

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.

JACKLYN SILBER Title: **GUIDANCE COUNSELOR** Phone: **7189843800** Email: **JSilber3@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/>

Our goal is to ensure that all students develop the necessary skill set to be confident within themselves and to accept others. We hope that our foundation allows for all students to be successful themselves while respecting the various differences based on but not limited to gender, sex, race, ethnicity etc.

Does your school offer a comprehensive School Counseling Activity? YES

Program Name: At-Risk 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): 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, Social Workers, School Psychologist

Activity Goal/Measurable Outcomes: Assist a student in navigating a specific challenge and build skills needed for future challenges.

Program Name: CAPP

Learning Strategies:

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): 3

Academy: Social/Emotional (SE)

Tier: Some

Delivery Process: Direct

Time Line: December

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

Activity Goal/Measurable Outcomes: With CAPP assemblies, third grade students are taught to recognize safe and unsafe touches and how to advocate and assert themselves as well as get help or help others.

Program Name: Character Education, Pillars of Jackie Robinson

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: SS4. Demonstrate empathy

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

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, Parent Coordinators, School Psychologist, Administrators, Other

Activity Goal/Measurable Outcomes: As a whole, there is a character trait of the month that students are educated in through themed books and lessons. Students are encouraged and rewarded for exhibiting these traits.

Program Name: Harlem Magic Masters

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), College & Career (CCR), Social/Emotional (SE)

Tier: All

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: Schoolwide assembly and activities to teach children skills in recognizing and reporting bullying as well as advocating for themselves and treating others with respect.

Program Name: IEP Mandated 1:1 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: SS1. Use effective oral and written communication skills and listening skills

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

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

Activity Goal/Measurable Outcomes: Meet specific IEP goal

Program Name: IEP 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: SM7. Demonstrate effective coping skills and personal safety skills when faced with a problem

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

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

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

Tier: Few

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: Meet IEP goals

Program Name: NYPD Drug Awareness & Internet Safety

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: SS8. Demonstrate advocacy skills and ability to assert self

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

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, Parent Coordinators, School Psychologist, Administrators, Other

Activity Goal/Measurable Outcomes: NYPD come in to train our student's in drug-awareness and internet safety.

Program Name: RFA/SHP Lessons

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: SS8. Demonstrate advocacy skills and ability to assert self

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

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): Counselors, Social Workers, Teachers, Parent Coordinators, School Psychologist, Administrators

Activity Goal/Measurable Outcomes: Entire school is trained in Chancellors regulations A-831& A-832 with ongoing lessons and support so students may recognize and advocate for themselves and others and celebrate and respect our differences.

Program Name: SAPIS Lessons/Social Groups

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: SS2. Create positive and supportive relationships with other students and adults who are similar to and different from them

Grade Level(s): 3, 4, 5

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): Other

Activity Goal/Measurable Outcomes: Upper grades will learn drug-awareness and skills to aide in peer-pressure through SAPIS lessons. Social skill groups for student's at-risk as per parent or teacher referral.

Program Name: SEL

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: SS4. Demonstrate empathy

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

Academy: 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, School Psychologist, Administrators

Activity Goal/Measurable Outcomes: We have been attending training through YALE. We have been meeting with our staff. By the end of 2021 all students will participate in the program daily.

