

## 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.

**ELIZABETH JOHNSON Title: GUIDANCE COUNSELOR Phone: 7184280687 Email: EJohnson6@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/>

The mission of the BELL Academy Counseling Department is to create a community for learning, where students, parents, and staff are joined in the pursuit of academic excellence and personal growth in a caring environment. We seek to develop each student's full potential through a challenging curriculum, a diversified faculty, and a commitment to intellectual freedom. To achieve this, we teach social-emotional skills, foster creative and critical thinking, and provide a foundation for lifelong learning. We will nourish our students' emotional lives and guide their social development, instilling in them an appreciation of self-worth, of individual difference and of global interdependence. We will help them learn how to manage freedom and to act ethically so that each may become a responsible, contributing member of society. Social Emotional Learning is a core component included in classroom instruction as well as advisory periods.

VISION: BELL Academy strives to enable our students to be successful academically, socially, and behaviorally. BELL Academy students are well-rounded, culturally sensitive, and enriched and are on their way to becoming model citizens who strive to better themselves and their community.

Does your school offer a comprehensive School Counseling Activity? YES

**Program Name: High School Articulation (hands on presentations on high school options & application requirements)**

**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): 8**

**Academy: Academic (A), College & Career (CCR)**

**Tier: All**

**Delivery Process: Direct**

**Time Line: October, November, December**

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

**Activity Goal/Measurable Outcomes: By December 2023, 100% of BELL Academy scholars will have submitted a completed high school application; which in turn will have them to be matched with a high school by spring of 2024.**

**Program Name: 6,7,8 Grade Orientation**

**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): 6, 7, 8**

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

**Tier: Few**

**Delivery Process:** Indirect

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

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

**Activity Goal/Measurable Outcomes:** By June 2022, incoming 6th graders will have been introduced to BELL Academy rules and expectations, through incoming 6th-grade remote orientation which is held in both June and in September to support both parent/guardian and students to understand the BELL Academy expectations and norms. Advisory periods (each class has one Advisory period per week that supports the SEL competencies. BELL Academy implements these schoolwide protocols (Yale RULER SEL protocols, including mood meters and class charters). Additionally teachers and the dean review expectations throughout the school year. Support staff pushes into classes to support students in having a smooth transition. At this time questions are answered and support is given. This is measured by SEL survey.

#### **Program Name: Academic 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:**

**Grade Level(s):** 6, 7, 8

**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, Social Workers

**Activity Goal/Measurable Outcomes:** Students will acquire the necessary attitude, knowledge, and skills to be effective life-long learners. They will develop an understanding of the relationship of academics to home and community through provider assessment during academic counseling.

#### **Program Name: At Risk Counseling**

**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):** 6, 7, 8

**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, Social Workers

**Activity Goal/Measurable Outcomes:** To support students' success academically, emotionally and socially

#### **Program Name: Attendance 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:**

**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, Social Workers, Parent Coordinators, Deans, Other

**Activity Goal/Measurable Outcomes:** The counseling support team will support the reduction of absenteeism of at-risk students (students who missed 5+ days of school through providing targeted interventions provided by the CASE Team. Measured by Comparison of identified students unexcused absences in the first and second semester and weekly attendance reports

#### **Program Name: Beautiful Me**

**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:** Social/Emotional (SE)  
**Tier:** Some  
**Delivery Process:** Direct  
**Time Line:** February, April, December  
**Who's involved? (Staff and Resources):** Counselors, Social Workers, Parent Coordinators  
**Activity Goal/Measurable Outcomes:** Beautiful Me is an educational self-esteem program for females of all ages! Females from 5 through 105 years old learn how to think about themselves with confidence and greater insight. The Beautiful Me program is divided into 3 parts, and can be performed in (3) one-hour sessions or during the course of a two-and-a-half-hour workshop. Each section is designed to emphasize a different aspect of self-confidence and self-care. A series of activities and discussions encourage and empower participants. In taking the workshop the students will gain the tools to create a future where females feel empowered and self-confident in all aspects of their lives. This will be measured with the DESSA screener, teacher reports and parent reports. We will also be able to see an improvement in student academics as they will develop stronger self-confidence which will in turn boost academic performance with a 25% increase.

#### **Program Name: Career Day**

**Learning Strategies: LS4&7.** Apply self-motivation and self-direction to identify long and short term academic & career and social/emotional goals  
**Self-Management:**  
**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), College & Career (CCR)  
**Tier:** All  
**Delivery Process:** Direct  
**Time Line:** April  
**Who's involved? (Staff and Resources):** Counselors, Social Workers, Teachers, Parent Coordinators  
**Activity Goal/Measurable Outcomes:** Students at BELL Academy will partake in Career Day so they can learn about job opportunities in different career paths. Q/A, handouts, and surveys of career day are given to students one time after the Career Day session.

#### **Program Name: CASE 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: SM2.** Demonstrate self-discipline and self-control  
**Social Skills: SS8.** Demonstrate advocacy skills and ability to assert self  
**Grade Level(s):** 6, 7, 8  
**Academy:** Academic (A), Social/Emotional (SE)  
**Tier:** Some  
**Delivery Process:** Indirect  
**Time Line:** October, November, December, January, February, March, April, May, June, July, August, September  
**Who's involved? (Staff and Resources):** Counselors, Social Workers, Teachers, Parent Coordinators  
**Activity Goal/Measurable Outcomes:** Our team will provide support on the social/emotional, cultural, and academic bearings that can trigger chronic absenteeism, student behavior, and disengagement.

The CASE Team looks at collected data that is driven by MTSS to support our students who struggle with attendance and/or socially and emotionally.

The CASE Team supports the reduction of absenteeism of at-risk students measured by comparison of identified student's unexcused absences each semester and by analyzing weekly attendance reports

#### **Program Name: Community Service 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: 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: College & Career (CCR), Social/Emotional (SE)**

**Tier: Some**

**Delivery Process: Indirect**

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

**Who's involved? (Staff and Resources): Teachers, Parent Coordinators**

**Activity Goal/Measurable Outcomes: Students are provided with opportunities to volunteer and conduct community Service. BELL students collaborate and work with outside organizations such as: St. Mary's Hospital Toys for Tot's and Harvest Drive, St. Mary's Walkathon to provide students with opportunities outside of the classroom to support the community**

#### **Program Name: Group counseling conflict resolution**

**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: SS4. Demonstrate empathy**

**Grade Level(s): 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, Parent Coordinators, Deans**

**Activity Goal/Measurable Outcomes: Students at BELL Academy who partake in group counseling, for conflict resolution their progress is measured by their understanding of the norms of the school code of conduct by reduction in behavioral incidents by 5%**

#### **Program Name: Individual counseling for mandated students**

**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): 6, 7, 8**

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

**Tier: Few**

**Delivery Process: Indirect**

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

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

**Activity Goal/Measurable Outcomes: By the date specified on their IEP, each student will meet their IEP goal by a specified date as measured by provider observation, progress monitoring, and provider assessment during weekly sessions, and reported progress is given to families one time per quarter.**

#### **Program Name: Individual meetings with parents and students**

**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): 6, 7, 8**

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

**Tier: All**

**Delivery Process: Direct**

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

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

**Activity Goal/Measurable Outcomes: Individualize meetings to support parents in identifying resources and opportunities to support their child's social/emotional and academic growth.**

#### **Program Name: International Night**

**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): 6, 7, 8

Academy: Social/Emotional (SE)

Tier: All

Delivery Process: Indirect

Time Line: March

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

Activity Goal/Measurable Outcomes: BELL Academy celebrates the wonderful diversity of our school community by hosting International Night. Families engage in a 'Dine and Dialogue' activity, which is organized by the Student Equity Team. Families have the opportunity to learn from one another & share aspects of their culture while eating delicious foods from across the world. The BELL Step Dance Team & Korean Drummers put on an outstanding performance. This will be measured with the DESSA/SEL screener, teacher reports, and parent reports. We will also see a boost in student communication and self-confidence; which will in turn boost academic performance with a 25% increase.

#### **Program Name: Intervention with students exhibiting 10 or more absences**

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: SS8. Demonstrate advocacy skills and ability to assert self

Grade Level(s): 6, 7, 8

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, Teachers, Parent Coordinators, Administrators, Deans

Activity Goal/Measurable Outcomes: Support students' academic success

#### **Program Name: Mandated 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: SM2. Demonstrate self-discipline and self-control

Social Skills: SS4. Demonstrate empathy

Grade Level(s): 6, 7, 8

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

Activity Goal/Measurable Outcomes: By the student's specified IEP date specified, each student will meet their IEP goal as measured by provider assessment, progress monitoring. Progress is given to families one time per quarter.

#### **Program Name: Middle School Application Process**

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: SS4. Demonstrate empathy

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, Parent Coordinators

Activity Goal/Measurable Outcomes: Measured by MySchools online platform data, email, and Jupiter responses from parents/guardians on a weekly basis, the middle school application process will be completed with 95% accuracy.

#### **Program Name: Pupil Personnel 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: 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): 6, 7, 8**

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

**Tier: Some**

**Delivery Process: Indirect**

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

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

**Activity Goal/Measurable Outcomes: By June 2024, students identified as exhibiting academic, social or other needs will be provided with supportive and preventative strategies and services. Outcomes will be measured by fewer referrals to special education.**

#### **Program Name: Respect for All Week**

**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: SS4. Demonstrate empathy**

**Grade Level(s): 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, Parent Coordinators, Administrators, Deans**

**Activity Goal/Measurable Outcomes: At BELL Academy students participate in School-wide projects and interactive lessons. BELL Academy student government supports creating activities, and lessons that are done by each class during Advisory periods. Etc. No Place for Hate, Stomp out Bullying poster and poetry contest. This is measured by a reduction of incidents of bullying and harassment by 5%.**

#### **Program Name: Restorative 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: SS4. Demonstrate empathy**

**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, Social Workers, Parent Coordinators, Deans, Other**

**Activity Goal/Measurable Outcomes: Students will understand the key values, concepts, and practices of a whole-school approach to restorative practices. Students will experience the circle process and review key elements of circles and conferences which will, in turn, reduce behavioral incidents by 5%.**

#### **Program Name: What's the Story with Lori**

**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): 6, 7, 8**

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

**Tier: Some**

**Delivery Process: Indirect**

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

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

**Activity Goal/Measurable Outcomes: By June 2024, many of the BELL Academy parents/guardians will have workshops run by our esteemed Parent**

**Coordinator, with support from our CBO NY Foundling on various topics depending on the needs of the school determined**

---

by a needs survey. Pre/post survey will be administered to measure outcomes.

