Demonstrate advocacy skills and ability to assert self

Grade Level(s): 9, 10, 11, 12

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, Administrators, Other

Activity Goal/Measurable Outcomes: Each students will be able to identify 1-5 personal strengths, and 2 coping skills to help overcome barriers that may arise academically, and/or social-emotionally.

Program Name: Internship Program

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): 9, 10, 11, 12

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

Tier: Few

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: By the end of their internship experience, students will be able to identify career goals, their strengths and weaknesses as an intern, and continue to work with their youth advocate to apply work-readiness skills.

