

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/>

Our School Community works cohesively to develop the Inspiring minds of our students by fostering Social Emotional Intelligence and empowering achievements while growing a collaborative culture in and out of the School Building. We prepare our students to become responsible 21st century citizens in a diverse global society.

Does your school offer a comprehensive School Counseling Activity? YES

Program Name: CASEL Reunite, Renew & Thrive

Learning Strategies:

Self-Management: SM10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Social Skills:

Grade Level(s): Kindergarten, 1, 2, 3, 4, 5, 6

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

Tier: All

Delivery Process: Indirect

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

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

Activity Goal/Measurable Outcomes: M10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Parents/Guardians will be invited by the RULER team and CASEL SEL driven presentations on Mindfulness. The goal of these sessions will be to increase parent/student awareness of mindfulness and activities they can be a part of along with the school personnel. It will tie-in with all remote & in-school de-stressing activities. We are looking to increase parent engagement by 15%.

Program Name: CASEL's Reunite, Renew & Thrive

Learning Strategies:

Self-Management:

Social Skills: SS4. Demonstrate empathy

Grade Level(s): Kindergarten, 1, 2, 3, 4, 5, 6

Academy: Social/Emotional (SE)

Tier: All

Delivery Process: Direct

Time Line: September, October, November, December

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

Activity Goal/Measurable Outcomes: SS4. Demonstrate empathy

100% of our staff will be provided Professional Development on Teacher Stress/Trauma and Self Care Community Building, Stress & the Brain: Impact on Students learning and Challenging Classroom Conversations. The goal is to increase by 10% emotional teacher support within the classroom (in blended and remote) sessions via empathy.

Program Name: CASEL's Reunite, Renew & Thrive Curriculum

Learning Strategies:

Self-Management: SM10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Social Skills:

Grade Level(s): Kindergarten, 1, 2, 3, 4, 5, 6

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

Tier: All

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: SM10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Students will have weekly SEL lessons focusing on relationships, routines and resilience to build strong positive reinforcers that can buffer the effects of stress and catalyze healthy development. Our educators will be implementing SEL lessons into the weekly ELA lessons. 80% of our students blended and remote will be able to display 5 minute chats with peers and adults on strategies to help each other overcome stressors. This will provide an increase of 15% in student involvement.

Program Name: KidsKonnnect Career and College Activities for Elementary 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): Kindergarten, 1, 2, 3, 4, 5, 6

Academy: College & Career (CCR)

Tier: All

Delivery Process: Direct

Time Line: January, February, March, April, May, June

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

Activity Goal/Measurable Outcomes: All of our classroom teachers will include one lesson a month as of January related to college and career goals:

On Career Days, guests come to school (or homeschool!) to talk about their line of work. And when it comes to career types, the more diverse, the better!

These events allow children to interact with adults and ask questions in a comfortable and safe environment, while guests get to share stories and inspire the next generation.

Program Name: Know it all .org

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): 3, 4, 5

Academy: College & Career (CCR)

Tier: Some

Delivery Process: Direct

Time Line: January, February, March, April, May, June

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

Activity Goal/Measurable Outcomes: 100% of 3rd, 4th and 5th grade classes will navigate the virtual world of careers via the KidsWork website designed to give students an interactive job exploration experience that connects school work to

real work.

Program Name: Money Prodigy / Career Development

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, 6

Academy: College & Career (CCR)

Tier: All

Delivery Process: Direct

Time Line: April, May, June

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

Activity Goal/Measurable Outcomes: 80-90% of students in all grades will enjoy learning the value of money, how to earn it and careers competitive salaries. Classroom objectives is to build a monopoly world with money management.

Program Name: RULER Program 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: 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, 6

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

Tier: All

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes:

LS4&7. Apply self-motivation and self-direction to identify long and short term academic & career and social/emotional goal

Student and staff will virtually plot social emotional moods daily to determine self motivation levels and techniques/skills to implement to shift mood. Our goals is to have at least 85% of Staff/Students plot their daily emotions. This will facilitate the How to self regulate and co-regulate emotions through out the school day. Overall goal is to decrease negative Mood Meter check-in by 5% and increase the shifting of emotions.

Program Name: The Ruler Program

Learning Strategies:

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

Social Skills:

Grade Level(s): Kindergarten, 1, 2, 3, 4, 5, 6

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

Tier: All

Delivery Process: Direct

Time Line: January, February, March, April, May, June

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

Activity Goal/Measurable Outcomes:

SM2. Demonstrate self-discipline and self-control

The Ruler program curriculum lesson on Meta Moments will be implemented to students and parents. The Meta MOment's 4 steps will allow our school community to follow the steps Sense, Pause, See your best self and Strategize & Act. This will decrease negative/aggressive OORS reports by 5%.

Program Name: Turn Around for Children Curriculum

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): Kindergarten, 1, 2, 3, 4, 5, 6

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

Tier: All

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: SS2. Create positive and supportive relationships with other students and adults

Staff will be exposed the Turn around for Children SEL to cultivate and deepen relationships and build partnership while in blended and remote learning.

Teachers will develop 2 way communications with students and families (phone calls, google classrooms and dojo) Our attendance goal of 85% will show our staff's commitment. An increase in 5% checkins will be obtained in all efforts to maintain communication and supportive exchange of information.

