

## 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.

**AIMEE WINICK Title: GUIDANCE COUNSELOR Phone: 7183582243 Email: AWinick2@schools.nyc.gov**

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/>

PS 173 Mission:

To create an environment where children and adults:

- Speak with confidence and respect.
- Engage in purposeful and challenging tasks.
- Develop talents and nurture curiosity.
- Accept differences and develop empathy.

School Counseling Program Vision:

P.S. 173Q Counseling Program promotes a culture of equity and achievement that prepares each student to be a lifelong learner as well as a contributing members of their community.

Does your school offer a comprehensive School Counseling Activity? YES

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### Program Name: 5th to 6th Grade Application 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): Kindergarten, 1, 2, 3, 4, 5**

**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): Counselors, Teachers, Administrators**

**Activity Goal/Measurable Outcomes: Through teacher and guidance counselor communication and workshops with families, 100% of applications will be submitted by the scheduled due date.**

### Program Name: Crisis Counseling-Individual

**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: 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**

**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: Incidents through OORS will decrease by 10% by June of 2024 as measured by OORS data reports.**

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**Program Name: Crisis Counseling-small group**

**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**  
**Academy: Academic (A), Social/Emotional (SE)**  
**Tier: Few**  
**Delivery Process: Direct**  
**Time Line: September, October, November, December, January, February, March, April, May, June**  
**Who's involved? (Staff and Resources): Counselors**  
**Activity Goal/Measurable Outcomes: OORS incidents for A24 will reduce by 10% by June 2024 as measured by OORS data reports.**

**Program Name: Crisis Intervention using TCIS**

**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**  
**Academy: Social/Emotional (SE)**  
**Tier: Few**  
**Delivery Process: Direct**  
**Time Line: October, November, December, January, February, March, April, May, June, September**  
**Who's involved? (Staff and Resources): Counselors, Teachers, Administrators**  
**Activity Goal/Measurable Outcomes: By June 2024, students will be able to express and manage feelings with staff using crisis de-escalation and TCIS. Teacher feedback will determine growth.**

**Program Name: Diversity and Equity 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: 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**  
**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): Teachers, Parent Coordinators, Administrators, Other**  
**Activity Goal/Measurable Outcomes: We will continue to create equitable practices within the school related to gender, race, immigration and students with disabilities as measured by teacher reflection survey.**

**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: 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**  
**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: OORS incidents will reduce by 10% by June 2024 as measured by OORS data reports.**

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**Program Name: Group Counseling-Students with Disabilities**

**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: 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**

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

**Tier: Some**

**Delivery Process: Direct**

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

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

**Activity Goal/Measurable Outcomes: Students will meet their counseling goals as listed on their IEPs by June of 2024, as measured by progress reports and progress monitoring.**

**Program Name: Individual Counseling-Students with Disabilities**

**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): Kindergarten, 1, 2, 4, 5**

**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: Students will meet their counseling goals as listed on their IEPs by June of 2024, as measured by progress reports and progress monitoring.**

**Program Name: Parent Workshops -Social 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: SS8. Demonstrate advocacy skills and ability to assert self**

**Grade Level(s): Kindergarten, 1, 2, 3, 4, 5**

**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): Counselors, Teachers, Parent Coordinators, Administrators, Other**

**Activity Goal/Measurable Outcomes: By March of 2024, we will inform and educate parents on the practices being used in school as they pertain to SEL, as measured by parent reflection/exit ticket.**

**Program Name: Social Emotional Classroom lesson using RULER Approach**

**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**

**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, Teachers**

**Activity Goal/Measurable Outcomes: OORS incidents for A24 will reduce by 10% by June 2024 as measured by OORS data reports.**



