

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/>

Mission Statement: The mission of the High School of Fashion Industries School Wellness Program is to, in collaboration with all educators, families and stakeholders, provide a diverse, equitable and comprehensive wellness program that supports the academic, social, emotional and career development of all students.

Vision Statement: The vision of the High School of Fashion Industries' comprehensive school wellness program is to provide culturally competent, restorative and equitable counseling services that enhance our students' ability to develop and maintain healthy and successful academic, social, emotional and vocational skills. The HSFI school counseling program will promote collaboration with educators, families and other community stakeholders to ensure the needs and goals of every student are addressed so that each student feels challenged and cared for.

Does your school offer a comprehensive School Counseling Activity? YES

Program Name: IEP Mandated Group Counseling

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): 9, 10, 11, 12

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

Tier: Some

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: 100% of students participating in IEP mandated group counseling will show improvement in social skills, specifically in their ability to create care and positive relationships with other students.

Program Name: IEP Mandated Individual Counseling

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

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

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): Counselors, Social Workers

Activity Goal/Measurable Outcomes: 100% of all students receiving individual IEP counseling will show improvement in

social skills.

Program Name: School Counseling Curriculum

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: All

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: 100% of HSFI students will develop and/or enhance short term and long term academic, career and social-emotional goals.

Program Name: The One Wellness Team

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): Counselors, Social Workers, Teachers, Administrators, Deans

Activity Goal/Measurable Outcomes: Prioritizing safety while supporting students' social, emotional, and academic development through an equity lens.

Help students to : Recognize, Understand, Label, Express, and Regulate emotions appropriately to enable them to make more informed decisions, form and maintain supportive relationships, attain personal growth/wellbeing and achieve both academic and personal success.

