

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/>

The vision of the PS 91X Guidance Department is to provide a comprehensive developmentally appropriate counseling service that addresses the diverse academic, social-emotional, career, and college readiness needs of all students. The Guidance Department works in partnership with PS 91X families, staff, other DOE offices, community agencies, and mental health services to prepare our students with the knowledge and skills to become independent, intelligent, respectful, and creative citizens of the world.

Does your school offer a comprehensive School Counseling Activity? YES

Program Name: Parent Workshop - HOMEBASE (Educate families about housing opportunities, rights, regulations and preventative steps)

Learning Strategies:

Self-Management:

Social Skills:

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

Academy: Social/Emotional (SE)

Tier: Few

Delivery Process: Indirect

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

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

Activity Goal/Measurable Outcomes: The school counselor, social worker, and parent coordinator will invite outside agencies to discuss their housing resources with families thus increasing parent involvement by 10% overall.

Program Name: Attendance Meeting 1. (Attendance Team meets to discuss strategies to improve overall attendance) 2. (Meet with students and parents (via remote learning platforms/blended learning) individually or in a group to discuss student's attendance)

Learning Strategies:

Self-Management:

Social Skills:

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

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

Tier: Some

Delivery Process: Indirect

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

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

Activity Goal/Measurable Outcomes: We will decrease chronic absenteeism from 38% to 28% and increase the daily attendance rate from 90% to 95%.

Program Name: Child Abuse Prevention Team - Meeting with staff to support open/closed ACS case and develop was to prevent cases.

Learning Strategies:

Self-Management:

Social Skills:

Grade Level(s): Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Academy: 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, Social Workers, Parent Coordinators, Other

Activity Goal/Measurable Outcomes: The School Counselor, Social Worker, Parent Coordinator, STH Community Coordinator, and Pupil Accounting Secretary will meet once a month to discuss open/closed ACS cases and discuss ways we can provide intervention services to at-risk families therefore reducing the calls to ACS by 10% overall.

Program Name: College and Career Awareness Month - Schoolwide celebration where students are exposed to various career options, higher education and empower students to set goals and achieve them.

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:

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: All school staff will provide learning opportunities related to career & college exposure to K-5 students leading up to the Career and College Awareness celebration in May where students will be able to identify 2 or more careers of interest and be knowledgeable about educational pathways for career of interest.

Program Name: Crisis Meeting – Crisis team members meet to discuss ways to avoid or manage a potential crisis.

Learning Strategies:

Self-Management:

Social Skills:

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

Academy: Social/Emotional (SE)

Tier: Few

Delivery Process: Indirect

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

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

Activity Goal/Measurable Outcomes: The Crisis Team will meet bi-weekly to focus on supporting students in frequent need of social-emotional support to decrease crisis incidents by 50%.

Program Name: Good Touch Bad Touch Conversation (Schoolwide: A conversation with students via remote learning platform led by Counselor or Social Worker about Good Touch Bad Touch)

Learning Strategies:

Self-Management:

Social Skills: SS8. Demonstrate advocacy skills and ability to assert self

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

Academy: Social/Emotional (SE)

Tier: All

Delivery Process: Direct

Time Line: October

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

Activity Goal/Measurable Outcomes: The School Counselor and Social Worker will speak to all K-5 students about their body parts and safe and unsafe touches. Students will learn strategies to use to identify an unsafe touch and identify adults they can go to for help if they are experiencing an unsafe touch.

Program Name: Group – At Risk Counseling (Provide counseling to students exhibiting behavioral, academic and social emotional concerns.)

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:

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

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, School Psychologist

Activity Goal/Measurable Outcomes: The Guidance Counselor, STH Social Worker, and School psychologist will consult with classroom teachers to identify students exhibiting social emotional, academic, and/or behavioral concerns and provide appropriate services to address students' needs in order to reduce special education referrals by 5% annually.

Program Name: Group Counseling for students with IEP Mandate – meeting with students in groups of two or more to meet IEP goals.

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

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: The Guidance Counselor and Social Worker will counsel students in groups of two or more in order to meet the student's IEP goals.

Program Name: IEP Meetings - Meeting with parents to discuss student's IEP

Learning Strategies:

Self-Management:

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: All

Delivery Process: Indirect

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: The Guidance Counselor will attend 100% of IEP parent meetings to discuss current or new IEP-related concerns to meet NYS Special Education requirements.

Program Name: Individual – At Risk Counseling (Provide counseling to students exhibiting behavioral, academic and social emotional concerns to reduce the special education referrals by 5% annually).

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:

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

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: The Guidance Counselor, STH Social Worker, and School psychologist will consult with classroom teachers to identify students exhibiting social emotional, academic, and/or behavioral concerns and provide appropriate services to address students' needs in order to reduce special education referrals by 5% annually.

Program Name: Individual Counseling for students with IEP Mandate – meeting one to one with student to meet IEP goals.

Learning Strategies:

Self-Management: SM7. Demonstrate effective coping skills and personal safety skills when faced with a problem

Social Skills:

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

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: The Guidance Counselor will provide 1:1 counseling for students with IEPs.

Program Name: Middle School Articulation (Provide support services to parents and students as they explore their interests, research potential middle schools and gain a richer understanding of themselves.)

Learning Strategies:

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

Social Skills:

Grade Level(s): 5

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

Tier: Few

Delivery Process: Direct

Time Line: October, November, December

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

Activity Goal/Measurable Outcomes: 100% of all 5th-grade students will complete the middle school application by the deadline given by the Office of Student Enrollment.

Program Name: Parent Teacher Conferences (Meet with parents during parent teacher conferences to discuss child's academic and social emotional concerns.)

Learning Strategies:

Self-Management:

Social Skills:

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

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

Tier: All

Delivery Process: Indirect

Time Line: March, May, September, November

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

Activity Goal/Measurable Outcomes: Teachers, guidance counselors, social workers, and administration will meet with parents during Parent Teacher Conferences to address academic and social-emotional concerns.

Program Name: Parent Workshop - Child Abuse Training (Educate families about child abuse, provide preventative resources to families)

Learning Strategies:

Self-Management:

Social Skills:

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

Academy: Social/Emotional (SE)

Tier: All

Delivery Process: Indirect

Time Line: October, December

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

Activity Goal/Measurable Outcomes: The school counselor, social worker, and parent coordinator will discuss child abuse, provide preventative resources, and offer parent workshops to families thus decreasing the number of ACS cases by 10% overall.

Program Name: Parent Workshop - Good Shepherd Services (Counseling) will discuss their organization services via remote learning platform (I.E. Zoom) to parents.

Learning Strategies:

Self-Management:

Social Skills:

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

Academy: Social/Emotional (SE)

Tier: All

Delivery Process: Indirect

Time Line: December

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

Activity Goal/Measurable Outcomes: The school guidance counselor, social worker, and parent coordinator will invite outside agencies to discuss the resources and mental health services they have available to families thus increasing parent involvement by 10%.

Program Name: PBIS (Schoolwide: PBIS system is a proactive, team-based framework for creating and sustaining safe and effective schools.)

Learning Strategies:

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): 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, Other

Activity Goal/Measurable Outcomes: All students will participate in PBIS practices to decrease school and online incidents by 10%.

Program Name: Respect For All Month (Schoolwide Celebration where students learn about ways to maintain a safe learning environment for all.)

Learning Strategies:

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

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

Tier: All

Delivery Process: Direct

Time Line: February, October

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

Activity Goal/Measurable Outcomes: 100% of all students will participate in Respect for All month, learn and practice strategies to maintain a safe and supportive learning environment that is free from harassment, intimidation, and/or bullying and from discrimination on account of actual or perceived race, color, citizenship/immigration status, religion, creed, national origin, disability, ethnicity, gender, gender identity, gender expression, sexual orientation or weight thus reducing student to student incidents by 10%.

Program Name: Responsive Classroom (Schoolwide: A student-centered, social and emotional learning approach to teaching and discipline.)

Learning Strategies:

Self-Management: SM7. Demonstrate effective coping skills and personal safety skills when faced with a problem

Social Skills:

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

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, Teachers, Parent Coordinators, School Psychologist, Administrators, Other

Activity Goal/Measurable Outcomes: 100% of the students will participate in Responsive Classroom practices to decrease school and online incidents by 10%.

Program Name: Special Education Provider Meetings – All Special Education providers meet to on a monthly basis or as needed, to discuss special education updates, updates or changes to IEPs, etc.)

Learning Strategies:

Self-Management:

Social Skills:

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

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

Tier: All

Delivery Process: Indirect

Time Line: January, February, March, April, May, June, September, October, November, December
Who's involved? (Staff and Resources): Counselors, Social Workers, School Psychologist, Administrators
Activity Goal/Measurable Outcomes: The Guidance Counselor will attend all service provider meetings and IEP meetings, to discuss the needs of students and families. In addition, the Guidance Counselor will be part of the Crisis Team so they can be informed of students in need of support. and students at risk and being informed of compliance mandates.

Program Name: Students In Temporary Housing - Guidance Counselor, STH Social Worker and Community Coordinator provide support services including counseling to students, parent outreach, etc.)

Learning Strategies:

Self-Management:

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: 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, Other

Activity Goal/Measurable Outcomes: The Guidance Counselor, STH Social Worker, and STH Coordinator will monitor 100% of students in temporary housing. They will monitor their attendance, academic performance, social social-emotional needs and ensure the needs of families are being met.

