

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/>

New Design High School's Comprehensive Counseling Program is passionate about guiding our students to design their own lives. This program, which includes instruction, prevention, intervention and consultation services, will help prepare our students to make sound decisions. All staff members recognize this as the common direction of growth and learning. Through individual coaching, group circles, counseling, college advisement, transition planning, and individual short term solution focused interventions, we support our students in creating a plan by looking to be intentional about how they reflect on their experiences and build their future.

Does your school offer a comprehensive School Counseling Activity? YES

Program Name: Attendance Consultation and Support

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): 9, 10, 11, 12

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): Social Workers

Activity Goal/Measurable Outcomes: reduce absenteeism of at-risk students (students who missed 10+ days of school the previous year) by 10 percent during the 2020-21 school year through providing targeted group interventions. and identify students that demonstrate needs for smaller setting and make recommendations to the alternative setting

Program Name: CBO- Community of Unity - Crisis Intervention and Support.

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: 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): Social Workers

Activity Goal/Measurable Outcomes: Social Workers will meet with students, as needed, to help with their continued academic, career, and personal/social development.

Program Name: 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): 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): Social Workers, Teachers, Parent Coordinators, Administrators, Deans

Activity Goal/Measurable Outcomes: providing instruction to students through individual meetings, small group counseling and classroom lessons to ensure development of competencies needed for successful student achievement. By June 85% of students will be able to discuss their talents and strengths and connect them to their impact on their relationships, academics, and future planning.

Program Name: Coaching

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): 9, 10, 11, 12

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

Tier: All

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: development of knowledge and skills necessary for high school graduation. By June 85% of students will successfully be able to evaluate their transcript and course programming for the upcoming school year and what credits will be needed for on-track progression to graduation. As measured through individual sessions with their assigned coach.

Program Name: College Advisement

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): 11, 12

Academy: College & Career (CCR)

Tier: Some

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: link student academic strengths and high school courses to post-secondary education/training.

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

Academy: Academic (A), College & Career (CCR), 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): Social Workers

Activity Goal/Measurable Outcomes: 100% of all 9th graders will be aware of high school graduation requirements.

Program Name: Design for Life Class

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

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

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): Social Workers, Teachers, Parent Coordinators, Administrators, Deans

Activity Goal/Measurable Outcomes: Includes acquiring skills, attitudes and knowledge that contribute to the effective learning in school; employing

strategies to achieve success in school; and understanding the relationship of academics to the world of work, and to life at home and in the community. By June 85% of students will be able to discuss their academic progress and then to begin planning for future high school courses

Program Name: Grade Level Team Meetings

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): 9, 10, 11, 12

Academy: Academic (A)

Tier: All

Delivery Process: Indirect

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

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

Activity Goal/Measurable Outcomes: Conduct a student needs assessment that includes academic, social/emotional, and college and career readiness questions. meet weekly to discuss student caseloads, discuss best practices, and identify student concerns affecting academic success and personal wellbeing. The team develops and sets goals to implement plans to provide additional support and services to students. The team will collaborate to determine best practice to ensure all students' needs are equally and adequately addressed.

Program Name: Mandated 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), 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): Social Workers

Activity Goal/Measurable Outcomes: to help build more general skills for success and overcome challenges to create a foundation for long term adult outcomes.

School Social Workers will provide individual and/or group counseling to

students requiring that support, as indicated by their IEP. Social Workers will also present information at any relevant meetings and create counseling goals and progress notes,

as necessary. By June 85% of students will

Program Name: School Responsive Clinician

Learning Strategies:

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): 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

Who's involved? (Staff and Resources): Social Workers

Activity Goal/Measurable Outcomes: Social Worker is available as needed for students who are experiencing a crisis.

Social Worker assess student safety as needed, provide short-term counseling, if needed, make recommendations for and provides families with resources for outside counseling

Program Name: Transition Planning

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): 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): Social Workers, Teachers

Activity Goal/Measurable Outcomes: develop their personal learning plan for high graduation and their career pathway.

Program Name: Wellness Center

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): 9, 10, 11, 12

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): Social Workers, Deans

Activity Goal/Measurable Outcomes:

help students thrive in a safe learning environment by bridging Social Emotional Self Awareness and School Discipline Policies.

The number of office referrals, suspensions, and classroom removals will decrease from the previous school year

