

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/>

A comprehensive school counseling program plays a vital role in our students' educational experience and trajectory. . We promote prosocial behavior and encourage community responsibility. We support and offer each student the tools necessary to build resiliency and independence, to become successful and motivated problem solvers that contribute to and recognize their place in the community.

Does your school offer a comprehensive School Counseling Activity? YES

Program Name: 5th Grade Leadership

Learning Strategies: LS1. Demonstrate critical-thinking skills to make informed decisions

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): 5

Academy: Academic (A), 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, Administrators

Activity Goal/Measurable Outcomes: The 5th grade leadership club invites students to participate in assisting teachers and mentoring students in grades K-2.

Program Name: Appropriate use of Social Media

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): 4, 5

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

Tier: All

Delivery Process: Direct

Time Line: April, November

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

Activity Goal/Measurable Outcomes: Students in grades 4 and 5 will learn the term "digital footprint" and recognize what is and is not appropriate to share online. Students will reflect on their personal online/social media activity, and create their own digital footprint, and a technology tail. Students will engage in read-aloud/discussions through books such as Nerdy Birdy Tweets and The TechnologyTail. Students will also analyze a variety of scenarios and decide on best practices involving social media. Students will also dive into how and why organizations collect data about our online activity, and more importantly how inappropriate use of social media can have a negative impact on our future.

5% decrease in investigations involving inappropriate use of social media.

Program Name: At Risk Counseling /Intervention and support

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

Tier: Some

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, Parent Coordinators, School Psychologist, Administrators

Activity Goal/Measurable Outcomes: To provide at risk counseling to students identified by the teacher and referred to the counselor. To reduce the amount of special education referrals by 10%.

Program Name: Big Life Journal Developing a Growth Mindset

Learning Strategies:

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, 4, 5

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

Tier: Some

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

Activity Goal/Measurable Outcomes: As a result of widening their scope of thought. Students will be able to offer multiple solutions when presented with a problem.

Program Name: Book of the Month Character Development

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

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

Tier: All

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: TO build a learning community through our Book of the Month. These books are selected with a mindfulness of students' cultures and include diverse characters and gentle messages that promote positive character education. They provide a common experience that unites our school. We have expanded our school and classroom libraries to include books that reflect our school population so that every child can find a reflection of himself or herself in a book. To reduce OORS reports by 5%.

Program Name: Bridges to School

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: All

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: To strengthen community and foster resilience. To increase the level of 3's in Personal Growth and Development by 10%

Program Name: Buddies Mentor 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: 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, 2, 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, Teachers

Activity Goal/Measurable Outcomes: To create a positive, supportive, and motivating environment that fosters a sense of belonging in the school environment. To increase the level of 3's in ELA and Math by 5% To increase attendance to 93%. To reduce disciplinary action by 10%.

Program Name: Building Classroom Community Grade 2

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): 2

Academy: Social/Emotional (SE)

Tier: Some

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: Students will participate in various lessons/activities that will foster respect for all and kindness toward classmates. Students will learn to recognize similarities between themselves and their peers and learn to appreciate the differences.

To increase the number of Star Student notices by 10%.

To decrease incidents during recess by 5%.

Program Name: Citizen of the Month

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: All

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: To recognize students' achievements in academics and social-emotional learning. Monthly, the Star Citizen is publicly recognized in the classroom or remotely in the google classroom. To increase the level of 3's in Personal Growth and Development by 10%.

Program Name: Coffee with the Counselor

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): 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, Parent Coordinators, Other

Activity Goal/Measurable Outcomes: Monthly workshops to inform parents on the different components of the school counseling plan, our role as school counselors, and informational sessions on various topics based off of school and community needs. The counseling team has created a pre and post parent survey as the measure. To see a 10% increase from no to yes answer choices pertaining to support from the school and staff.

Program Name: Consultation and Collaboration K-5

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: SS8. Demonstrate advocacy skills and ability to assert self

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

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

Tier: All

Delivery Process: Indirect

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

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

Activity Goal/Measurable Outcomes: To provide/share SEI best practices, opinions, and recommendations, and brainstorm as a team to develop ways to support specific student needs. To share/ discuss strategies that will support/address student needs to ensure success for all students in academic development, college and career readiness, and social-emotional learning.

To increase the number of in-school supports by 5%

Program Name: Crisis Response K-5

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

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

Tier: Few

Delivery Process: Indirect

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

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

Activity Goal/Measurable Outcomes: To provide immediate interventions to meet the specific urgent needs of students in crisis. To provide follow-up interventions and devise personalized plans of action in order to prevent future crises.

To reduce the number of crises by 5%.

Program Name: DESSA

Learning Strategies:

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), 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: Utilizing pre/post screeners that identify social/emotional development. The team identifies areas of strengths and needs within the 5 identified domains. Teachers will implement teaching strategies to address and target the identified social/emotional needs of the student. To reduce the level of Tier 3 SEL instruction by 5%.

Program Name: Eye on the Prize Small Groups

Learning Strategies: LS3. Use time-management & organizational & study skills

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): 3, 4, 5

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

Tier: Some

Delivery Process: Direct

Time Line: March, April

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

Activity Goal/Measurable Outcomes: Eye on the Prize small groups focus on test-taking/organizational skills. Students are selected by the counselor and teacher. There are two to three small groups per grade depending on how many students are recommended for the sessions. The students learn a focus acronym and complete lessons geared toward what each represents. These lessons provide students with test-taking skills, strategies, and mindfulness techniques that are beneficial during state testing and end-of-the-year assessments. To increase the level of 1's to 2's by 5% in ELA and Math. To increase the level of 2's to 3's by 5%.

Program Name: Grade 3 Conflict/Resolution Group

Learning Strategies: LS1. Demonstrate critical-thinking skills to make informed decisions

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): 3

Academy: Social/Emotional (SE)

Tier: Some

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: Small group looking at various daily conflicts that take place during 3rd-grade recess. Through the use of restorative practices, students will analyze conflicts from different perspectives, decide who is directly impacted, and brainstorm ways to move forward and resolve the issues at hand. Students will create a toolbox of strategies that can be used to problem-solve future conflicts.

To reduce the number of incidents that occur during 3rd-grade recess by 5%.

Program Name: Health Problems Series STOP/THINK/MAKE a SMART or SAFE CHOICE

Learning Strategies: LS1. Demonstrate critical-thinking skills to make informed decisions

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

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

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

Activity Goal/Measurable Outcomes: Students will participate in lessons/activities that will teach them to take care of their bodies inside and out, physically and mentally, and make smart and safe choices. Students will learn positive ways to combat peer pressure and learn strategies that can be used to resolve conflicts.

1/3 of grade 3 students will complete a journal on Smart Healthy Choices and list their top 5 Stop and Go Behaviors.

Program Name: Individual Counseling (mandated and nonmandated)

Learning Strategies:

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

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, July, August, September, October, November, December

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

Activity Goal/Measurable Outcomes: 95% of students with an IEP will meet their IEP goals.

10 % reduction in behavior referrals.

Increase attendance to 93%

Program Name: Individual Counseling/Academic Intervention

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, 3, 4, 5

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

Tier: Few

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: Students work with the counselor to increase motivation, participation, and devise strategies for students to use during class lessons. Students will increase their class participation and question asking to 2X per subject/period. To increase the number of level 3's in personal growth and development by 10%.

Program Name: K and 1 Superstars

Learning Strategies: LS3. Use time-management & organizational & study skills

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

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

Tier: All

Delivery Process: Direct

Time Line: September, October, November

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

Activity Goal/Measurable Outcomes: Students will engage in lessons/activities that will show them what it means to be part of a school community. Students will review the Star Student Behavior Matrix, and learn appropriate behaviors for school/classroom. Through visuals, stories, and role plays, students will learn the grade expectations for different areas within the school building.

To increase the number of Star Student notices by 10% in grades K and 1.

Program Name: Middle School Transition Grade 5

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): 5

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

Tier: All

Delivery Process: Direct

Time Line: April, May, June

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

Activity Goal/Measurable Outcomes: Grade 5 students will delve into the differences between elementary school and middle school. Students will reflect on their time at P.S. 182, discuss the meaning of transition, and learn about middle school expectations. Students will note their fears/concerns, and share what they are looking forward to in middle school. Students will also, look into various clubs/activities they may consider joining, along with understanding ways to form healthy relationships with peers and adults. Lastly, students will be given a toolbox of strategies to help them ensure success and will set personal long and short-term goals, while learning what skills they need to develop/utilize in order to be prepared for this transition.

100% of 5th grades will complete a Transition to Middle School activity packet.

Program Name: NYSSCA Online Lesson Plans K-12

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): 1

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, School Psychologist

Activity Goal/Measurable Outcomes: The lessons focus on the three main domains of academics, college and career readiness, and social-emotional development. The grade 1 lessons center around the goal of developing a positive attitude toward learning and interacting with others. The SEL lessons target state mandates pertaining to bullying, self-harm, and abuse at a developmentally appropriate level. To increase the level 3's in ELA and Math by 5%. To increase attendance to 93%. To identify 2 areas of interest relating to careers.

Program Name: NYSSCA Online Lesson Plans K-12

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): 2

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, School Psychologist

Activity Goal/Measurable Outcomes: The lessons focus on the three main domains of academics, college and career readiness, and social-emotional development. The grade 2 lessons center around the goal of demonstrating self-control and self-awareness to make good decisions. The SEL lessons target state mandates pertaining to bullying, self-harm, and abuse at a developmentally appropriate level. To increase level 3's in ELA and Math by 5%. To increase attendance to 93%. To identify 2 areas of interest relating to careers.

Program Name: NYSSCA Online Lesson Plans K-12 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: 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): 3

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, School Psychologist

Activity Goal/Measurable Outcomes: The lessons focus on the three main domains of academics, college and career readiness, and social-emotional development. The grade 3 lessons center around the goal of demonstrating empathy to foster an understanding of others in the school community. To increase the level of 3's in ELA and Math by 5%. To increase attendance to 93%. To identify 2 areas of interest relating to careers.

Program Name: NYSSCA Online Lesson Plans K-12 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: 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): 4

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

Tier: All

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: The lessons focus on the three main domains of academics, college and career

readiness, and social-emotional development. The grade 4 lessons center around the goal of the ability to make responsible decisions and understand the consequences of choices on self and others. To increase the level 3's in ELA and Math by 5%. To increase attendance to 93%. To identify 2 areas of interest relating to careers.

Program Name: NYSSCA Online Lesson Plans K-12 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: 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): 5

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

Tier: All

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: The lessons focus on the three main domains of academics, college and career readiness, and social-emotional development. The grade 5 lessons center around the goal of developing academic and social awareness in order to participate in the greater school community. The SEL lessons target state mandates pertaining to bullying, self-harm, and abuse at a developmentally appropriate level. To increase level 3's in ELA and Math by 5%. To increase attendance to 93%. To identify 2 areas of interest relating to careers.

Program Name: NYSSCA Online Lesson Plans K-12 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: SS8. Demonstrate advocacy skills and ability to assert self

Grade Level(s): Kindergarten

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, School Psychologist

Activity Goal/Measurable Outcomes: The school counseling program focuses on supporting all students in the three main domains of academics, college and career readiness, and social/emotional development. The lessons for Kindergarten center around the goal of learning to separate from family and actively participate in the school community environment. The SEL lessons target state mandates pertaining to bullying, self-harm, and abuse at a developmentally appropriate level. To increase the level of 3's in ELA and Math by 5%. To increase attendance to 93%. To identify 2 areas of interest relating to career.

Program Name: Respect for All

Learning Strategies:

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: All

Delivery Process: Direct

Time Line: February

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

Activity Goal/Measurable Outcomes: Students will recognize and understand that we are each different and that we respect those differences. Reduce OORS reports by 10 %.

Program Name: Restorative Practices

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

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, School Psychologist, Administrators, Other

Activity Goal/Measurable Outcomes: To use restorative practices to decrease student disciplinary actions and increase student accountability for behavior. To decrease student disciplinary actions by 10%.

Program Name: Sanford Harmony

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

Academy: Academic (A)

Tier: All

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: Students will show an increase in social emotional skills that will contribute to students' overall well being and improve classroom/school climate. To increase the level of 3's in Personal Growth and Development by 10%. To reduce the number of OORS reports by 5%.

Program Name: Small Group Counseling (Mandated and non-mandated)

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

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

Activity Goal/Measurable Outcomes: 85% of students with mandated small group counseling will meet their IEP goals. To reduce the number of behavior and academic referrals by 10%.

Program Name: STAR Attendance 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: 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, 6, 7, 8, 9, 10, 11, 12

Academy: Academic (A)

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, Teachers, Parent Coordinators, Administrators

Activity Goal/Measurable Outcomes: Increase attendance to 93%. Reduce chronic absenteeism.

Program Name: Weekly Mindfulness

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:

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: The school counseling program goals focus attention on the development of whole-self, including a healthy balance of mental, social/emotional, and physical well-being. To see a 5% decrease in student disciplinary actions.

