

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 New Directions Secondary School counseling plan measures qualitative and quantitative data to address the whole student. We anchor our program in developing strong relationships with students, which fosters trust. Once we have established trusting relationships with students we delve into our students academic progress. Over the years we have grown our program to include a multitude of partners. We have partnered with Youthbuild, a skills based learning program. We participate in shared instruction with the Roosevelt YABC to help our students meet their academic goals. We send students to COOP tech to gain experience in some vocational trainings. We accelerate students through the College Now program at Hostos Community College and the Jumpstart program at Monroe College. We also have our students participate in our Learning to Work internship program through our partnership with Wediko, Home of the Little Wonderers.

Our school counselor holds weekly workshops in the fall around the college application process, including resume writing, personal statements, letters of recommendation, financial aid, and opportunities for students that are new to the country. Our counselors invite guest speakers to present CLIP, ASAP, SEEK, DISCOVERY, EOP, and HEOP programs to students. After graduation we follow-up with our alumni regularly to ensure they remain on track.

At New Directions, our students understand mistakes are not failures and they always have the opportunity to repair harm. Our school culture is built on students knowing that no matter what, we are here for them, even after they leave us. With this trusting relationship we are able to encourage and support them in meeting their academic goals.

Does your school offer a comprehensive School Counseling Activity? YES

Program Name: Individual Progress Review Student Meetings

Learning Strategies:

Self-Management:

Social Skills:

Grade Level(s): 9, 10, 11, 12

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

Tier: All

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: 90% of students in regular attendance at school will meet with the guidance counselor at least twice during the school year to review individual progress and set goals.

Program Name: LTW Internship

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): 9, 10, 11, 12

Academy: College & Career (CCR)

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, Administrators, Other

Activity Goal/Measurable Outcomes: 85% of students engaging in LTW internship program will be able to develop work readiness skills while 100 % of the participants are exposed to a profession of interest that will inform their post-secondary options.

Program Name: Social Emotional Learning Groups

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): 9, 10, 11, 12

Academy: Social/Emotional (SE)

Tier: Some

Delivery Process: Direct

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

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

Activity Goal/Measurable Outcomes: 85% of students who engage in SEL lunch groups (Boys 2 Men, Bienvenido, Art Club, Girl Talk, Meditation Walk, Healthy Habits) will develop positive communication skills.

Program Name: Success 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: SM10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Social Skills: SS4. Demonstrate empathy

Grade Level(s): 9, 10

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, Administrators

Activity Goal/Measurable Outcomes: 75% of NDSS students will engage in a pro-social supportive dialogue with their mentor to set realistic attendance goals.

65% of all tier 2 mentees will earn 1-2 credits by June 2023.

Overall chronic absenteeism will decrease between 1-2% in SY2022.

